

DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

2019-2020 SPAN 441: B1 *Reading Colonial Culture*
(Winter Term)

Instructor: Ann De León
Office: Old Arts 308-C

Time: T, Th 9:30-10:50am

Place: T B 125

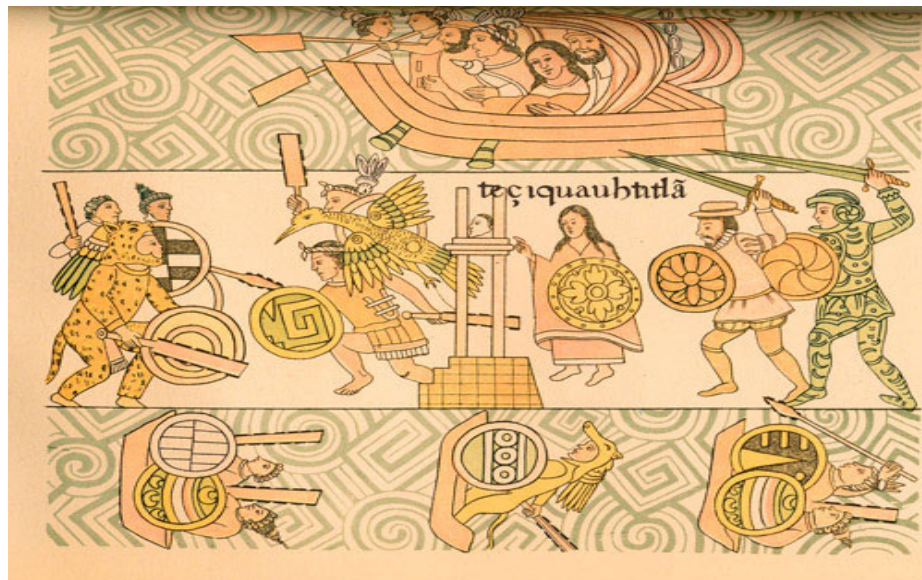
Office Hours: W 11am-12pm
or by appointment

Course Website: eclass

E-mail: adeleon1@ualberta.ca

Bachelor of Arts / Major in Modern Languages and Cultural Studies:

<https://www.ualberta.ca/modern-languages-and-cultural-studies/undergraduate-program-information/prospective-undergraduate-students>



Course Prerequisite: SPAN 320 or consent from the Department.

It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

No, not needed

Community Service Learning component

None (* Note though that there is an experiential learning component)

Past or Representative Evaluative Course Material Available

Other: Details provided by instructor in class

Course Description and Objectives:

This course will introduce students to a variety of Colonial Latin American historical, literary and pictorial documents and material culture, and will expose students to some critical postcolonial theory about how to read these “texts.” Students will read excerpts from select primary colonial “texts” and some accompanying theoretical essays, and will develop their own questions and critiques about these texts. Students will also have the opportunity to conduct original archival work with exposure to some paleography using our very own VECM (*Viceregal and Ecclesiastical Collection*) which will be showcased through ERA. They will also get to work with facsimiles of ancient indigenous Mexican pictorial manuscripts (*codices*) located in the *Bruce Peel Special Collections* in preparation to write their final research paper on the history/contents of one of these manuscripts (in consultation with the professor).

Some of the questions that will be addressed in the course include (but are not limited to):

- 1) What is colonial “literature”? What constitutes a (canonical) colonial “literary” text? Who decides? Who is included and who is excluded?
- 2) What were the (historical, cultural, social, etc.) conditions that enabled the production, reproduction, translation, circulation, disappearance, theft, or destruction of these “texts”? How do we know about these texts today? Where are they located? How do we read them?
- 3) Problems of “authorship”: who writes and why? How does the author construct her/him-self in relation to an-“Other”: i.e. new people, new customs, new language, new culture, new landscape, new food etc.? What discursive strategies does the author use to represent her/himself as an “authoritative” source?

While primary readings and class discussions will be conducted mainly in Spanish (some theoretical or background texts are written in English to facilitate understanding).

Learning outcomes:

By the end of this course students will be able to:

- *Identify some of the most important and non-mainstream colonial Latin American literary/historical authors and intellectuals.
- *Be able to historically contextualize these “texts” and perform a close reading on them.
- *Be exposed to some important theoretical and critical debates surrounding these “texts”.
- *Carry out authentic and collaborative archival research on important colonial Latin American documents to be showcased with scholars worldwide through ERA.
- *Write a final research paper in Spanish on the contents/history of an ancient indigenous Mexican pictorial manuscript consulted in the *Bruce Peel Special Collections*.

Course Format:

The objectives of this course will be learned through a combination of formal lectures, student guided readings/presentations, archival research (Microfilm documents and Facsimiles), and audiovisual materials.

Texts:

All readings will be provided to the student through eclass.

Additional Course Fees

Yes No

Important Dates: [See Academic Schedule in current Calendar](#)

First Day of Classes: January 7, 2020

Add/Delete Date: January 17, 2020

50% Withdrawal Date: February 5, 2020

Winter Term Reading Week: February 18-21, 2020

Withdrawal Date: April 1, 2020

Last Day of Classes: April 8, 2020

Grade Distribution (see “Explanatory Notes”):

Attendance/Participation: 20%

Guided course reading (sign up by week 2): 10%

Take Home Midterm (Handed out March 19—turn in exam on March 24): 20%

Mini *VECM* archival work: 15%

Indigenous Pictorial Manuscript *Bruce Peel Rare Books* assignment: 15%

Final Essay (due by email on April 21): 20%

Explanatory Notes on Assignments:

Attendance/Participation (20%): It is imperative that the students attend class prepared, i.e. having done the readings (thoughtfully) and also be ready to engage actively in class discussions.

Guided Course Reading (10%): Each student will be asked to briefly (10-15 minutes) guide/develop questions for one course reading during the semester. Students will sign up for a reading by the end of week two. Guidelines will be provided in class.

Mini *VECM* archival work (15%): Students will receive some introductory training on how to use the *VECM* archive in our library and will have the opportunity to explore a small document held within this collection. Guidelines will be provided in class.

Bruce Peel Rare Indigenous Manuscript Assignment (15%): Students will receive a guided workshop at the *Bruce Peel Rare Book’s Collection* where they will be able to look at facsimiles of pre- and post-conquest Indigenous Pictorial Manuscript (*codices*). Individually or in pairs, they will then be assigned to write a mini-report on the historical background of one of these indigenous manuscripts. Guidelines will be provided.

Midterm Exam (20%): There will be one take-home midterm exam in this course. It will be handed out in class on March 19, 2020—and should be turned back in class on March 24, 2020.

Final Essay (20%): Students will have to write a final (8-10 page double-spaced) paper in Spanish based on the contents/history of the ancient indigenous Mexican pictorial manuscript they worked on for the *Bruce Peel Special Collections* Indigenous Manuscript assignment. Final essay is due before or by email to the instructor on April 21, 2020.

Required Notes:

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.

Student Responsibilities:

Academic Integrity:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Language and Translation Courses:

Students involved in language courses and translation courses should be aware that the use of on-line translation to complete assignments constitutes a form of cheating as the student's own understanding and work is therefore not reflected. Also, students in language courses should be aware that, while seeking the advice of native or expert speakers is often helpful, excessive editorial and creative help in assignments is considered a form of cheating that violates the Code of Student Behaviour.

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or

- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Sexual Violence Policy:

It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>

Territorial Statement:

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.”
(*from the beginning of the Calendar*).

Recording of Lectures:

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

In this course attendance will be taken regularly and will be factored in as part of the participation component of the course. Note though that simply attending the course will not guarantee a high participation grade. It is essential that the student actively and critically participate. Students who fail to attend 50% of the classes can expect to do poorly or even fail the course.

Policy for Late Assignments:

Students who consult the instructor with **sufficient advance notice** regarding

contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension without penalty. Otherwise, assignments will incur a 3% per day late deduction. After three days, no assignments will be accepted.

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources: (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

The Academic Success Centre: (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

“MLCS Undergraduate Grading Scale”

Descriptor	Letter Grade	Grade Point Value	%
<p>Excellent. A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.</p>	A+	4.0	97-100
	A	4.0	93-96
	A-	3.7	90-92
<p>Good. B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.</p>	B+	3.3	87-89
	B	3.0	83-86
	B-	2.7	80-82
<p>Satisfactory. C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.</p>	C+	2.3	77-79
	C	2.0	73-76
	C-	1.7	70-72
<p>Poor/Minimal Pass. D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.</p>	D+	1.3	65-69
	D	1.0	60-64
<p>Failure.</p>	F	0.0	0-59

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