

DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES

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

2019-2020 SPAN 541: B1 *Reading Colonial Culture*
(Winter Term)

Instructor: Ann De León

Time: T, Th 9:30-10:50am &
(*an extra 1hr session every two weeks
for Graduate students)

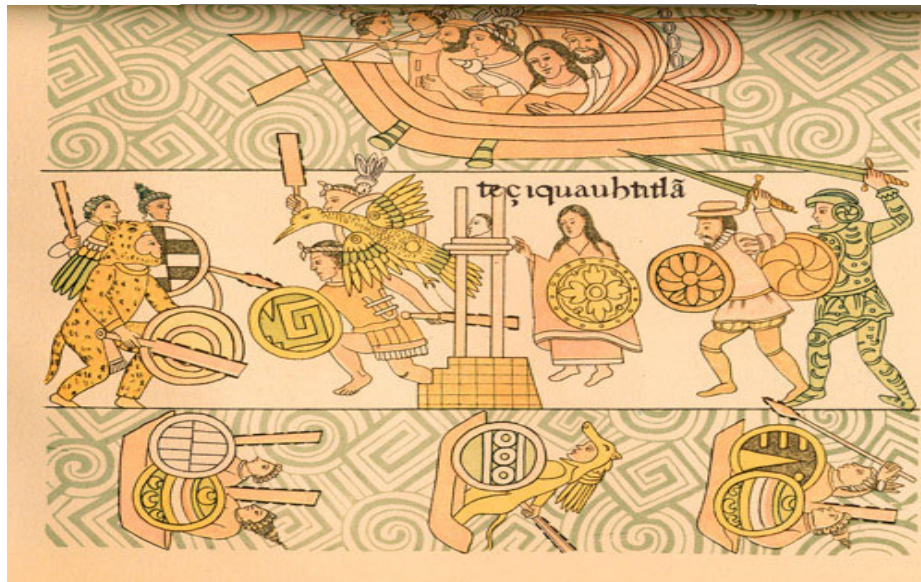
Office: Old Arts 308-C

Place: T B 125

E-mail: adeleon1@ualberta.ca

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

Course Website: eclass



Course Prerequisite: *Consent of the Department*

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

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*.

*Besides attending all undergraduate classes, Graduate students in this slash-course will be required (every two weeks) to meet at a separate hour with the course instructor. In these separate meetings they will discuss other more advanced course readings for which they will have to prepare an ongoing annotated bibliography to hand in at the end of the course.

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/himself 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).

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 archival research on important colonial Latin American documents to be showcased with scholars worldwide through ERA.

*Will familiarize themselves with the contents, history, and some ongoing debates surrounding ancient indigenous Mexican pictorial manuscripts (*códices*) consulted in the *Bruce Peel Special Collections*.

- *Will design and implement a partial undergraduate course session.
- *Will produce an annotated bibliography on texts read during the extra Graduate session.

Course Format:

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

Texts:

All undergraduate course readings will be provided to the student through eclass and the Rutherford Library. All extra graduate course readings will be available through the Rutherford Library.

Additional Course Fees

No

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

- First Day of Class: 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 Class: April 1, 2020

Grade Distribution (see “Explanatory Notes”):

Take Home Midterm (Handed out March 19—turn in exam on March 24, 2020).	20%
Annotated Bibliography (due before or by April 1, 2020)	20 %
Design 1 lesson plan (approved by professor) and guide part of one undergraduate class lecture/activities.	10%
Attendance to undergraduate course sessions & Oral participation in graduate group meeting (every two weeks).	20%
Mini VECM archival work.	15%
Indigenous Pictorial Manuscript <i>Bruce Peel Rare Books</i> assignment.	15%

Explanatory Notes on Assignments:

Take home Midterm Exam (20%): There will be one open book take-home midterm exam in this course. It will be handed out in class on March 19, 2020—and should be returned to the course instructor on March 24, 2020.

Annotated Bibliography (20%): Graduate students will be asked to keep an annotated bibliography only for the extra readings/texts covered during the outside graduate course meetings. This annotated bibliography is due before or by April 1, 2020. Detailed guidelines will be provided to the student.

Lesson Plan/Activity in Class (10%): In consultation with the professor, graduate students will also design one undergraduate lesson plan/activity and will get to implement/teach it during part of one undergraduate class which is relevant to the topic. They will receive feedback on this pedagogical activity.

Attendance/Participation (20%): While graduate students are expected to attend all undergraduate and graduate course sessions (having thoughtfully completed the readings); their oral participation though, will be based primarily on their graduate course sessions.

Mini VECM archival work (15%): Students will receive some introductory training on how to use the *VECM* Microfilm archive in our library and will have the opportunity to transcribe and describe the contents of a 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*). They will write a guided mini-report on the historical background of one of these indigenous manuscripts. Guidelines will be provided in class.

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](#).

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](#).

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 at both undergraduate and graduate sessions will be recorded for Graduate students and will be factored in as part of the attendance/participation (20%) score. Oral participation for graduate students will be mainly factored based on their performance in the graduate sessions (so as not to dominate undergraduate class discussion and possibly intimidate/dissuade undergraduate class participation). Graduate students who fail to attend 50% of the undergraduate classes can expect to do poorly or even fail the course. Graduate students must attend all graduate sessions (which will take place every two weeks) having completed all readings and ready for thoughtful/critical discussion of these.

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. However, if a second excuse is given for a late assignment, half the marks assigned for this particular work will be deducted. Otherwise, all assignments should be handed in on the stated deadline. Unexcused assignments will not be given any marks. Late excuses will not be accepted for any reason.

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

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 Graduate Grading Scale”

A+	97-100	Excellent
A	93-96	Excellent
A-	90-92	Excellent
B+	87-89	Good
B	79-86	Good
B-	74-78	Satisfactory
C+	68-73	Satisfactory
C	63-67	Failure
C-	58-62	Failure
D+	54-57	Failure
D-	50-53	Failure
F	00-49	Failure

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