
Spanish Golden Age Theatre

COURSE DESIGNATOR TLDO 3215

Language of Instruction Spanish

NUMBER OF CREDITS 3

COURSE DESCRIPTION

This course will center on the brilliant theatrical production of Spain in the 16th and 17th centuries. During this age, there was an exceptional group of writers that created a style of theater that was specifically Spanish: the new comedy. These authors came from all classes and social activities (the church, manual labor, the military etc.) In this way they offer an ample vision of the Spain of that time, but also they left us works about these themes of universal interest.

COURSE OBJECTIVES

The theater, unlike other literary genres, is not based in the writing of a book but rather it needs the performances of actors before an audience to reach its real dimensions. Because of this, we see in class the recorded performances of many of the works that we read and we will go once to the theater, most likely in Madrid, as an integral and indispensable part of the course.

METHODOLOGY

The methodology employed will be based on the active participation of the students in class and in the discussion of themes in small groups. We will alternate the analysis of the works of the day (two long plays, short plays and three shorter comedies) and the approximation of other characteristic elements of the theater (plays, companies, set design, the open air theaters, the public of the day etc). Lastly we will also prepare a small theatrical work during the course as a form of introducing us to the theater world in another way.

REQUIRED READING/MATERIALS

Rueda, Lope de: Cornudo y contento
Cervantes, Miguel de: El retablo de las maravillas
Vega, Lope de: La noche de San Juan
Calderón de la Barca, Pedro: La vida es sueño (Castalia didáctica)
Vega, Lope de: El perro del hortelano (Cátedra)
Marín, Juan María: La revolución teatral del Barroco (Anaya)

GRADING

The student's work will consist of:

READINGS:

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.

Furthermore, they should read the parts that are successively emphasized in the book: La revolución teatral del Barroco. This book explains the social, historical, political, technical etc aspects of the theater of the age. In class we will talk about these aspects. The mid-term exam will be fundamentally based on the parts of the book.

PAPERS:

Throughout the course the students will write 4 papers about the first 4 works that we read. These works will be a personal essay of the student, supported with citations from the text.

FINAL WRITTEN PROJECT:

In these papers the objectives are:

Analysis of a theatrical work from the 16th o 17th centuries not read in class and the professor will help the students in their selection. It can be done in pairs but each student will write their own paper:

1. The length of the work will be **AT LEAST 10 PAGES**. (For each student, in the case of those working in pairs), preferably on a computer and double-spaced. It will have a part dedicated to consulting criticisms of the author or work, comparison with the other work read in class, historical context in which the work was written, and a shorter part of personal opinion. The theoretical part should be always applied to the text and not a mere copy of a text.
2. The students that wish to may do an in class presentation-summary of their work that will be a max of 10 minutes. These presentations will be done at the end of the course and in the case where the student receives a better grade here than on the paper, the paper's grade may be raised as much as 10%. This presentation should include complimentary materials (photocopies, dioramas, transparencies, music, performances, etc.) that will help in the comprehension of fellow students.

The papers as well as the final paper should be sent by email to rosa.almoguera@fogtoledo.com

- Class attendance is mandatory. More than 2 absences that are not justified will result in a 10% drop in the final grade.
- Being more than 15 minutes late will result in a 1/2 absence.
- In class work (participation) is an essential part of this course.
- Without the adequate preparation before class, the assigned readings for each day, punctual turning in of assignments, it will be impossible to obtain the optimal grade in this class.
- The attendance of the performance of *La noche de San Juan in Madrid* is obligatory. If a student has a problem attending this he/she should talk to the professor beforehand in order to find a solution.
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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	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	Achievement that is worthy of credit even though it fails to meet

D+	67-69	fully the course requirements.
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.

Class participation	10%
Papers	30%
Mid-Term	25%
Final written project	35%
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Overall grade	100%

CLASS SCHEDULE AND DESCRIPTION

SEMANA 1

LESSON 1	<p>Presentation of the Program and of the course. Introduction to the history of the 16h century and the Renaissance.</p> <p>Origins of the theater in Spain. Read “Actores y Compañías” pp. 6-9</p>
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SEMANA 2

LESSON 2	<p>The plays o Minor Genre</p> <p>Lope de Rueda: <i>Cornudo y Contento</i> “Actores y compañías” Leer “El lugar teatral” pp. 10-17 <i>*Turn in first essay</i></p>
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SEMANA 3

LESSON 3	<p>Miguel de Cervantes and his plays: <i>El retablo de las maravillas</i></p> <p>“El lugar teatral” Read “El público y el espectáculo”, pp.18-25</p>
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SEMANA 4

LESSON 4	Debate about <i>El retablo de las maravillas</i> “El público y el espectáculo” Read “La puesta en escena...” pp.26-9, 66-9.
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SEMANA 5

LESSON 5	*Turn in second essay by email (<i>Los entremeses</i>) Writing of a play in class.
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SEMANA 6

LESSON 6	“La puesta en escena” y “Formación de la comedia nueva” Review for the midterm: MID TERM EXAM
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SEMANA 7

LESSON 7	Introduction to the Baroque and the 17th century Lope de Vega and the revolution of the new comedy. Lope de Vega: <i>La noche de San Juan</i> Read “ El poder y la comedia. Mensajes sociopolíticos” pp.32-6
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SEMANA 8

LESSON 8	Lope de Vega: <i>La noche de San Juan</i> Read “Amor ...” pp.51-4 y 72-4 “Amor y Honor” ,“Lope de Vega” Most likely date to attend the Teatro Pavón en Madrid and see <i>La noche de San Juan</i> Watch play and debate
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SEMANA 9

LESSON 9

* Turn in the third essay. (*La Noche de San Juan*)

Analysis of the Performance

The philosophical dramaturge: Calderón de la Barca Read “Calderón y su ciclo” pp. 82-5 *La vida es sueño*

SEMANA 10

LESSON 10

La vida es sueño

“Calderón y su ciclo”

SEMANA 11

LESSON 11

La vida es sueño

Debate and viewing of the plan in class.

SEMANA 12

LESSON 12

* Turn in the 4th essay (*La vida es sueño*)

The tangled comedy: *El perro del hortelano* de Lope de Vega

SEMANA 13

LESSON 13

El perro del hortelano de Lope de Vega

Discussion and commentary about the performance.

Wednesday 15: *Turn in written portion of final project.

SEMANA 14

LESSON 14

Watch: *El perro del hortelano* and debate

Voluntary presentations of the final projects

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.