

Spring 2014
Stony Brook University
Department of Hispanic Languages and Literature
College of Arts and Sciences
SPN 662 19th-Century Spanish American Literature
Queer *fin de siglo*: Modernity, Sexuality, and Gender in the Southern Cone (1880-1910)
Course Instructor: Joseph M. Pierce
Section: 01
Office Hours: Tue. / Thur. 11:30-12:30 or by appointment

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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
Michel Foucault. *The History of Sexuality*. Vol. 1. pp. 1-49.
Judith Butler. *Bodies that Matter*. pp. 1-23.

Week 3. 2/13 Queer Theory (II): Of Closets and other Dreams
Eve Kosofsky Sedgwick. *Epistemology of the Closet*. pp. 1-63.
Gabriel Giorgi. *Sueños de exterminio*. pp. 9-43.

Week 4. 2/20 Queer Sur: Those Queers are Unhealthy!
Jorge Salessi. *médicos maleantes y maricas*. Parte III: maricas.
pp. 179-393.

Part II: Naturalist Literature: Failed Families, Somatic Fictions

Week 5. 3/6 Carlos O. Bunge, *La novela de la sangre*
Gayle Rubin. "The Traffic in Women: Notes on the 'Political Economy'
of Sex." In *Toward and Anthropology of Women* (ed. Rayna R. Reiter).
pp. 157-210.

Week 6. 2/27 Eugenio Cambaceres, *Sin rumbo*
Gabriela Nouzeilles. *Ficciones somáticas*. pp. 95-130.

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
Text of Brazilian Gay Literature." *Chasqui* (17:2) Nov. 1988. pp. 13-22.

*3/26 Ben. Sifuentes-Jáuregui Lecture during Campus Life Time
Week 8. 3/27 José González Castillo, *Los invertidos*
Ben. Sifuentes-Jáuregui. *Transvestism, Masculinity, and Latin American
Literature*. pp. 1-52.

Part III: *Modernismo*: Desires, Affects, Eroticisms

Week 9. 4/3 José Martí, "Oscar Wilde"; Ruben Darío, *Los raros* ("Catulle Mendès," "Paul Verlaine," "El 'Conde de Lautreamont'," "Max Nordeau") and "Los colores del estandarte"; José Enrique Rodó, "Rubén Darío"

Sylvia Molloy, "Too Wilde for Comfort: Desire and Ideology in fin-de-siècle Latin America." *Social Text* (31-32) 1992. pp. 187-201.

Oscar Montero, "Modernismo y homofobia. Darío y Rodó." In *Sexo y sexualidades en América Latina* (Eds. Daniel Balderston and Donna J. Guy) Buenos Aires: Paidós, 1998. pp. 163-184.

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

Julia Kristeva. *Powers of Horror* Ch. 1 "Approaching Abjection." pp. 1-31.

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 Innaugural Lecture 4PM

Week 12. 4/24 Julia Valentina Bunge, *Vida: Época maravillosa, 1903-1911* (selection)

Cynthia Huff. "'That Profoundly Female, and Feminist Genre': The Diary as Feminist Practice." *Women's Studies Quarterly* (17:3/4) Fall-Winter: 1989. pp. 6-14.

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"

Licia Fiol-Matta. *A Queer Mother for the Nation*. Ch. 3 "Citizen Mother." pp. 65-93; Ch. 5 "Image is Everything." pp. 125-157.

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)