

Fall 2017

Stony Brook University

Department of Hispanic Languages and Literature

College of Arts and Sciences

SPN 612: Topics Seminar

Course Instructor: Joseph M. Pierce

Section: 01

Course Schedule: Wed. 4:00-7:00PM

Office Hours: Mon. 12:00-1:00; Wed. 12:00-1:00, or by appointment

Instructor Contact Information: Melville Library N3013, joseph.pierce@stonybrook.edu

COURSE DESCRIPTION

Thirst: Sex and Being

This course will investigate diverse ways of desiring, sexuality, and being. It is about the appetites that populate our lives—on which we depend for survival—, as well as those that have inspired historical moments of conflict. Thirst in this course is as much about lived experiences of desire as it is about historical structures of race, class, gender, and colonialism. Our inquiry into this thirst will focus on 19th and 21st century Latin American prose, and will also incorporate feminist, queer, post-and de-colonial texts from both the US and Latin America. The thirst is real.

sed

Del lat. *sitis*.

1. f. Gana y necesidad de beber.

2. f. Necesidad de agua o de humedad que tienen ciertas cosas.

3. f. Apetito o deseo ardiente de algo.

(RAE)

2. The one hoe (or man-slut) who will do anything to get laid, or even touched, by another. They are THE thirst. It lives within many, but usually, there's one embodiment of the sickness that really wants it. For people of the same gender, the thirst is an embarrassment (because, of course, the thirst gives a blow to the integrity of their gender). For those desired by the thirst, it is a plague. Do not catch the plague! Ignore the thirst!

(Urban Dictionary)

Ia: a sensation of dryness in the mouth and throat associated with a desire for liquids; *also*: the bodily condition (as of dehydration) that induces this sensation

b: a desire or need to drink

2.: an ardent desire: [craving](#), [longing](#) *a thirst for success*

(Merriam-Webster Online)

COURSE LEARNING OBJECTIVES:

- Develop a detailed understanding of the literary and cultural history of the long 19th century in Latin America.
- Link canonical 19th century texts to contemporary critical and literary writing from sociological, psychological, and historical perspectives as they relate to nationalism, ethnicity, race, class, desire, and affect.
- Engage with current critical approaches and arguments in the field of queer theory, in particular its intersection with kinship studies, affect studies, and contemporary feminist thought.
- A greater understanding of the form and impact of symbolic representations of the social sphere, including the attachments, relationships, and desires that are modeled in naturalist fiction, on the one hand, and on the other, recent expressions that resist neoliberal cooptation and homonormativity.

REQUIRED TEXTS:

Lucio V. Mansilla, *Una excursión a los indios ranqueles* (1870) (.pdf) or Stockcero

Julián Martel, *La bolsa* (1890) (.pdf)

Claudia Rodríguez, *Cuerpos para odiar* (2015) (on order from publisher)*

José Asunción Silva, *De sobremesa* (1925) (.pdf)

Carolina Maria de Jesus, *Quarto de Despejo: Diário de uma Favelada* (1960) (.pdf)

[English Translation: *Child of the Dark: The Diary of Carolina Maria de Jesus*]

Luis Zapata, *El vampiro de la Colonia Roma* (1979)*

Josecarlo Henríquez Silva, *#SoyPuto* (2015) (on order from the author)*

Augusto D'Halmar, *Pasión y muerte del cura Deusto* (1924) (.pdf)

*These texts you will be asked to purchase. Zapata is available on Amazon, etc.; the other two texts will be ordered directly from the publisher/artist.

COURSE REQUIREMENTS:

- 1. Reverse Outline:** This will serve as a method of critical analysis and also a tool for improving your own analytical voice. A handout will be provided on Blackboard, but the gist is that you analyze not only the content of one chapter/article, but also the form of analysis and argumentation. These should be turned in on the assigned day and also posted on our Blackboard discussion board. This outline may serve (I encourage you to do this) as a model for your final paper.
- 2. Oral Presentation:** This should not exceed 20 minutes. It is a model of a conference presentation in which one student provides a critical analysis of a primary text and lays a framework for a broader discussion of and connection with other course readings. Seriously. **You should not speak for more than 20 minutes.** You should have a critical point of view and be prepared to prompt and critically intervene in the subsequent class discussion. Finally, you should post your presentation on Blackboard discussion board by 5PM the day before you are to present (i.e. 5PM on Wednesday).
- 3. Final Essay Abstract:** This should explain the object of study, methodological approach, rationale, and stakes of your final paper. It should be between 250 and 500 words and include a brief (5-7 sources) bibliography.

4. Final Essay: This may, but need not, take one of our course texts as a primary object of analysis. You are encouraged to make this paper work for you, to the service of your broader thematic and/or theoretical interests. This means that transnational and/or transhistorical approaches are encouraged, though not necessary. Topics should be discussed with the professor in office hours beforehand, and the Abstract will serve as the formal proposal of your topic. These papers need to be between 15 and 20 pages (not more, not less) and strictly follow MLA guidelines for citation and formatting. Argumentative efficaciousness and technical proficiency in writing the essay is expected, originality is required, and thirst encouraged.

GRADING:

10% Course Participation
20% Reverse Outline
20% Oral Presentation
10% Final Essay Abstract
40% Final Essay

Grading 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

DISABILITY SUPPORT SERVICES (DSS) If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact Disability Support Services (631) 632-6748 or <http://studentaffairs.stonybrook.edu/dss/>. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website: <http://www.stonybrook.edu/ehs/fire/disabilities/asp>.

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 instance of academic dishonesty to the Academic Judiciary. 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, and/or inhibits students' ability to learn.

MEETING SCHEDULE

- Week 1. Thirst, Hunger, Desire (an introduction)**
8/30 Multimedia
- Week 2. Drinking with Indians**
9/6 Lucio V. Mansilla, *Una excursión a los indios ranqueles* (1870)
Kyla Wazana Tompkins, *Racial Indigestion: Eating Bodies in the 19th Century*,
Ch. 2, “‘She Made the Table a Snare to Them’: Sylvester Graham’s Imperial
Dietetics,” pp. 53-88.
- Week 3. Also, Stealing their Land**
9/13 David Viñas, *Indios, ejército y frontera*, pp. 5-114.
Michael Hardt & Antonio Negri, *Empire*, pp. 1-66.
Aníbal Quijano, “Colonialidad del poder, eurocentrismo y América
Latina,” pp. 201-246.
Scott L. Morgensen, *Spaces Between Us: Queer Settler Colonialism and
Indigenous Decolonization*, pp. 31-53.
- Week 4. Family (A Thirst for Women)**
9/20 Friedrich Engels, *The Origin of the Family, Private Property and the State*, pp.
76-114.
Claude Lévi-Strauss, *The Elementary Structures of Kinship*, pp. 3-51.
Gayle Rubin, “The Traffic in Women: Notes on the ‘Political Economy’ of
Sex,” pp. 157-210.
Angela Willey, *Undoing Monogamy*, Ch. 1, “Monogamy’s Nature: Colonial
Sexual Science and Its Naturecultural Fruits,” pp. 25-44.
- Week 5. Liberalism and its Monsters (A Thirst for Capital)**
9/27 Julián Martel, *La bolsa* (1890)
Nicolas Shumway, *Historia personal de una pasión argentina*. Ch. 3, “De
cómo el liberalismo se volvió una mala palabra,” pp. 111-211.
- Week 6. Neoliberalism (and its Monsters) (A Thirst for Blood)**
10/4 *Empaná de Pino* (Dir. Wincy, 2008) ([link](#)) (watch before class)
Claudia Rodríguez, *Cuerpos para odiar* (2015)
Georges Bataille, *Eroticism*, pp. 49-116.
- Week 7. Hunger and Hysteria**
10/11 José Asunción Silva, *De sobremesa* (1925)
Sylvia Molloy, *Poses de fin de siglo: Desbordes del género en la modernidad*,
“El secuestro de la voz: De sobremesa como novela histórica,” pp. 189-217.
- Week 8. Racialized Hunger (Eating, Feelings, Bodies)**
10/18 Carolina Maria de Jesus, *Quarto de Despejo: Diário de uma Favelada* (1960)
[English: *Child of the Dark: The Diary of Carolina Maria de Jesus*]
Roxane Gay, *Hunger: A Memoir of (My) Body* (2017) (pp. 1-63)

- Week 9. Mouths: Anthropophagy (Cannibals!)**
 10/25 S. Freud, "Three Essays on the Theory of Sexuality," pp. 239-293.
 Maggie Kilgour, *From Communion to Cannibalism: An Anatomy of Metaphors of Incorporation*, "Introduction: Metaphors and Incorporation," pp. 3-19.
 Oswaldo de Andrade, "Manifesto Antropofago"
 Carlos A. Jáuregui, *Canibalia*, "Introducción: Del canibalismo al consumo: *textura* y deslindes," pp. 13-46 & "Capítulo 1: Canibalia," pp. 47-131.
- Week 10. Butts: Rectal Politics, Anal Erotics**
 11/1 Esteban Echeverría, "El matadero"
 Selection of psychiatric and criminological texts by Francisco de Veyga, José Ingenieros, Benigno B. Lugones, Lucas Ayarragaray, & Luis Montané
 S. Freud, "Character and Anal Eroticism," pp. 293-297.
 Leo Bersani, "Is the Rectum a Grave?" *October* 43 (Winter, 1987): 197-222.
 Jonathan A. Allan, *Reading from Behind: A Cultural Analysis of the Anus*. Ch. 1, "Anal Theory, or Reading from Behind," pp. 23-47.
- Week 11. Bodies, Capital, Becoming**
 11/8 Luis Zapata, *El vampiro de la Colonia Roma* (1979)
 Néstor Perlongher, *El negocio del deseo: La prostitución masculina en San Pablo*, Ch. 4, "Derivas y devenires," pp. 139-183.
Final Essay Abstracts Due
- Week 12. Call Me Papi**
 11/15 Josecarlo Henríquez Silva, *#SoyPuto* (2015)
 Gayle Rubin, "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality," 137-181.
 Amber J. Musser, *Sensational Flesh: Race, Power, and Masochism*. Ch. 1. "Introduction: Theory, Flesh, Practice," pp. 1-30.
- Week 13. Feast**
 11/22 No Class—Thanksgiving
 Mark Miles, "Grappling with Colonialism at Thanksgiving" ([link](#))
- Week 14. Passions, Pleasures, Death (little and big)**
 11/29 Augusto D'Halmar, *Pasión y muerte del cura Deusto* (1924)
 Hiram Pérez, *A Taste for Brown Bodies*, Ch. 2, "Going to Meet the Man' in Abu Ghraib," pp. 49-76.
- Week 15. In The Garden of Earthly Delights**
 12/6 Osvaldo Lamborghini (Brief selection from *Tadeys*, 1983)
 Conclusions
Workshop Final Papers
 12/13 **Final Essays Due via email**