

## FLS 413 Spain and the Americas in Transatlantic Perspective

---

### Overview

This course explores how Spaniards during the 16th and 17th centuries developed a complex relationship with the Americas that oscillated between admiration and desire as well as frustration and mistrust. We will read fiction (*La monja alférez*, *El celoso extremeño*), letters from immigrants and travelers, news about chocolate, tobacco, and gold, and films reflecting on the futile search of El Dorado. Taught in Spanish.

### STUDENT LEARNING OUTCOMES:

By the end of the semester students will be able to:

- Understand the ways in which Spaniards reacted to the Americas during the age of exploration
- Identify the interrelationship that history, documentation, literature, and culture establish through this process
- Study the importance of wonder, myth, and the material world in mediating the process of learning about the New World
- Explain how historical, ethnographical, social, gender, and economic codes are essential for our understanding of the age of exploration.
- Analyze how representation operates in the above-mentioned texts.
- Conduct research in the field of Spanish literature and culture
- Write a scholarly report employing the rudiments of cultural analysis as demonstrated in class discussion and assigned readings
- Discuss literary, historical, and cultural topics in Spanish with grammatical and lexical precision and sophistication reflective of the intermediate high (or higher) level on the Oral Proficiency Scale of the American Council on the Teaching of Foreign Languages (ACTFL <http://www.actfl.org>).

### Required Readings:

- Cervantes Saavedra, Miguel de. *Novelas ejemplares*. Harry Sieber ed. Vol. 2. 2 vols. Madrid: Cátedra, 1991. [*El celoso extremeño*] English version  
<http://www.online-literature.com/cervantes/exemplary-novels/9/> (<http://www.online-literature.com/cervantes/exemplary-novels/9/>)
- Cieza de León, Pedro. *The Discovery and Conquest of Peru*. Trans. Alexandra Parma Cook and Noble David Cook. Durham: Duke University Press, 1998. [selections]

- Colón, Cristóbal. "Carta a Luis de Santángel." [\*\*] READ ALONG THE ENGLISH VERSION
- Colón, Hernando. *Vida del Almirante Don Cristóbal Colón*. Ramón Iglesia ed. Madrid: Dastín, 2000. [selections] [\*\*]
- Erauso, Catalina de. *Historia de la Monja Alférez, Catalina de Erauso, contada por ella misma*. Ángel Esteban ed. Madrid: Cátedra, 2008.  
---. *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*. Trans. Michele Stepto and Gabriel Stepto. Boston: Beacon Press, 1996.
- Herzog, Werner. *Lope de Aguirre or the Wrath of God*. DVD [ncsu library]
- Hulme, Peter. *Colonial Encounters: Europe and the Native Caribbean, 1492-1797*. London ; New York: Methuen, 1986. [selections]
- Merrim, Stephanie. "Catalina de Erauso: From Anomaly to Icon." En Cevallos-Candao, Jeffrey ed. *Coded Encounters: Writing, Gender, and Ethnicity in Colonial Latin America*. Amherst: University of Massachussets Press, 1994. 177-205.
- Monardes, Nicolás. *Biblioteca Monardes*. Sevilla: Padilla Libros, 1988. [selections]
- Myers, Kathleen. *Fernández de Oviedo's Chronicle of America*. Austin: University of Texas Press, 2007. [selections]
- Norton, Marcy. *Sacred Gifts, Profane Pleasures: A History of Tobacco and Chocolate in the Atlantic World*. Ithaca: Cornell University Press, 2008. [selections]
- Otte, Enrique. *Cartas privada de emigrantes a Indias, 1540-1616*. México: Fondo de Cultura Económica, 1993, 1993. [selections]
- Perry, Mary Elizabeth. "From Convent to Battlefield. Cross-Dressing and Gendering the Self in the New World of Imperial Spain." Blackmore Joshia ed. *Queer Iberia: Sexualities, Cultures, and Crossings from the Middle Ages to the Renaissance*. Durham: Duke University Press, 1999. 394-419.
- Rodríguez Freyle, Juan. *El Carnero: conquista y descubrimiento de el Nuevo Reino de Granada*. Madrid: Testimonio Compañía Editorial. [selections] [\*\*] LOOK FOR CARNERO/DORADO
- Rubiés, Joan-Pau. "The Futility of the New World: Narratives of Travel in Sixteenth-Century America." *Voyages and Visions: Towards a Cultural History of Travel*. Eds. Jás Elsner and Joan-Pau Rubiés. London: Reaktion Books, 1999. 74-100. [\*\*]
- Tiffany, Tanya. "Light, Darkness, and African Salvation: Velázquez's *Supper at Emmaus*." *Art History* 31.1 (2008): 33-56.
- Vázquez, Francisco. *Crónica de la expedición de Pedro de Ursua y Lope de Aguirre*. Madrid: Alianza, 1989. [selections] [\*\*] // LOOK FOR LOPE DE AGUIRRE, READ ALONG THE ENGLISH VERSION
- Vilches, Elvira. "Columbus's Gift: Representations of Grace and Wealth and the Enterprise of the Indies." *Modern Language Notes* 119 (2004): 201-25. [\*\*]  
---. *New World Gold: Cultural Anxiety and Monetary Disorder in Early Modern Spain*. Chicago: Chicago University Press, 2010. [selections]

- Wood, Michael. Conquistadors. Episode 3 El Dorado. Documentary [ncsu library]

#### Class Format and Homework:

This course has a seminar format. A seminar is a class in which topics are discussed by the students and their professor. A seminar class is also ideal for preparing students for the Spanish Oral Proficiency Test ([http://fl.chass.ncsu.edu/spanish/oral\\_proficiency.php](http://fl.chass.ncsu.edu/spanish/oral_proficiency.php) (/spanish/oral\_proficiency.php)). Class discussions are designed to discuss course materials with grammatical and lexical precision and sophistication reflective of the intermediate high (or higher) level on the Oral Proficiency Scale of the American Council on the Teaching of Foreign Languages. There are a few things I would like you to do in order to fully take advantage of the opportunity to discuss how sixteenth-century historical figures, settlers, and fictional characters understood their own experience in the New World. First of all prepare all readings before the scheduled class time in order to follow the lectures, participate in team activities, and contribute to class discussions.

#### Grading Policies:

Grade distribution includes the categories stipulated below, note that extra credit is not considered in this course. The final course grade will consist of the following components:

Question Essays 40 % (total of 3 calculated on average)

Roundtable Discussion 10 %

Library Project 25 % (missing the bibliography will result in a 10 % discount)

Class Preparation and Participation 25 %

**Question Essays:** Once we are done with discussing a thematic block you will receive study questions on the readings and topics we covered in class. I assume the extension would be around 7 pages, double space, 12 font. Essays are due at the beginning of the class period I will accept hardcopies only. Extensions or late submissions are not possible. Missing or skipping this assignment implies your willingness to forgo all credit. Graduate students will have to meet requirements appropriate for their level.

**Roundtable Discussion:** The day question essays are due you will hold a brief oral discussion of your paper with at least three different people. This is a group assignment to be done during the first part of the class. Missing or skipping this assignment implies your willingness to forgo all credit.

**Library Project:** You will identify a particular topic related to the course, do a bibliography, read a whole book on the chosen topic that has not been discussed in class, and write a book report. Missing or skipping this assignment implies your willingness to forgo all credit. Graduate students Library Project will include 2 books.

**Schedule of Assignments:** Please turn all assignments in hard copy by the stipulated date. We do not have a final exam for this course so according to the university policy dead week does not apply to this course.

#### Assessment of Class Participation:

Good paragraphs responding to the assigned readings written before the scheduled class time result in pertinent and insightful answers and questions. I will base my evaluation of your homework by taking note of your class participation. One of the following assessments will be made of students' preparation and participation weekly. The weekly assessments will be averaged to determine the final participation grade.

A+ (100%)	Outstanding participation. Meets and exceeds all criteria for “A” participation.
A (95%)	Student is well prepared, attentive, always responds when called upon and volunteers often with pertinent answers or questions.
B (85%)	Student is usually prepared, responds when called on and volunteers on occasion.
C (75%)	Student shows evidence of being unprepared on occasion, has trouble when called on and does not volunteer often.
D (65%)	Student is unprepared, inattentive, never volunteers, or comes to class late.
F (0-50%)	Student exhibits a lack of concern for the class, sleeps in class, or disturbs the class.

### Grading Scale:

98 - 100 = A+	93 – 97.99 = A	90 – 92.99 = A-
88 – 89.99 = B+	83 – 87.9 = B	80 – 82.99 = B-
78 – 79.99 = C+	73 – 77.99 = C	70 – 72.99 = C-
68 – 69.99 = D+	63 – 67.99 = D	60 – 62.99 = D-
0 – 59.99 = F		

### Academic Integrity

I expect all students to complete and submit their own work. There are times where I allow (and even encourage) collaboration with other students. However, I presume you know of and abide by NC State University’s honor pledge ("I have neither given nor received unauthorized aid on this test or assignment"). If I become aware that you have not respected NC State University policies, I will prosecute misconduct as outlined by official policy. The life blood of the academy is the pursuit of knowledge; those who violate the student code of conduct, particularly with respect to grades and evaluations, undermine the very foundation of the university. I also want to ensure that the awarding of credit recognizes student achievement, and not unfair advantages. For more information about the honor code and academic conduct, please

See [http://www.ncsu.edu/policies/student\\_services/student\\_discipline/POL11.35.1.php](http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php)  
[\(http://www.ncsu.edu/policies/student\\_services/student\\_discipline/POL11.35.1.php\)](http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php)

Attendance and Makeup Work Policy: Students are expected to attend all classes and to arrive and leave at the scheduled times. The instructor will adhere to the [university attendance policy](http://www.ncsu.edu/provost/academic_regulations/attend/reg.htm)

([http://www.ncsu.edu/provost/academic\\_regulations/attend/reg.htm](http://www.ncsu.edu/provost/academic_regulations/attend/reg.htm))

Students will be allowed the equivalent of one week of instruction in undocumented absences. In accordance with the University's Attendance Policy, the final grade for the course will be lowered by 2% for each absence beyond this, unless written documentation of the absence is provided within a week. In case of an excused absence (e.g. a documented stay in the hospital), the student will be allowed to make up any written work missed within one week of returning to class. Students are responsible for submitting such work and for scheduling make-up exams with the instructor.

Adding and Dropping:

I will abide with the university policy

([http://www.ncsu.edu/policies/academic\\_affairs/courses\\_undergrad/REG02.20.2.php](http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.2.php))

([http://www.ncsu.edu/policies/academic\\_affairs/courses\\_undergrad/REG02.20.2.php](http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.2.php))

Accommodations for Students with Disabilities

I wish to fully include all persons, and in particular those with disabilities, in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. I will respect the confidentiality of the information you share with me. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653.

See ([http://www.ncsu.edu/provost/offices/affirm\\_action/dss](http://www.ncsu.edu/provost/offices/affirm_action/dss))

([http://www.ncsu.edu/provost/offices/affirm\\_action/dss](http://www.ncsu.edu/provost/offices/affirm_action/dss)) For more information on NC State's policy on working with students with disabilities, please

see ([http://www.ncsu.edu/provost/hat/current/appendix/appen\\_k.html](http://www.ncsu.edu/provost/hat/current/appendix/appen_k.html))

([http://www.ncsu.edu/provost/hat/current/appendix/appen\\_k.html](http://www.ncsu.edu/provost/hat/current/appendix/appen_k.html))

Course Topics:

TOPIC 1: LA MARAVILLA DEL NUEVO MUNDO / THE WONDER OF THE NEW WORLD

TOPIC 2: VALE UN PERÚ

TOPIC 3: EL DORADO

TOPIC 4: CANÍBALES, AMAZONAS E INDIANOS (returning émigrés)

TOPIC 5: MATERIA MÉDICA: TABACO Y CHOCOLATE