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# Writers of the Spanish Empire and its Decline

COURSE DESIGNATOR TLDO 3211

Language of Instruction Spanish

NUMBER OF CREDITS 3

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## COURSE DESCRIPTION

This course is 1) an introduction to the Spanish literature of the golden ages and 2) a guide to the study of literature in general. The students will look at the three literary genres: narrative, theater and poetry, putting them in social, political and artistic context of the 16th and 17th centuries in Toledo and in Spain. Within each genre the students will read and analyze the works of some of the most important authors.

## COURSE OBJECTIVES

Increase the capacity of the students to express ideas and opinions in Spanish, as much orally as written, through the reading and analysis of the classic works of the literature during the Golden Age.

## METHODOLOGY AND COURSE CONTENT

The methodology employed will be based in the active participation of the students in class and in the discussion of some themes in groups.

The student's work will consist of:

### READING:

The students will do reflective readings of the works of the course with the support of the READING GUIDES that the professor will provide in a course packet or in class. These guides enhance the most important aspects of the texts. With the guides the student will be able to understand, before going to class, the principal aspects of each of the works (even though they may not understand all the words in the text). In class the students should respond to the questions that the guide presents. This is how we will understand the most difficult aspects.

### ASSIGNMENTS

- During the course the students will write 3 papers: 1 about each of the genres (narrative, theater, and poetry). After turning in the first paper the professor will meet individually with the students to revise it together in detail.

### MID-TERM (Thurs 23 of October):

- It will test on the introduction to the 16th and 17th centuries, Renaissance and Baroque, and of the corresponding narrative of those two ages, with the two works: *Lazarillo de Tormes* y *La Gitanilla* by Cervantes. The students will have to write an essay about the similar characteristics to the other works for the course.

### RESEARCH PROJECTS

- Analysis of a work not read in class (narrative, theater or some poems), in whose selection the professor will advise the students. The students may work in pairs, but each student must write their own paper: The paper will be 10 pages MINIMUM (each student, en the case of the students who have worked in pairs), preferably on the computer and double-spaced. It will have one part dedicated to the criticism of the work or the author, comparison with the other work read in class, historical context it was written in and another part of personal opinion. The theoretical part should be applied to the text and should not be a mere copy of another text.

- The students, who wish, may do a presentation-summary in class of the work in a maximum of 10 minutes. The class presentation will guarantee 10% of the final grade of the project and will value the use of *complementary material* (photocopies, transparencies, music, production in the case of theater etc) that can facilitate the comprehension of fellow classmates. The student should speak and not read during the presentation of the final written project.

## REQUIRED READING/MATERIALS

### REQUIRED READINGS:

Lazarillo de Tormes (Biblioteca Didáctica Anaya), edic. de Angel Basanta.  
 Miguel de Cervantes: La Gitanilla  
 Rueda, Lope de: Cornudo y contento  
 Cervantes, Miguel de : El viejo celoso (Biblioteca Didáctica Anaya)  
 Calderón de la Barca: El pintor de su deshonra  
Antología de poesía de los Siglos de Oro Una selección de esta antología se les facilitará en fotocopias).

### READINGS FOR REFERENCE:

J.A. Maravall: La cultura del Barroco (Crítica).  
 \_\_\_\_\_ Carlos V y el Renacimiento (Crítica).  
 J. M. Ruano y J.J. Allen: Los teatros comerciales del siglo XVII y la Escenificación de la Comedia (Castalia).  
Teatro y fiesta en el Barroco. España e Iberoamérica. (Edcs. del Serial), comp. J.M. Diez Borque.  
 Casa, Frank P.y otros: Diccionario de la comedia del Siglo de Oro (Castalia)  
 Val Verde, José María: El Barroco ( Montesinos)

## GRADING

- Assistance in class is obligatory. More than one absence that is not justified will result in the loss of 10% of the final grade.
- The in class work (the preparation) is an essential part of this class.
- Without adequate preparation before class, the readings assigned for everyday, the punctual handing in of assignments and presentation in class, it will be impossible to receive the optimum result in this class.

### CRITERIA FOR GRADING AND GRADING STANDARDS

Summary of how grades are weighted:

Grading Rubric		
A	93-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	
B+	87-89	Achievement that is significantly above the level necessary to meet course requirements.
B	83-86	
B-	80-82	
C+	77-79	Achievement that meets the course requirements in every respect.
C	73-76	

C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	
F	0-59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Participation in class	10%
Papers	30%
Research Project	35%
Mid-term	25%
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Overall grade	100%

## CLASS SCHEDULE AND DESCRIPTION

### WEEK 1

LESSON 1	<p>Introduction to the history of the 16th and 17th centuries.</p> <p>The Renaissance and Humanism. The Renaissance art.</p> <p>The Baroque and its artistic manifestations.</p>
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### WEEK 2

LESSON 2	<p>The narrative. Introduction to narrative writing of the Spanish Renaissance.</p> <p>The picaresque novel. <i>Lectura: Lazarillo de Tormes.</i></p> <p>Paper 1</p>
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### WEEK 3

LESSON 3	<p><i>Lazarillo de Tormes</i></p> <p><u>Thursday 25:</u> Last day to communicate to the professor the theme of your Research Project.</p>
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## WEEK 4

### LESSON 4

Group presentations of *Lazarillo*

Miguel de Cervantes: From the Renaissance to the Baroque.

Reading: *La Gitanilla* by Cervantes

## WEEK 5

### LESSON 5

*La Gitanilla* The double standard of honor in the Spain of the Baroque.

Paper 2 about *Lazarillo de Tormes*

## WEEK 6

### LESSON 6

Group presentations about *La Gitanilla*

Introduction to the theater of the 16th and 17th centuries.

Friday 17: Excursion to Alcalá de Henares.

## WEEK 7

### LESSON 7

The plays.

Reading: *Cornudo y contento* by Lope de Rueda

Thursday 23: MID TERM EXAM

## WEEK 8

### LESSON 8

Cervantes as an author of theater

Reading: *El viejo celoso*

Paper 3: Plays

## WEEK 9

### LESSON 9

The theatrical revolution of Lope de Vega and his followers

*El pintor de su deshonra* by Calderón de la Barca

## WEEK 10

### LESSON 10

Reading: *El pintor de su deshonra*

Friday 14: A Preview performance of *El pintor de su deshonra*, 8:30 pm Teatro de Rojas (Toledo)

## WEEK 11

### LESSON 11

Discussion and analysis of the performance of *El pintor de su deshonra*

The poetry of the Golden Age

The Renaissance: Garcilaso de la Vega y Fray Luis de León.

Reading: *Antología de poesía\**

Paper 4

## WEEK 12

### LESSON 12

Baroque Poetry: Lope de Vega

Reading: *Antología de poesía\**

Thursday 27: Final written project is due.

## WEEK 13

### LESSON 13

Baroque Poetry: Luis de Góngora

Reading: *Antología de poesía\**

## ATTENDANCE POLICY

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. The assigned readings relate to topics that will be discussed in the week to follow and can be found in your course reader. This allows you to prepare for class discussions in advance. If you should like to investigate any given week's topics further please refer to the recommended readings listed.

If you need to miss class for medical reasons, please let the Director of Academic Affairs know in advance of meetings so plans can be made accordingly. If you miss any meetings without an excused absence from the Director, your final grade will be dropped accordingly. In the case of absences, it is the student's responsibility to find out what information was given in class including any announcements made.

## UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### SCHOLASTIC DISHONESTY:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

### STUDENT CONDUCT

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.