
Fall '20
Section 06 (CRN 35470)
Tuesday: 11:40- 1:10 (Zoom)
Thursday: Online (Canvas)

SPAN 400

Early Modern Hispanic World Minorities

Instructor: Lisette Balabarca
E-Mail: lbalabarca@siena.edu
Virtual Office Hours:
Mondays, 11:00-1:00pm; 4:00-5:00pm..
Tuesdays, 9:00 – 11:00am.



Puerto de Sevilla, s. XVI.

Overview

This course will focus on literary texts (poetry, prose and drama) produced during the 16th and 17th centuries in both Peninsular Spain and its Spanish American colonies (the Viceroyalties of Mexico and Peru). A series of works will be analyzed, discussed and questioned based on the socio-political, religious and historical events that took place in the Iberian Peninsula between the 1500's and 1600's. We will be dealing with the literary and cultural production of subaltern subjects and minority communities who were not included in Imperial Spain's plans of a homogeneous Christian state. Therefore, the course will look at women, LGBTQ+, moriscos and colonial subjects in an attempt to make them visible through their texts. Ultimately, what brings all these subjects together is their marginality based on gender, sexual orientation, religious identity, race or ethnicity. Therefore, this course will be dedicated to read and discuss texts that expose the problems of being "the other" in Early Modern Spain. Besides primary readings, students will be also exposed to some theoretical material.

Goals*

- To learn Spain's historical, socio-political and religious contexts in 16th and 17th century.
- To read and write, critically, about Early Modern Hispanic texts.
- To become aware of what it meant to be "the other" in Early Modern Spain and Spanish-America.
- To identify and discuss issues of diversity within the context of the Spanish Empire of the 16th and 17th centuries.
- To practice and improve reading, writing, oral and listening skills in Spanish.

Requirements

Class Participation (10%)
Questionnaires (10%)
5 Reports (25%)
Discussion Boards (15%)
Oral Presentation (15%)
Final Project (25%)

Grading System

A 94-100	B+ 87-89	C+ 77-79	D+ 67-69	F 0-59
A- 90-93	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Course Materials

Textos primarios

María de Zayas. "La fuerza del amor"

Juan Latino. Poemas.

Catalina de Erauso. *Historia de la monja alférez*.

Francisco Núñez Muley. *Memorial en defensa de las costumbres moriscas*.

Guamán Poma de Ayala. *Nueva crónica y buen gobierno de los Incas* (Fragmentos).

Sor Juana Inés de la Cruz. *Loa al auto del divino Narciso*.

Artículos.

1. "Early Modern #MeToo: María de Zayas's Response to Women's Confined Lives", Ana Rodríguez
2. "Hairy Women on Display in Textual and Visual Culture in Early Modern Spain", Sherry Velasco
3. "What is Human about Slavery?", Carmen Fracchia.
4. "Arabic and Spanish in Granada, Ca_1492-1570", Daniel Wasserman
5. "Sor Juana's 'Divine Narcissus': A New World Rhetoric of Listening", Julie Bokser
6. "The Artistry of Guaman Poma", Valerie Fraser.

Película (en Netflix):

También la lluvia. Dir. Icíar Bollaín (2010).

Important Dates

August 31

- Last day to add a course
- Last day to change from Credit to Audit

October 23

- Last day to drop with a "W"
- Last day to exercise Pass/Fail option

November 13

- Last day to drop with "WP" or "WF"

* Read about [Siena Mission](#), the [School of Liberal Arts Mission and Learning Goals](#) and the [Dept. of Modern Languages and Classics](#)

COURSE REQUIREMENTS (IN DETAIL)

Class Participation (10%) includes:

1. Doing the assignments (questionnaires, discussions, reports, etc.) by the due date.
2. Showing to class prepared to answer or ask questions.
3. Willing to participate and to speak Spanish either individually or in groups.
4. Attending virtual or in-person events related to Spanish language and culture. Your professor will announce these events in advance (check for Announcements.)
5. Actively listening to the instructor and fellow students, making comments and asking questions.
6. Keeping a respectful attitude: Avoid using your phone while in the class meeting, respect your classmates and your professor, engage with the class learning environment, etc.
7. Students are responsible for checking Canvas regularly.

Reports (25%). Six (6) in total. Lowest grade drops.

Oral Presentation (15%)

Final Project (25%)

Questionnaires (10%). Six (6) in total. Lowest grade drops.

Discussions (15%). Six (6) in total. Lowest grade drops.

Also:

- *Late papers and assignments policy.* If assignments are turned in late, they receive a **penalty of -5** for each day they are past due. A late assignment is one that's turned in after 11:59 pm of the due date.
- **No extra credit** is given in this class. Do your best to study, complete, and submit assignments on time.
- Do not rely only on grades/percentages/scores that may show up on Canvas as they're not definitive.
- Email me if you're thinking of becoming a Spanish Major or Minor.

ZOOM ETIQUETTE

Please note.

I plan to record all Zoom class sessions and may post excerpts on Canvas in case one of you is not able to attend class on that day. Also, I strongly recommend that you **turn your video on** so we can see you. You're welcome to use the virtual background.

5 easy-to-follow rules to ensure the best virtual impression.

1. **Clothing is NOT optional.**

Remember that, even though you may be alone at home or in your dorm, your professor and classmates can SEE you! While attending class in your pajama bottoms is a tempting option, you'll want to make sure that you are presenting yourself in the best possible light at least from the waist up. Put on a clean shirt, run a brush through your hair, brush your teeth,...that is just good common hygiene.

2. **Be aware of your surroundings.**

Your professor and classmates can also see BEHIND you. Make sure that there is nothing in the background (traffic, other people, a pile of laundry) that may distract from the class. While it is not necessarily the best choice to attend class from your bedroom, it may be the only place you can find peace and quiet away from roommates or family members.

3. **Mute is your friend.**

Once you log in to the virtual classroom, be sure to mute your microphone (lower left-hand corner). This will help to eliminate background noise that could distract others.

4. **Raise your hand and wait to be called upon.**

If you wish to speak, either physically raise your hand or use the "Raise Hand" button at the center of the bottom of your screen. Once the teacher calls on you, unmute yourself and begin speaking. When you have finished speaking, indicate you are done by saying something like "That's all" or "Thank you" and then mute your microphone again.

5. **Use the Chat.**

The Zoom chat feature (on the bottom and center of your screen) is a tool to make comments and ask questions without interrupting the speaker but be aware that your comments are public and are recorded in the minutes of the session.

Other things to consider.

1. Please do not use profanity or inappropriate language.
2. Close unneeded applications on your computer to keep the video optimally functioning.

3. You might want to use a headset with an external mic for best hearing and speaking capabilities.
4. Be mindful of your background lighting. If you are sitting in front of a window, you may be completely darkened by the light coming through the window. Your overhead light also might need to be turned off or dimmed as well.
5. Be sure that there is nothing visually distracting (e.g., cars or people going by) in the background too. Try to log online to our class meeting from a quiet, distraction-free environment. We have little time together; let's try to maximize it!
6. Remember to sign out or "leave the meeting" when the session is finished.
7. Have a plan for taking notes (paper and pencil, digital notepad, Word/Pages doc). Try to capture your thoughts and questions in the moment.
8. For each class session, we may need to use both Zoom and Canvas. Do your best to have them open simultaneously.

RELEVANT INFORMATION.

Statement on Student Face Coverings: Siena College requires students to wear appropriate face coverings (e.g. masks, fully covering both mouth and nose) in all college buildings, including classrooms, laboratories and studios. If students arrive to a class, lab, studio, or office hours without a face covering, they will be denied entry, and must leave and obtain a face covering before they can return. Likewise, students are required to wear face coverings when in hallways within buildings and to be prepared to put one on if they come within six feet of another person when traversing campus. Students who refuse forfeit the right to attend class until a mask is worn and are subject to disciplinary action for violating the campus code of conduct (see policy in Student Handbook.

<https://www.siena.edu/files/resources/siena-life-student-handbook.pdf>)

All college employees have the right to refuse services to students if they do not comply with these requirements.

Students are requested to use available cleaning products to wipe down their desks or work areas when they arrive in class. Classrooms will be thoroughly cleaned and sanitized at least once daily as well. Students with any symptoms of illness, especially those associated with COVID-19 must not attend class under any circumstances. As with any absence, they should contact instructors to discuss missed lectures and assignments.

If the instructor is quarantined due to COVID-19 exposure, the class will be offered remotely until the Instructor is able to return to campus. Additionally, Instructors may move the class to remote instruction if they feel in-person meetings are not safe.

Policy on Unauthorized Recordings: In all cases, unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Further, students cannot copy, reproduce, display, or distribute instructional materials without authorization. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate College office.

Academic Integrity: Direct translation from an English article to Spanish is considered a breach of academic integrity, as is copying an article in Spanish or specifically memorizing an article in Spanish that you have not prepared or written. In addition, do not have another person extensively review/re-write your written work. Academic dishonesty may result in failing the course. See the [Academic Integrity Policy](#).

Pandemic/Emergency Preparedness:

1. Bring all texts and the syllabus/course schedule with you in the event of a College Closure.
2. If the situation allows, continue with readings and assignments per the course schedule.
3. If the situation allows, the instructor will maintain contact with students through online office hours.
4. Stay connected by monitoring (www.siena.edu).

Registration with the Office of Services for Students with Disabilities: See [Accommodations](#).

For **Academic Support Services and Resources** visit [Student Academic Success and Engagement \(SASE\)](#) and [Academic Policies and Procedures](#)

For **Student Support Services and Resources** visit [Siena College Student Resources](#)

How to Communicate with Your Professor:

You can address me as: “Professor Balabarca”, “Profesora Balabarca”, or “Dr. Balabarca”.

In your emails, use professional language:

“Dear Professor / Profesora / Dr. Balabarca,

I’m in your SPAN (course #). I’m writing to inquire about...”

E-mail is the best way to reach me. I do my best to respond emails within 24 hours on weekdays and 48 hours on weekends (Fridays 5:00pm. to Mondays 8:00am.)

Programa del curso *

Week #	Week Objectives	Topics	Learning Activities and Assessments
Week 1 (Introduction; Socio-Historical Context of Spain in the 16 th and 17 th century)	<ul style="list-style-type: none"> Identify what Early Modern period means. Identify social and historical aspects in Early Modern Spain. Identify the main political and cultural Spanish figures during this period. Describe the characteristics of the Spanish “Golden Age” 	8/25. Zoom. <ul style="list-style-type: none"> Introduction to the course What is Early Modern Spain? 8/27. Canvas. <ul style="list-style-type: none"> The Spanish Empire and the Spanish “Golden Age” Main events in 16th and 17th century Spain 	Due 08/27 by 11:59pm.: <ul style="list-style-type: none"> Read: John Elliott, <i>Imperial Spain</i> (Ch.8) Submit: Discussion # 1. Due 09/01, by 11:30am.: <ul style="list-style-type: none"> Watch: Videos on Colonial Spanish-America. Submit: Questionnaire # 1.
Week 2 (Socio-Historical Context of the Spanish-American colonies in the 16 th and 17 th century)	<ul style="list-style-type: none"> Identify the Spanish-American colonies. Identify economic and social hierarchies in the Spanish New World. Identify the main points of a 17th century Spanish novella. 	09/01. Zoom. <ul style="list-style-type: none"> The Spanish Conquest of America. The Colonization of Spanish-America. 09/03. Canvas <ul style="list-style-type: none"> María de Zayas’ “La fuerza del amor” 	Due 09/03, by 11:59pm.: <ul style="list-style-type: none"> Read: María de Zayas’ “La fuerza del amor” Submit: Questionnaire # 2 Due: 09/08 at 11:30am.: <ul style="list-style-type: none"> Read: Journal article # 1. Write: Summary # 1 (two main points in the article)
Week 3 (Women in 17 th . century Spain; María de Zayas and her Role in Spanish Literature)	<ul style="list-style-type: none"> Identify and write about topics in a 17th century Spanish novella. Identify the argument and demonstration of a research article. Discuss the thesis and demonstration of a research article. Contrast a primary and a secondary source. 	09/08. Zoom. <ul style="list-style-type: none"> Oral Presentation # 1 Discussion about journal article Women writers in 17th c. Spain. 09/10. Canvas. <ul style="list-style-type: none"> Thematic Analysis of “La fuerza del amor” 	Due 09/10, by 11:59pm.: <ul style="list-style-type: none"> Write: Report # 1 Submit: Report # 1 Due 09/15, by 11:30am.: <ul style="list-style-type: none"> Read: Catalina de Erauso’s <i>Historia de la monja alférez</i>. Submit: Questionnaire # 3
Week 4 (Catalina de Erauso;	<ul style="list-style-type: none"> Identify the main points of a 17th century Spanish 	09/15. Zoom <ul style="list-style-type: none"> Catalina de Erauso’s <i>Historia de la monja alférez</i>. 	Due 9/17, by 11:59pm.: <ul style="list-style-type: none"> Read: “Las cañitas, proceso por lesbianismo siglo XVII”

* The instructor may make changes to the syllabus at any time according to the needs of the class. These changes will be announced and posted on Canvas.

Travel Literature)	<p>autobiography.</p> <ul style="list-style-type: none"> Discuss the situation of LGBTQI communities in early modern Spain. 	<ul style="list-style-type: none"> The Case of Catalina de Erauso <p>09/17. Canvas.</p> <ul style="list-style-type: none"> LGBTQI communities in Spain (16th&17thc.) 	<ul style="list-style-type: none"> Submit: Discussion # 2 <p>Due 09/022 at 11:30am.:</p> <ul style="list-style-type: none"> Read: Journal article # 2. Write: Summary # 2 (two main points in the article)
Week 5 (LGBTQI Communities in 16 th and 17 th . century Spain and its Colonies)	<ul style="list-style-type: none"> Identify and write about topics in a 17th century Spanish autobiography. Identify the argument and demonstration of a research article. Discuss the thesis and demonstration of a research article. Contrast a primary and a secondary source. 	<p>09/22. Zoom.</p> <ul style="list-style-type: none"> Oral Presentation # 2. Discussion on journal article <p>09/24. Canvas</p> <ul style="list-style-type: none"> Thematic analysis of <i>Historia de la monja alférez</i>. 	<p>Due 09/024, by 11:59pm.:</p> <ul style="list-style-type: none"> Write: Report # 2 Submit: Report # 2 <p>Due 09/29 by 11:30am.:</p> <ul style="list-style-type: none"> Read: Juan Latino's "Del advenimiento de una era de paz" Submit: Questionnaire # 4
Week 6 (Juan Latino; Epic poetry)	<ul style="list-style-type: none"> Identify the main ideas of a 16th century epic poem. Discuss the situation of black communities in early modern Spain. 	<p>09/29. Zoom</p> <ul style="list-style-type: none"> Juan Latino's "Del advenimiento de una era de paz" Topics in an epic poem. <p>10/01. Canvas</p> <ul style="list-style-type: none"> Black Spaniards in the early modern period. 	<p>Due 10/01, by 11:59pm.:</p> <ul style="list-style-type: none"> Read: Jones, Nicholas. <i>Staging "Habla de negros": African Diaspora in Early Modern Spain</i> (Excerpt) Submit: Discussion # 3 <p>Due 10/6, by 11:30am.:</p> <ul style="list-style-type: none"> Read: Journal article # 3. Submit: Summary # 3 (two main points in the article)
Week 7 (Black Spanish in 16 th and 17 th century Spain)	<ul style="list-style-type: none"> Identify and write about topics in a 16th century Spanish epic poem. Identify the argument and demonstration of a research article. Discuss the thesis and demonstration of a research article. Contrast a primary and a secondary source. 	<p>10/06. Zoom</p> <ul style="list-style-type: none"> Oral Presentation # 3. Discussion on journal article. Discuss Final Project <p>10/08. Canvas</p> <ul style="list-style-type: none"> Thematic analysis of "Del advenimiento de una era de paz" 	<p>Due 10/08, by 11:59pm.:</p> <ul style="list-style-type: none"> Write: Report # 3 Submit: Report # 3. <p>Due 10/13, by 11:30am.:</p> <ul style="list-style-type: none"> Read: Francisco Núñez Muley's <i>Memorial</i> Write: Summary for presentation. Sign up: Final Project Groups
Week 8 (Francisco Núñez Muley and the Morisco Problem)	<ul style="list-style-type: none"> Identify the main arguments of a 16th century Spanish essay. Discuss the situation of religious minorities in early modern Spain. 	<p>10/13. Zoom.</p> <ul style="list-style-type: none"> Núñez Muley's <i>Memorial</i>. Who were the Moriscos? <p>10/15. Canvas.</p> <ul style="list-style-type: none"> Religious minorities in early modern Spain. 	<p>Due 10/15, by 11:59pm.:</p> <ul style="list-style-type: none"> Listen: "Moriscos, Enslaved Children, and Litigating for Liberty in sixteenth-century in Spain. Submit: Discussion # 4. <p>Due 10/20, by 11:30am.:</p> <ul style="list-style-type: none"> Read: Journal article # 4. Write: Summary # 4 (two main points in the article)
Week 9 (Non-	<ul style="list-style-type: none"> Identify and write about topics in a 16th century 	<p>10/20. Zoom.</p> <ul style="list-style-type: none"> Oral Presentation # 4. 	<p>Due 10/22, by 11:59pm.:</p> <ul style="list-style-type: none"> Write: Report # 4

Christian Communities in Early Modern Spain)	<p>Spanish essay.</p> <ul style="list-style-type: none"> Identify the argument and demonstration of a research article. Discuss the thesis and demonstration of a research article. Contrast a primary and a secondary source. 	<ul style="list-style-type: none"> Discussion of journal article. <p>10/22. Canvas</p> <ul style="list-style-type: none"> Thematic Analysis of <i>Memorial</i> 	<ul style="list-style-type: none"> Submit: Report # 4. <p>Due 10/27, by 11:30am.:</p> <ul style="list-style-type: none"> Read: Sor Juana's <i>Loa al Divino Narciso</i> Submit: Questionnaire # 5
Week 10 (Sor Juana Inés de la Cruz; Women in 17 th century Spanish-American colonies)	<ul style="list-style-type: none"> Identify the main points of a 17th century Spanish-American play. Discuss the situation of women in early modern Spain and its colonies. Talk about the influence of Sor Juana Inés de la Cruz in contemporary feminist discourse. 	<p>10/27. Zoom.</p> <ul style="list-style-type: none"> Sor Juana's <i>Loa al Divino Narciso</i> Comparing Sor Juana's <i>Loa</i> to Spanish early modern drama. <p>10/29. Canvas.</p> <ul style="list-style-type: none"> Sor Juana's impact in the 21st c. 	<p>Due 10/29, by 11:59pm.:</p> <ul style="list-style-type: none"> Read: "Si Sor Juana viviera, tendría Twitter" Submit: Discussion # 5 <p>Due 11/03, by 11:30am.:</p> <ul style="list-style-type: none"> Read: Journal article # 5 Submit: Summary # 5 (two main points in the article)
Week 11 (The Role of Sor Juana in Spanish literature)	<ul style="list-style-type: none"> Identify and write about topics in a 17th century Spanish-American play. Identify the argument and demonstration of a research article. Discuss the thesis and demonstration of a research article. Contrast a primary and a secondary source. 	<p>11/03. Zoom</p> <ul style="list-style-type: none"> Oral Presentation # 5. Discussion of journal article. <p>11/05. Canvas</p> <ul style="list-style-type: none"> Thematic Analysis of <i>Loa al Divino Narciso</i> 	<p>Due 11/05, by 11:59pm.:</p> <ul style="list-style-type: none"> Write: Report # 5 Submit: Report # 5 <p>Due 11/10, by 11: 30am.:</p> <ul style="list-style-type: none"> Read: Guamán Poma's <i>Nueva crónica y buen gobierno de los Incas</i> Submit: Questionnaire # 6
Week 12 (Guamán Poma de Ayala; Indigenous population in 17 th century Spanish-America)	<ul style="list-style-type: none"> Identify the main arguments of a 17th century Spanish-American chronicle. Discuss the situation of the indigenous people in the Spanish-American colonies. 	<p>11/10. Zoom</p> <ul style="list-style-type: none"> Guamán Poma's <i>Nueva crónica y buen gobierno de los Incas</i>. <p>11/12. Canvas.</p> <ul style="list-style-type: none"> Indigenous people in in Spanish-American Colonies. 	<p>Due 11/12, by 11:59pm.:</p> <ul style="list-style-type: none"> Watch: <i>También la lluvia</i> Submit: Discussion # 6. <p>Due 11/17, by 11:30am.:</p> <ul style="list-style-type: none"> Read: Journal article # 6 Write: Summary # 6 (two main points in the article)
Week 13 (The graphic texts of Guamán Poma de Ayala)	<ul style="list-style-type: none"> Identify and write about topics in a 17th century Spanish-American chronicle. Identify the argument and demonstration of a research article. Discuss the thesis and demonstration of a research article. 	<p>11/17. Zoom.</p> <ul style="list-style-type: none"> Oral Presentation # 6. Discussion of journal article <p>11/19. Canvas.</p> <ul style="list-style-type: none"> Thematic Analysis of <i>Nueva crónica y buen gobierno de los Incas</i> 	<p>Due 11/19, by 11:59pm.:</p> <ul style="list-style-type: none"> Write: Report # 6 Submit: Report # 6 <p>Due 11/25, by 11:59pm.:</p> <ul style="list-style-type: none"> Submit: Final Project.

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| | <ul style="list-style-type: none">• Contrast a primary and a secondary source. | | |
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