



Dr. Patrick Duffey
 Professor of Spanish
 Dean of Humanities
 Campus Box 61555
 Sherman Hall 103
 pduffey@austincollege.edu

Office Hours: M-F 11am-1pm; 4pm-5:30pm (an appointment might be necessary)

(903) 813-2361

Goals for C/I

The primary objective of this course is to help students develop a wide variety of skills necessary for academic success, in the context of exploring one particular topic in depth. Specific skills addressed will be:

1. investigation and critical analysis, especially the ability to evaluate sources, interpret evidence and draw logical conclusions;
2. effective written communication, especially the ability to write clearly and to present thoughts in a coherent and persuasive manner;
3. effective oral communication, especially the ability to listen critically, ask clear and probing questions, and present thoughts effectively in discussion with others;
4. research skills and library use, the ability to locate and evaluate traditional and electronic resources;
5. a sophisticated and thoughtful understanding of the principles of

C/I 101 D

Fall 2012

Barbarism, Civilization, and Everything in Between: Encounters with Otherness from the Americas to Alpha Centauri, 1492-2059

MWF 10:00-10:50am, and some Monday evenings.
 AD 204

I. Description.

Throughout history, cultures have defined themselves as “civilized,” and they have labeled other groups as “barbaric.” This course asks you to call into question such simplistic binary oppositions.

Were Columbus and Cabeza de Vaca more civilized than the indigenous groups they wrote about in their journals?

In the 17th century, the mestizo author el Inca Garcilaso de la Vega wrote a history of the Incas that surpassed any written by a full-blooded Spaniard, but he also chose to live most of his life in Spain. What was the complex array of contradictory attitudes that motivated Garcilaso?

Why did Argentine author Domingo Faustino Sarmiento both extol and denigrate gaucho culture?

*We will explore the nuances and subtleties of these writers’ works and others (translated into English, if necessary), including Margaret Atwood’s *The Year of the Flood*, Jorge Luis Borges’s labyrinthine stories; Alejo Carpentier’s novel *The Lost Steps*, in which a modern artist experiences enchantment and disillusionment as he travels farther and farther from “civilization;” *The Storyteller*, a novel by Nobel-laureate Mario Vargas Llosa, a study of conflicting definitions of “civilization;” and, finally, Mary Doria Russell’s sci-fi novel *The Sparrow*, which recounts the adventures of an ill-fated 21st-century expedition to the planet Rakhat near Alpha Centauri.*

This course is for students who love to read great stories, to discuss them, and to glean complex ideas from them. It is a course for those who like to ponder the ambiguities, ironies, contradictions, and sometimes hidden depths that are always present in the best texts.





II. Resources

A. Books

1. Atwood, Margaret. *The Year of the Flood*. New York: Anchor, 2009.
2. Columbus, Christopher. *The Four Voyages: Being His Own Log-Book, Letters and Dispatches with Connecting Narratives*. New York: Penguin, 1992.
3. Cabeza De Vaca, Alvar Nuñez. *The Narrative of Cabeza de Vaca*. Lincoln: University of Nebraska Press, 2003.
4. Carpentier, Alejo. *The Lost Steps*. Minneapolis: University of Minnesota Press, 2001.
5. Vargas Llosa, Mario, *The Storyteller*. New York: Picador, 2001.
6. Russell, Mary Doria, *The Sparrow*, New York: Ballantine Books, 1997.

B. Selections available on Moodle

(<https://moodle.austincollege.edu/login/index.php>)

1. Todorov, Tzvetan. "'Barbarism and Civilization" in *The Fear of Barbarians: Beyond the Clash of Civilizations*. Chicago: The University of Chicago Press, 2010: 13-51.
2. _____. "The War of the Worlds" in *The Fear of Barbarians: Beyond the Clash of Civilizations*. Chicago: The University of Chicago Press, 2010: 86-110.
3. _____. "The Discovery of America" and "Columbus and the Indians" in *The Conquest of America: The Question of the Other*. Norman: University of Oklahoma Press, 1984: 3-13; 34-50.
4. Garcilaso de la Vega, *Royal Commentaries*.
5. Sarmiento, Domingo Faustino. *Facundo or Civilization and Barbarism*, 1845.
6. Sor Juana Inés de la Cruz, "Stupid men..."
7. Borges, Jorge Luis, "The South" and "Funes the memorious one"





III. Student Leaders and the Three Groups.

I have divided the class into three groups of six students each. We will use these groups to facilitate class discussions. I will assign one of my three teaching assistants to serve as the guide for each of these groups.

This course also has a social dimension: to promote learning and interaction within the student's peer group. The student leaders will also organize certain social activities during the semester.

Group 1. Blake Barnes cbarnes09@austincollege.edu	Group 2. Brittney Connor bconnor11@austincollege.edu	Group 3. Salima Noorani snoorani09@austincollege.edu
Aman Awan aawan12@austincollege.edu	Hannah Poenisch hpoenisch12@austincollege.edu	Ryan Reesing rreesing12@austincollege.edu
Amanda Goodson agoodson12@austincollege.edu	Javier Berrones jberrones12@austincollege.edu	Savanah Low slow12@austincollege.edu
Amanda Kelly akelly12@austincollege.edu	Jeremy Laurin-Steinbrenner jsteinbrenner12@austincollege.edu	Scott McCollum smccollum12@austincollege.edu
Christopher Owens cowens12@austincollege.edu	Miguel Diaz Martinez mdiazmartinez12@austincollege.edu	Todd McCormack tmccormack12@austincollege.edu
Daoud Mohammad dmohammad12@austincollege.edu	Nicholas Westphal nwestphal12@austincollege.edu	William Bratcher wbratcher12@austincollege.edu
Gabriel Clarke gclarke12@austincollege.edu	Reid Baker rbaker12@austincollege.edu	Zachary Bomar zbomar12@austincollege.edu

All three student leaders are wonderful people, so I am sure that they will be very helpful to you. You should feel free to ask them questions about any aspect of this course or of AC life. In general, their responsibilities will include the following:

- ♦ They will read the first drafts of the two short essays and of the research paper. They will make corrections and suggestions (**which the student is NOT obliged to follow**) and will return the students' work the following Monday.
- ♦ The student leaders will also organize certain social activities during the semester.





IV. Attendance.

Students should attend all class meetings (including video presentations), unless there is a valid excuse which is conveyed to the instructor in a timely manner. After three unexcused absences the student's grade will be lowered by 3 percent for each class missed. With six or more unexcused absences the student may be dropped from the course. In-class work (quizzes, reports, writing assignments) missed due to an absence cannot be made up except in *extreme* circumstances, when arrangements are made in advance of the day the class meets.

V. Academic Integrity.

All students are required to abide by the College's Policy on Academic Integrity. Aspects of this policy, especially plagiarism, will be covered in class.

VI. Grading.

A. Four essays (first essay, 200-400 words; second, third, and fourth, 750 words, 2-3 pages) (first: 5%; 2-4: 8.3% ea.)	30%
B. Research paper (2,000 words, excluding bibliography; 7-8 pages)	20%
C. 10 Reading Quizzes (and other misc. quizzes) and other homework, as assigned	30%
D. PowerPoint® Presentation	20%
E. Contributions to class discussions	10%

A. Four essays (first essay, 200-400 words; second, third, and fourth, 750 words, 2-3 pages) (first: 5%; 2-4: 8.3% ea.) **20%**. The purpose of these short assignments is to help the student learn and refine the most important academic skill of all: the ability to write clearly, succinctly, and persuasively and/or entertainingly. I will assign each topic based on the readings. The student will turn in the first draft to their student leader, who will return it with corrections and suggestions (**which the student is NOT obliged to follow**). Both versions should be typed and double-spaced.

B. Research Paper (2,000 words, excluding bibliography; 7-8 pages). 20%.

Another academic skill is the ability to carry out research. This class will acquaint you with the numerous resources of the library and the internet. Hopefully, the class will enable you to see research not as a tedious assignment but as a marvelous treasure hunt.

The research paper may pertain to any one or more of the literary works assigned for this course. You will complete your paper in three stages. By **November 9th**, you will turn in an **annotated** bibliography of at least five secondary sources (2 books, 2 articles, and 1 internet source). By **November 21st**, you will turn in a two-page outline of the paper.





The first draft of the paper is due to the respective student leader on **December 3rd**. The final version is due to me on **December 12th**. The grading percentages break down as follows: bibliography=2%; outline=3%; final version=15%.

C. 10 Reading Quizzes (and comprehension questions). 30%.

The weekly reading quizzes will not be difficult or nit-picky. If you do the assigned readings, you should do fine on the tests. I do not use "pop" quizzes, so as long as you listen and come to class, you will know what to study for these tests. There will also be a few announced quizzes over excerpts from Strunk & White's *The Elements of Style*, MLA bibliographic style, etc., as needed. At times, I will also have you respond to questions about the reading.

D. PowerPoint® Presentation. 20%. In groups of two, students will prepare a 5-7 minute presentation about one of the authors whose works we will read. I will pass around a sign-up sheet. The CLs will complete the first one of these on Tzvetan Todorov as a model of what you should do.

E. Discussions (10%). One of the best ways to learn is through the discussion of ideas, listening to others' interpretations, formulating your own well-reasoned responses. In order to earn the complete 10% for this category, you will need to speak up in class and make a contribution on a consistent basis.

VII. Outline

Week 1

W 5 sep Atwood (quiz and discussion). Turn in Essay #1 (200-400 words)

Assignment:

1. Todorov, Tzvetan. "Barbarism and Civilization" in *The Fear of Barbarians: Beyond the Clash of Civilizations*. 13-39. (Moodle)
2. questions on Todorov

F 7 sep Todorov and Atwood

Assignment:

1. Todorov, Tzvetan. "Barbarism and Civilization" and "The War of the Worlds" in *The Fear of Barbarians: Beyond the Clash of Civilizations*. 39-51; 86-98. (Moodle)
2. questions on Todorov

Week 2

M 10 sep Todorov and Atwood

Assignment:

1. Todorov, Tzvetan. "The War of the Worlds" in *The Fear of Barbarians: Beyond the Clash of Civilizations*. 99-110. (Moodle)
2. questions on Todorov and Atwood

W 12 sep Panel Discussion on Atwood (Ida Green Theatre)

Assignment:

1. Todorov, "The Discovery of America" and "Columbus and the Indians" in *The Conquest of America: The Question of the Other*. 3-13 and 34-50. (Moodle)

F 14 sep Todorov and Columbus

Assignment:

1. Columbus, 37-40. 50-60





Week 3

M 17 sep Todorov and Columbus

Assignment:

1. Columbus, 61-76

W sep 19 Todorov and Columbus

Assignment:

1. Cabeza de Vaca, 1-41

F sep 21 Cabeza de Vaca

Assignment:

1. Cabeza de Vaca, 44-83

Week 4

M sep 24 Cabeza de Vaca

Assignment:

1. Cabeza de Vaca, 84-110

W sep 26 Cabeza de Vaca

Assignment:

1. Cabeza de Vaca, 111-135

F sep 28 Cabeza de Vaca

Assignment:

1. Cabeza de Vaca, 136-176

Week 5

M 1 Oct Cabeza de Vaca

W 3 oct Visit Abell Library (presentation by Dr. Carolyn Vickrey) (meet in Instructional Classroom, 2nd floor, Abell)

F 5 oct Visit Career Services (Adams Center)

Week 6

M 8 oct El Inca Garcilaso de la Vega

W 10 oct El Inca Garcilaso de la Vega and Sor Juana Inés de la Cruz

F oct 12 FALL BREAK

Week 7

M oct 15 Sarmiento

W oct 17 Borges





Week 8

M oct 22 Carpentier
W oct 24 Carpentier

F oct 26 Carpentier

Week 9

M oct 29 Carpentier

W oct 31 Carpentier

F 2 nov Carpentier

Week 10

M nov 5 Carpentier

W nov 7 Carpentier

F nov 9 Carpentier

Week 11

M nov 12 Vargas Llosa

W nov 14 Vargas Llosa
F nov 16 Vargas Llosa

Week 12

M nov 19 Vargas Llosa

W nov 21 Vargas Llosa

F nov 23 **THANKSGIVING**

TBA

Week 13

M nov 26 Russell
W nov 28 Russell
F nov 30 Russell

Week 14

M dec 3 Russell



Film tonight! AD 204, 7pm-

8:45pm.

W dec 5 Russell
F dec 7 Russell

DUE Dec. 12th, 5pm, Sherman Hall 103: Final version of research paper due.

