

Spring 2019
Stony Brook University
Department of Hispanic Languages and Literature
College of Arts and Sciences
SPN 662: 19th Century Spanish American Literature
Course Instructor: Joseph M. Pierce
Section: 01
Location: HUM 2036
Course Schedule: Mon. 4:30-7:30PM
Office Hours: Humanities 1139. Mon. 1:00-2:00; Wed. 1:00-2:00, or by appointment
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Flesh, Bodies, and Consumption

In the Western imaginary, Latin America has been intrinsically linked to abundant natural resources, mythical and monstrous creatures, sensuality, and danger. Latin America is a place of consumption: to consume and be consumed. This course examines what “consuming” means as a trope and ideological construct that connects cosmic, epistemological, and material realities. Colonial era cannibals, 19th century vampires, captives, and sexual deviants, and 20th century market speculators all share a drive to consume resources, bodies, and knowledge. We will read literary works in tandem with autobiography and memoir, as well as critical theory and historiography. This course will focus primarily on the 19th century era of nation-formation and the advancement of Liberal ideologies of social and economic value in Latin America, but it will also link early tropes of natural abundance to contemporary ecocriticism and activist interventions regarding capitalist extractivism. Thus, this course aims to trace the conceptual and practical significance of consumption in order to better understand how flesh, bodies, and discourse converge in Latin American thought.

COURSE LEARNING OBJECTIVES:

- Develop a detailed understanding of the literary and cultural history of the long 19th century in Latin America.
- Link 19th century texts to contemporary critical and literary writing from cultural, psychological, and historical perspectives as they relate to the meanings of the body, flesh, capital, and consumption.
- Engage with current critical approaches and arguments in the field of queer theory, ecocriticism, decolonial praxis, and contemporary feminist thought.
- A greater understanding of the form and impact of symbolic representations, including the corporeal modeling of naturalist fiction, on the one hand, and on the other, a critical understanding of the colonial legacies of racial, economic, and political exploitation in the Americas.

REQUIRED TEXTS:

- Echeverría, Esteban. *La cautiva*. [1837]. Madrid: Cátedra, 1999.
- Manzano, Juan Francisco. *The Autobiography of a Slave/Autobiografía de un esclavo*. [1840] Ed. Ivan A. Schulman. Trans. Evelyn Picón Garfield. Detroit: Wayne State University Press, 1996.
- Mansilla, Lucio V. *Una excursión a los indios ranqueles*. [1870] Ed. Saúl Sosnowski. Miami: Stockcero, 2007.
- Mansilla, Eduarda. *Recuerdos de viaje*. [1882] Ed. J. P. Spicer-Escalante. Buenos Aires: Stockcero, 2006.
- Cabello de Carbonera, Mercedes. *Blanca Sol (Novela Social)*. [1889] Ed. Oswaldo Voyses. Miami: Stockcero, 2007.
- Martel, Julián. *La bolsa* [1891] Buenos Aires: Editorial de Belgrano, 1981.
- Saer, Juan José. *El entenado*. [1983]. San José, Costa Rica: Ediciones Lanzallamas, 2016.

COURSE REQUIREMENTS:

- 1. Class Participation:** There are two forms of participation. First, coming to class prepared, willing, and able to analyze both primary and secondary texts—this means intervening in discussions with questions, provocations, and original interpretations. Second, for each class day, you are responsible for A) posting a brief reflection on the week's readings (around 250 words) to our Blackboard discussion board, and B) printing that reflection out and bringing it with you to class. This will serve not just as a repository of your ongoing engagement with course material, but a collective document through which we will think together the issues discussed in class.
- 2. 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.
- 3. Oral Presentation:** This should not exceed 20 minutes. (Seriously). 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. **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 Sunday).
- 4. 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.
- 5. 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.

GRADING:

20% Course Participation
20% Reverse Outline
20% Oral Presentation
10% Final Essay Abstract
30% 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

STUDENT ACCESSIBILITY SUPPORT CENTER (SASC)

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, 128 ECC Building, (631) 632-6748, or at sasc@Stonybrook.edu. 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 the Student Accessibility Support Center. For procedures and information go to the following website: <https://ehs.stonybrook.edu/programs/fire-safety/emergency-evacuation/evacuation-guide-people-physical-disabilities> and search Fire Safety and Evacuation and Disabilities.

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

Part I: Discovery/Monstrosity

- Week 1. 1/28 Course Introduction
Staden, Hans. *Hans Staden's True History: An account of Cannibal Captivity in Brazil*. (selections in class)
- Week 2. 2/4 Present Predations
Heffes, Gisela. "Introducción. Para una ecocrítica latinoamericana: entre la postulación de un ecocentrismo crítico y la crítica a un antropocentrismo hegemónico". *Revista de Crítica Literaria Latinoamericana*. 40.79 (2014): 11-34.
Gómez-Barris, Macarena. *The Extractive Zone: Social Ecologies and Decolonial Perspectives*. Durham: Duke University Press, 2017. (pp. 110-132).
Byrd, Jodi A., et al. "Predatory Value: Economies of Dispossession and Disturbed Relationalities." *Social Text* 135.2 (June 2018): 1-18.
Murphy, Michelle. "Against Population, Towards Alterlife." *Making Kin Not Population*. Eds. Clarke, Adele E. and Donna Haraway. Chicago: Prickly Paradigm Press, 2018. 101-24.
- Week 3. 2/11 Indians/Cannibals
Saer, Juan José. *El entonado*. [1983]. San José, Costa Rica: Lanzallamas, 2016.
- Week 4. 2/18 Monster Theory
Cohen, Jeffrey Jerome. "Monster Culture (Seven Theses)." *Monster Theory: Reading Culture*. Ed. Cohen, Jeffrey Jerome. Minneapolis: University of Minnesota Press, 1996. 3-25.
Davies, Surekha. *Renaissance Ethnography and the Invention of the Human: New Worlds, Maps and Monsters*. Cambridge: Cambridge University Press, 2016. (pp. 65-108).
Braham, Persephone. *From Amazons to Zombies: Monsters in Latin America*. Lanham, Maryland: Bucknell University Press, 2015. (pp. 53-87).
Moraña, Mabel. *El monstruo como máquina de guerra*. Madrid: Iberoamericana-Vervuert, 2017. (pp. 135-181).

Part II: Captivity/Subjection

- Week 5. 2/25 Captive (White) Women
Echeverría, Esteban. *La cautiva*. [1837]. Madrid: Cátedra, 1999.
Rotker, Susana. *Cautivas: Olvidos y memoria en la Argentina*. Buenos Aires: Ariel, 1999. (pp. 115-146).
Bunge, Carlos Octavio. "El Chucro" in *Thespis (Novelas cortas y cuentos)*. Buenos Aires: Biblioteca de "La Nación", 1907.
Pierce, Joseph M. *Argentine Intimacies: Queer Kinship in an Age of Splendor, 1890-1910*. Albany: SUNY Press, 2019. (forthcoming, selection)

- Week 6. 3/4 Coloniality, Subjection, Flesh
 Hartman, Saidiya V. *Scenes of Subjection: Terror, Slavery, and Self-Making in Nineteenth-Century America*. (pp. 49-78)
 Wynter, Sylvia. "Unsettling the Coloniality of Being/Power/Truth/Freedom: Towards the Human, After Man, Its Overrepresentation—An Argument". *CR: The New Centennial Review*. 3(3): Fall 2003. 257-337.
 Weheliye, Alexander G. *Habeas Viscus: Racializing Assemblages, Biopolitics, and Black Feminist Theories of the Human*. (pp. 33-45).
 Mignolo, Walter D. and Catherine E. Walsh. *On Decoloniality: Concepts, Analytics, Praxis*. Durham: Duke University Press, 2018. (pp. 135-176).

- Week 7. 3/11 Slavery, Abolitionism and Autobiography
 Manzano, Juan Francisco. *The Autobiography of a Slave/Autobiografía de un esclavo*. Ed. Ivan A. Schulman. Trans. Evelyn Picón Garfield. Detroit: Wayne State University Press, 1996.

Week 8. 3/18 **No class Spring Break**

- Week 9. 3/25 Lecture in class: Víctor Goldgel, "Literatura y esclavitud en el siglo XIX".

Part III: Writing/Consuming

- Week 10. 4/1 Consuming/Bodies
 Mansilla, Lucio V. *Una excursión a los indios ranqueles*. [1870] Ed. Saúl Sosnowski. Miami: Stockcero, 2007.
 Pávez Ojeda, Jorge, ed. *Cartas mapuche: Siglo XIX*. Santiago de Chile: CoLibris & Ocho Libros, 2008. (Selection)
- * 4/4 Symposium at HISB: "Unnatural: Gender, Ideology, and the New Latin America"
- Week 11. 4/8 Land, Bodies, Geographies
 Jones, Kristine L. "Indian-Creole Negotiations in the Southern Frontier". *Revolution and Restoration: The Rearrangement of Power in Argentina, 1776-1860*. 103-123.
 Viñas, David. *Indios, ejército y frontera*. [1982] Buenos Aires: Santiago Arcos, 2003. (pp. 53-72)
 Patrick Wolfe, "Settler Colonialism and the Elimination of the Native" *Journal of Genocide Research*. 8:4, (2006): 387-409.
 Gott, Richard. "Latin America as a White Settler Society." *Bulletin of Latin American Research*, 26. 2 (2007): 269–289.
- Week 12. 4/15 (White) Women Travel
 Mansilla, Eduarda. *Recuerdos de viaje*. [1882] Ed. J. P. Spicer-Escalante. Buenos Aires: Stockcero, 2006.

Part IV: Capitalism/Consumption

Week 13. 4/22 Selling Sex

Cabello de Carbonera, Mercedes. *Blanca Sol (Novela Social)*. [1889] Ed. Oswaldo Voyses. Miami: Stockcero, 2007.

Guy, Donna J. *Sex and Danger in Buenos Aires: Prostitution, Family, and Nation in Argentina*. Lincoln: University of Nebraska Press, 1990. (pp. 77-104)

Week 14. 4/29 The Market as Monster

Martel, Julián. *La bolsa* [1891] Buenos Aires: Editorial de Belgrano, 1981.

Beckman, Ericka. *Capital Fictions: The Literature of Latin America's Export Age*. Minneapolis: University of Minnesota Press, 2013. (pp. 83-120).

Week 15. 5/6 Gore Capitalism

Valencia, Sayak. *Capitalismo Gore: Control económico, violencia y narcopoder*. Mexico City: Paidós, 2016. (pp. 63-105).

Final Essay Due TBA