

Spanish 4150

OBRAS MAESTRAS DE LA LITERATURA CASTELLANA

Professor: John Slater
Office: McKenna 26a
Office phone: (303) 492-0309

Email: jslater@colorado.edu
Office hours: Tues/Thurs 1:00-2:30

INTRODUCTION

This course is an introduction to the poetry, prose, and drama of Spain from approximately the year 1200 to the year 1700, in other words, the Medieval, Renaissance, and Baroque periods. Our task will be to continue to develop skills in critical thinking and textual analysis while we read the foundational texts of Spanish literature. Along the way, we will meet characters that transcended their literary roles to become emblems of Hispanic culture, such as the hero and conqueror Rodrigo Díaz, nicknamed *El Cid*, and the heartless womanizer known simply as *Don Juan*. Our course is populated with aristocrats, prostitutes, hustlers, and saints. It should be a good time.

The reading is not easy, however. We will be experiencing texts written by authors who have a very different idea of what makes for a “good read.” Some texts date from before the invention of the printing press and originally circulated only in hand-written form (that is, as manuscripts). These works were written for elite, educated audiences: people who had a lot of time on their hands. They were not written to be read quickly. Other works, such as the play we will read, were immensely popular and enjoyed by wide audiences. Plays present their own challenges and take some adjustment as well. Our texts are frequently violent, occasionally vulgar, and sometimes overtly misogynistic. This doesn’t mean you need to check your indignation or your morals at the classroom door; you do need to be ready to ask whether, despite the time and cultural differences that separate us from these texts, there is some way to appreciate them.

FORMAT

Our class discussions will focus on reading comprehension, literary analysis, and the historical context of literary production. **Careful reading, attendance, and frequent class participation are required.** All course work—including readings, essays, discussion, and exams—is in Spanish.

GRADING CRITERIA

Your grade is composed of participation, two written papers, seven quizzes, and two exams. The grade of “A” is reserved for exceptional work. **Unless you plan to work exceptionally hard, you should not plan on receiving an exceptional grade.**

Participation	10%
First paper	15%
Second paper	25%
First exam	20%
Second exam	20%
Quizzes:	10%

Participation: Your participation grade will be based on the active contributions you make to class discussions. In order to participate effectively, you must read assignments carefully and come to class ready to make thoughtful comments. The readings are often difficult, so your questions concerning both the content and the interpretation of the works we read will be crucial. If you fail to participate, either through inactivity or absence, you should meet with me to discuss ways of making a significant contribution to a future class. **To earn a participation grade higher than a “C” you must regularly offer thoughtful contributions to class discussions.** Missing more than three days of class will significantly impact your participation grade. Frequently, students have the following questions about effective participation:

-**“What if I’m just a quiet person?”** It is certainly true that some students find participation easier or more natural than others. However, in order to become a good discussant, you need to practice discussing. Some students find it helpful to write down questions they intend to ask or to plan comments ahead of time. It is perfectly acceptable to read comments you’ve written out as a form of participation. If you’re still feeling uncomfortable speaking in class, schedule an appointment with me to talk about other strategies.

-**“What if I don’t have anything to say?”** The works we read are frequently bewildering and difficult to understand; it’s not uncommon for students to feel as if they don’t know where to start even thinking about the readings. For this reason, it’s generally helpful to talk about the works with classmates before class. Even describing the plot of a story to someone outside of class—a family member or friend—tends to be helpful in formulating an opinion. Of course, you’re always welcome to stop by my office hours to talk about the readings.

-**“How can my ideas be wrong?”** All the ideas that we bring to class are important, but that doesn’t mean that they’re equal. Some ideas are more persuasive than others. Some ideas can be factually contradicted by reference to the text itself. The best interpretations begin with an appeal to the literary work. It’s also the case that we don’t have to be right all the time. Some of the best interpretations grow out of what initially seem to be errors or misreadings.

Exams: There are two exams. Both will include multiple choice questions concerning the content of readings, short answer and essay questions about the interpretation of texts, and identification questions that ask you to identify the author and title of a work based on a short quote from the text itself. Review guides will be made available to you a week before the exam date.

Papers: The first paper asks you simply to interpret one of our class readings answering the questions “what” the text means and “how” that meaning is produced. Essentially, this will be a close reading of a single work that explores how literary devices and techniques (metaphor, diction, allegory, etc.) contribute to the meaning of a literary text. The second paper is a research paper. Detailed instructions for the papers will be distributed well in advance of the due dates. It is always a good idea to meet with me to discuss paper ideas.

Quizzes: There will be seven very brief (5 minute) quizzes. These test your comprehension of the readings and will be administered at the beginning of class. Your lowest quiz grade will be dropped.

A note about late work and missed quizzes or tests: As a rule, quizzes and tests cannot be made up and papers cannot be submitted late. If a legitimate excuse—such as medical condition or religious observance—will prohibit you from attending class on the date an assignment is due or a test is administered, please make every effort to contact me beforehand. Late submission and make-ups can only be guaranteed with prior consultation.

University and Department Policies

(1) Add / Drop / Waitlist - If you are waitlisted for this class, it is IMPERATIVE that you familiarize yourself with departmental policies and deadlines. For this, please visit

<http://www.colorado.edu/spanish/waitlist.htm>

(2) Prerequisites not met - If your professor informs you that the system has flagged you as having not met the prerequisites for this course, you should meet IN PERSON with Leila Gómez, the Associate Chair for undergraduate studies, or the Coordinator for your class level. If you fail to do so, you may be dropped from the class. Your Professor will inform you of the date and time to meet the Associate Chair or the Coordinator for your class.

(3) Final Exams - Final exams are to be taken on the day determined by the university and the department. No excuse such as family meetings, employment, travel, etc. will grant an exception to this. If you have three or more final exams scheduled on the same day, you are entitled to arrange an alternative exam time for the last exam or exams scheduled on that day. To qualify for rescheduling final exam times, you must provide evidence that you have three or more exams on the same day, and arrangements must be made with your instructor no later than the end of the sixth week of the semester. For the complete final examination policy, see the University of Colorado at Boulder Catalog.

(4) Use of electronic devices in the classroom - No text messaging or e-mailing will be tolerated during class. Cell phones must be turned off or on silent and kept in your backpacks or pockets during class. Laptops may only be used to take notes, and/or only with the consent of the instructor. Failure to comply with these rules will result in a loss of all participation points for the day. In other words, that day will be counted as an unexcused absence.

(5) Classroom Behavior - Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subjected to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

(6) Honor Code - All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

(7) Disability Services - If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services during the first two weeks of class so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and <http://www.colorado.edu/disabilityservices/>

(8) Religious Observances Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please contact your instructor during the first two weeks of class to let him/her know of any possible conflicts in order to reschedule the work. See full details at http://www.colorado.edu/policies/fac_relig.html

(9) Discrimination and Harassment - The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

PROGRAMA DE CLASES

INTRODUCCIÓN

25 de agosto	Bienvenida		
27 de agosto	<i>Poesía</i>	Garcilaso de la Vega (CULearn)	
1 de septiembre	<i>Lazarillo</i>	Prólogo y Tratado Primero (23-39)	
3 de septiembre	<i>Lazarillo</i>	Tratado segundo (40-53)	QUIZ
8 de septiembre	<i>Lazarillo</i>	Tratados 3-4 (54-75)	
10 de septiembre	<i>Lazarillo</i>	Tratados 5-7 (76-86)	QUIZ
		Ver en casa: trailer de <i>Lazarillo de Tormes</i>	
		http://www.youtube.com/watch?v=gHMLc9PDLr8	

EDAD MEDIA

15 de septiembre	<i>Cantar de mio Cid</i> versos 1-403 (páginas 80-123)	
	Escuchar en casa: versos 1-13 (Pulse “play” a la izquierda):	
	http://www.laits.utexas.edu/cid/sw/frames.php?f=01r_1&t=13&r=25&b=ie6_xp_sp2&p=win&ot=0	
17 de septiembre	<i>Cantar de mio Cid</i> versos 404-1086 (páginas 122-183)	QUIZ
	En clase: hablar del primer trabajo escrito y el examen	
22 de septiembre	<i>Cantar de mio Cid</i> versos 1085-1958 (páginas 184-259)	
24 de septiembre	<i>Cantar de mio Cid</i> versos 1959-2900 (páginas 260-333)	QUIZ

29 de septiembre *Cantar de mio Cid* versos 2901-3730 (páginas 332-397)
1 de octubre **EXAMEN**

RENACIMIENTO Y BARROCO

6 de octubre *La Celestina* pp 1-45 (Preliminares y Primer auto)
8 de octubre *La Celestina* pp 46-82 (Autos 2-5) **QUIZ**

13 de octubre *La Celestina* pp 83-121 (Autos 6-8)
15 de octubre *La Celestina* pp 122-166 (Autos 9-12)

20 de octubre *La Celestina* pp 167-202 (Autos 13-18)
22 de octubre *La Celestina* pp 203-226 (Autos 19-21 y poemas)

27 de octubre *Burlador de Sevilla* (30-49)
29 de octubre *Burlador de Sevilla* (50-66) **QUIZ**
ENTREGAR PRIMER TRABAJO ESCRITO

3 de noviembre *Burlador de Sevilla* (67-80)
Hablar del examen y segundo trabajo escrito
5 de noviembre *Burlador de Sevilla* (80-93)

10 de noviembre *Burlador de Sevilla* (94-111)
Ver en casa: trailer de Don Juan DeMarco:
<http://www.imdb.com/video/screenplay/vi460259353/>

12 de noviembre *Burlador de Sevilla* (112-30)

17 de noviembre **EXAMEN**
19 de noviembre *Poesía* Santa Teresa de Ávila (CULearn)

24 de noviembre Fall Break
26 de noviembre Fall Break

1 de diciembre *Poesía* Luis de Góngora (CULearn)
Ver en casa: pinturas de El Greco:
<http://www.nga.gov/collection/gallery/gg29/gg29-main1.html>

3 de diciembre *Poesía* Francisco de Quevedo (CULearn)
ENTREGAR SEGUNDO TRABAJO ESCRITO

8 de diciembre *Poesía* Sor Juana Inés de la Cruz (CULearn) **QUIZ**
10 de diciembre Conclusiones