COURSE DESCRIPTION

Major authors and literary works of the period. Readings will be analyzed and discussed in depth, and their interrelation with the cultural context will be discussed.

COURSE LEARNING OBJECTIVES

- Understand the cultural discourses of modernity, sexuality and gender of the fin de siglo (1880-1910) in the Southern Cone (Argentina, Chile, and Uruguay).
- Perform in-depth critical analysis of literary works, sociological and psychological texts, and pedagogical treatises and how they represent sexual ‘inversion’, cultural decadence, and a failed Liberal utopia.
- Approach intersecting discourses of cultural malaise and renovation by engaging queer theory, kinship studies, intellectual history and literary criticism, paying special attention to the ways in which national interests collide with the expression of queer desires, affects, and eroticisms.
- Practice advanced analytical and expository skills, as well as research methods of literary and cultural criticism.

COURSE REQUIREMENTS

Students will be required to participate actively in class, give two oral presentations, and complete a semester-long research project.

A. Readings All readings will be available on our Blackboard (BB) site or Melville Library Reserves. Students are required to complete readings before class.

B. Class participation Students must contribute to each class discussion. Only one absence will be permitted.

C. Oral presentations Each student will give an oral presentation of approximately 10-15 minutes on one critical text and one literary text. The presentations will critically approach the readings and serve as a point of departure for class discussion.
**D. Annotated bibliography** At a minimum must include 1) literary history; 2) book about the author, generation, or historical period; 3) 4 critical articles; 4) review; 5) theory text; 6) dissertation; 7) website (due 4/17/2014).

**E. Paper draft** Students will provide an initial draft of at least 12 pages (due 5/1/2014).

**F. Peer review** Each student will provide a two-page review one other student’s paper draft (due 5/8/2014). In addition, students will include critical response (1 page) to their peer review, due along with Final Essay.

**G. Final essay** Students will complete an original research project of 15-20 pages (due 5/12/2014), which may be submitted in person or by email. Students must follow MLA formatting for the paper. Research should engage class readings and other outside sources, must show comprehensive historical and sociocultural knowledge, and engage in a close reading of the text.

**Grading Criteria**

15% Participation in class  
15% Two class presentations (7.5% each)  
10% Annotated Bibliography  
10% Paper draft  
10% Peer review  
40% Final essay

**Grade System**

A = 94-100  B+ = 87-89  B- = 80-83  C = 74-76  D+ = 60-69  F = 0-59  
A- = 90-93  B = 84-86  C+ = 77-79  C- = 70-73  D = 60-65

**Americans with Disabilities Act:**

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

**Academic Integrity:**

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-
specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

Critical Incident Management:

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.
MEETING SCHEDULE

Part I: Queer Theory and the Southern Cone

Week 1. 1/30 Course Introduction

Week 2. 2/6 Queer Theory (I): History, Bodies, Sex

Week 3. 2/13 Queer Theory (II): Of Closets and other Dreams

Week 4. 2/20 Queer Sur: Those Queers are Unhealthy!
   pp. 179-393.

Part II: Naturalist Literature: Failed Families, Somatic Fictions

Week 5. 3/6 Carlos O. Bunge, *La novela de la sangre*
   of Sex.” In *Toward and Anthropology of Women* (ed. Rayna R. Reiter).

Week 6. 2/27 Eugenio Cambaceres, *Sin rumbo*

Week 7. 3/13 Adolfo Caminha, *Bom-Crioulo (The Black Man and the Cabin Boy)*
   David William Foster. “Adolfo Caminha’s ‘Bom-Crioulo’: A Founding

*3/26 Ben. Sifuentes-Jáuregui Lecture during Campus Life Time

Week 8. 3/27 José González Castillo, *Los invertidos*
   Literature*. pp. 1-52.
Part III: Modernismo: Desires, Affects, Eroticisms


Week 10. 4/10 Augusto d’Halmar, La pasión y muerte del cura Deusto

Annotated Bibliography Due in Class

Part IV: La voz femenina: Diaries and Diarios

Week 11. 4/17 Francine Masiello (Ed.), La mujer y el espacio público: El periodismo femenino en la argentina del siglo XIX (selection)
Asunción Lavrin. Women, Feminism & Social Change in Argentina, Chile, & Uruguay, 1890-1940. Ch. 1 “Feminism in the Southern Cone: Definitions and Objectives.” pp. 15-52.
Nelly Richard. Masculino/femenino: prácticas de diferencia y cultura democrática. Ch. 2 “¿Tiene sexo la literatura?”

*4/23 Heather Love Q/F/T Inaugural Lecture 4PM
Week 12. 4/24 Julia Valentina Bunge, Vida: Época maravillosa, 1903-1911 (selection)

Week 13. 5/1 Gabriela Mistral, “El ritmo de Chile,” “Menos cóndor y más Huemul,” “Sobre la mujer chilena,” “Organización de las mujeres,” “José Martí (I),” “José Martí (II),” “Una nueva organización del trabajo(I),” “Una nueva organización del trabajo (II),” “El voto femenino,” “Los derechos del niño”

Paper Draft (12 page min.) Due in class

Week 14. 5/8 Conclusions
Peer Reviews Due in class

5/12 Final Essay Due (in person or by email)