APPLICATION FOR NEW COURSE

1. Submitted by the College of Arts and Sciences Date May 15, 2002

Department/Division offering course: Hispanic Studies

2. Proposed designation and Bulletin description of this course:

(a) Prefix and Number SPA 750 (b) Title* Seminar in Colonial Latin American Literature and Culture: (subt. req.)

*NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use in transcripts: Sem Colonial Lat Am Lit

(c) Lecture/Discussion hours per week 3 (d) Laboratory hours per week

(e) Studio hours per week (f) Credits 3

(g) Course description:

Special and intensive study of selected topics in Colonial Latin American literature and culture.

(h) Prerequisites (if any):

(i) May be repeated to a maximum of 9 credits when taught under different subtitles.

4. To be cross-listed as:

Prefix & No. Signature, Chairman, cross-listing department

5. Effective Date: Spring 2003 (semester and year)

6. Course to be offered (a) Fall (b) Spring (c) Summer

7. Will the course be offered each year? (a) Yes (b) No

(Explain if not annually): vary in program cycle

8. Why is this course needed: Part of traditional graduate offerings

9. (a) By whom will the course be taught? All SPA graduate faculty

(b) Are facilities for teaching the course now available? (a) Yes (b) No

If not, what plans have been made for providing them?
10. What enrollment may be reasonably anticipated?  **10 to 20**

11. Will this course serve students in the Department primarily?  
   Will it be of service to a significant number of students outside the Department?  
   If so, explain.  **College of Education, Graduate School**

12. Check the category most applicable to this course:
   - X traditional; offered in corresponding departments elsewhere;
   - _______ relatively new, now being widely established
   - _______ not yet to be found in many (or any) other universities

13. Is this course part of a proposed new program?  
   If yes, which?  

14. Will adding this course change the degree requirements in one or more programs?*  
   If yes, explain the change(s) below:

15. Attach a list of the major teaching objectives of the proposed course, outline and/or reference list to be used.

16. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

17. Within the Department, who should be contacted for further information about the proposed course?  
   Name/e-mail:  
   - Dr. E. M. Santies sant2@uky.edu  Phone Extension: 7-7066
   - Dr. Dianna Niebyski nieb2@pop.uky.edu  Phone Extension: 7-7094

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
APPLICATION FOR NEW COURSE

Signatures of Approval:

Edward Stark
Department Chair

David Leap
Dean of the College

Date
6-18-02

Undergraduate Council

Date
OCT 11 2002

University Studies

Date

Graduate Council

Date
AUG 23 2002

Date of Notice to the Faculty

Academic Council for the Medical Center

Date

Senate Council

Date

Date of Notice to Univ. Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL:

Rev 11/98
SPA 750—Seminar in Colonial Latin American Literature and Culture:  
Introduction to Colonial History, Culture, and Literature

OBJECTIVES:

Objectives:
One of the objectives of the course is to introduce students to the history, culture and literature of the Colonial period in Latin America. An equally important objective is to develop a basic understanding of the epistemological and cultural origins of Latin American thought and the cross-cultural, multi-ethnic and multi-lingual origins of Latin American culture.

Because a large part of what you do as graduate students in literature (in any literature) is to develop skills and techniques for approaching texts from a critical perspective and with a complex set of critical interests, our reading list will be made up of critical essays as well as primary works. Because the M.A. reading list is substantial, the number of critical essays that can be included as required reading for the course is small. Students are encouraged to read additional critical essays on the periods and authors studied, both in preparation for the exam, but also as preparation for thinking and writing about literature.

REQUIREMENTS:
1. Three exams, consisting of two parts. Part A of the exam is made up of short passages from the works read during the period covered by the exam. Part B of the exam asks you to think critically (and to use the material discussed in the essays) about one or more of the problems, issues, or topics discussed in class. There will be no individual make-ups for these exams. Students who miss an exam will need to take a “generic” comprehensive exam at the end of the semester. If you know in advance that you will be missing class on an exam day, you may take the exam the day before. 50% of the grade.

2. ONE 15-20 min. oral presentations on two works on the M.A. reading list but not covered in class. The presentation must be on one of the works listed (almost all from the revised M.A. list) but not discussed in class (some presentations are on works mentioned in class but not read in class). As part of the presentations, students must read at least one critical chapter or article on the work or author discussed (you may NOT use internet articles for this purpose- only articles published in literary journals or books are acceptable). The presentation must be clear and well-organized, as it is meant to help your
classmates “cover” one more work on the M.A. list. You will need to distribute a short
critical bibliography on your author or work to the class at the time of your presentation.
30% of the grade.

3. Class attendance and participation. You will be expected to participate actively in
discussion and often asked to give your opinion about a particular reading. 20% of the grade

Texts:
Since we will be reading numerous critical articles as well as primary texts, please consult
the following syllabus for the reading list. There will be a notebook with photocopies of all
critical articles on reserve in Young library.

Syllabus

Primera Parte: *El descubrimiento y la conquista*

August 28-Sept. 13
Week 1-III
Introduction to the course and to course requirements
Information on photocopied material, library journals, etc.

Cristóbal Colón y Hernán Cortés, Diarios y Cartas (photocopies)
Americo Vespucio, “Primer viaje”
Presentación: El descubrimiento y textos procedentes del descubrimiento
Comienzos de la literatura de viajes (como género) en Hispanoamérica

Ainsa, Fernando, “The Antinomies of Latin American Discourses of Identity and
Their Fictional Representation” (Photocopy)
Mignolo, Walter. “The Movable Center: Geographical Discourses and
Territoriality During the Expansion of the Spanish Empire.” (Photocopy)

**Discusión:** El descubrimiento visto por la crítica postcolonial en las letras
latinoamericanas

**Note:** Even when the readings are in English, our discussion of the material
will be in Spanish

Sept. 15-27

Alvar Nuñez Cabeza de Vaca, *Relación* (fragmentos - photocopies)
Alonso de Ercilla y Zúñiga, *La araucana* (fragmentos -photocopies)
*Presentación: La épica en la época de la conquista*
Adorno, Rolena. “Peaceful Conquest and Law in the Relación of Alvar Núñez Cabeza de Vaca” (Photocopies)
Chang-Rodríguez, Raquel. “Cultural Resistance in the Andes and Its Depiction in Atau Wallpaj...or Tragedy of Atahualpa’s Death”
Enrique Dussel, “A Nahuatl Interpretation of the Conquest...” (Photocopy)
Discusión: Modelos de conquista y reinterpretación

Oct.2-18

Sor Juana Inés de la Cruz, Poemas (TBA).
O. Paz, Introducción a Sor Juana Ines de la Cruz o Las trampas de la fe, pp. 23-86.

Presentación y discusión: Sor Juana en el pensamiento colonial

Guest Presentation: Dr. Sherry Velasco on Escritura conventual durante el siglo XVIII, guerras del chocolate y la Monja Alférez
Readings to be assigned

Sor Juana Inés de la Cruz, “Respuesta a Sor Filotea”
Scott, Nina, “...Sor Juana’s Foremothers in ‘La respuesta a Sor Filotea’”
(photocopy)
S. Sarduy, introduccion a Barroco (pag. t.b.a.)

Discusión: textos y figura de Sor Juana

Oct. 25-Nov. 15

Concolorcorvo (Alonso Carrió de la Vandera), El lazarillo de ciegos caminantes (fragmento - photocopy)
Greer Johnson, Julie, “Satire and Eighteenth-Century Colonial Spanish American Society”
Discusión: El pensamiento colonial tardio

El pensamiento independentista

Fernández de Lizardi, El periquillo Sarniento (fragmentos)
Presentación: Comienzos del pensamiento independentista en Hispanoamérica
Bolívar, Simón. Cartas (fragmentos - photocopies)
Moreno, Mariano, Ensayos (photocopies)
Shumway, Nicolas, “La nación hispanoamericana como proyecto racional” (Photocopy)
*Presentación y Discusión: El romanticismo temprano y el nacimiento de un pensamiento hispanoamericano*

Nov. 20-Dec. 6

**Presentaciones de los alumnos:**
- Bartolomé de las Casas- 1. Victoria; 2. Marimar
- Ricardo Palma, *Tradiciones Peruanas*- 5. Montserrat

(Suggested critical reading: anything by Jose Miguel Oviedo on Palma)

**USE MLA bibliography to find articles on the texts you’ll be presenting**