

**Span 483/583, Studies in Spanish
Literature: Silver and Gold**

Saturday 9:30-12:30/1:30

location: Rhodes Tower 1616

Fall 2008

Professor Stephen Gingerich

Office: Rhodes Tower 1628

Office Hours:

Phone: 687-4677

email: s.gingerich@csuohio.edu

Course Description: This course introduces students to two of the most fertile periods in Spanish literary history. In the sixteenth and seventeenth centuries, the Golden Age (*Siglo de Oro*) produced classic works of European literature, initiating the modern novel with *Don Quijote* and creating a vast compendium of plays and poems that have inspired subsequent writers from the German romantics to the Beat Generation. Scholars commonly refer to the explosion of thoughtful and formally innovative work in the first third of the twentieth century as the Silver Age (*Edad de Plata*). Inspired by what they saw as the essential Spanishness of Golden Age literature, the writers of this era tried to come to terms with Spain's political and social crises.

The course is for advanced undergraduates and graduate students. All students will participate in a three hour class session, and the graduate students will have an additional one-hour of class per week, during which they will discuss additional readings to expand our examination of the topic.

This course focuses on literary texts in a variety of genres, some of which are challenging for native speakers to read. As a result, students must have advanced Spanish language skills in reading and writing, such as can be developed in SPN 371/372 and SPN 302. Students are encouraged to familiarize themselves with the performance standards for advanced students in the *Handbook for Students* available from the Department of Modern Languages.

Objectives: Students will be familiar with major authors and texts from the Golden Age and the Silver Age. They will be able to discuss them orally in class and to analyze and comment on specific works in writing. Students will have a sense of major social, religious, and philosophical themes in the literature of these eras, as well as of the complex relationship Silver Age writers had to the so-called Golden Age. They will be aware of the process whereby scholars and writers posit ages and generations and how these conventions might enrich or impoverish our understanding of literature. In a final analytical research paper, students will demonstrate their ability to write an extended analysis that is enriched by research.

The course will be conducted as much as possible in Spanish. Students at all levels should experience an increase in spoken and written **language ability** as they are required to exercise their spoken and written Spanish and to develop their vocabulary and range of expression to suite the course material.

For undergraduates, the course is also a **Writing Across the Curriculum** course. Frequent writing assignments will prepare students for a **four to five page midterm analytic paper**. After refining writing skills in the first assignment, students will follow a guided process of formulating and carrying out **an eight to ten page research paper** in the second half of the semester. In order to receive a C or better in the course,

students must write at a satisfactory skill level (C or better). If the student's writing is weak, but shows understanding of the course material, the student may be assigned a D, in which case WAC credit will not be received for the course. (**See addendum on Writing Across the Curriculum criteria.**)

Required Texts:

The following books are available the CSU bookstore

Miguel de Unamuno, *Niebla*. Ed. Francisco Aragón Guiller. Newark, Delaware: Cervantes and Company, 2007.

Ramón del Valle-Inclán, *Luces de Bohemia*. Madrid: Espasa-Calpe, 1985. (or any Espasa-Calpe edition)

Calderón de la Barca, *Life is a Dream/ La vida es sueño*. Ed. and Trans. Stanley Appelbaum. Mineola, NY: Dover, 2002.

Lope de Vega, *Fuenteovejuna*. Ed. Matthew A. Wyszynski. Newark, Delaware: Cervantes and Company, 2003.

Tirso de Molina, *El burlador de Sevilla*. Ed. R. John McCaw. Newark, Delaware: Cervantes and Company, 2003.

Miguel de Cervantes, *Selections from Don Quijote/ Selecciones de Don Quijote de la Mancha*. Ed. and Trans. Stanley Appelbaum. Mineola, NY: Dover, 1999.

Pdf's of additional readings will be available on the course Blackboard page. Student should download them and print them out for use in class.

Web component: There will be a Blackboard site for this course, including grades, online versions of policies and syllabus, powerpoint files, and class handouts. This will be your resource in the event that you miss class or have misplaced course materials.

Most importantly, the Blackboard page allows me to adjust homework to suit the progress of the class. You should refer to it in order to obtain a detailed description of the following class's assignment.

You log on to your Blackboard account using your CSU Campusnet i.d. and password. The links for any courses you are enrolled in should automatically appear. If you have any problem finding this course, contact the instructor immediately. The blackboard access page is:

<https://elearning.csuohio.edu/webct/entryPageIns.dowebct>

Grading: Following is the **breakdown** of elements adding up to the course grade.

<u>Undergraduates</u>		<u>Graduates</u>	
participation	10%	participation	10%
homework	20%	homework	20%
Midterm exam	20%	Midterm	10%
Final exam	20%	Final exam	10%
First paper	10%	First paper	10%
<u>Second paper</u>	<u>20%</u>	<u>Final paper</u>	<u>40%</u>
	100%		100%

The final grade is based on the following percentage scale:

100-94 A	93-90 A-	
89-97 B+	86-83 B	82-80 B-
79-77 C+	76-70 C	
69-60 D		
0-59 F		

Policies

I. **Attendance policy:**

- Attending class is crucial to your successful completion of the goals of the class and is therefore **mandatory**. Missing more than **one class** will cause your final grade to be lowered.
- **Tardiness** is also inappropriate. Two tardies will count as an absence.
- Medical excuses are the only way to get an excused absence. For any other absence (funerals, jury duty, jail sentences, etc.) you should check with me beforehand to see if they will be excused.
- No absence, excused or not, absolves anyone of responsibility for the following class's work (whether, homework, quiz, or exam). You can always check the course web site for assignments and handouts.

II. **Homework assignments** should be easily legible. To this end, I request that they be **typewritten** whenever possible, double-spaced, with no right justification.

Assignments have been worked out with the assumption that students can be expected to do two hours of work outside of class for every hour spent in class. Of course, different individuals may need more or less time. If you find yourself with extra time or under undue stress to finish assignments in a

reasonable amount of time, do consult with me.

Most homework assignments will be graded using a rubric especially developed for that assignment. Rubrics typically evaluate the student's demonstrated comprehension and completion of the assignment in addition to expression (grammar, vocabulary) and presentation (spelling and punctuation).

When assigned pages for reading, you should do whatever it takes to be sure you are familiar with the vocabulary and grammar necessary to understand the passages. In addition, you should prepare to discuss the ideas and details of the readings. I recommend taking notes that you can review before class and keeping a **vocabulary notebook**, if you do not already do so, to help you with the ongoing task of increasing your active and passive vocabulary.

You will be asked to hand written homework assignments, so you should always do them neatly and legibly. **Late assignments** will not be accepted.

III. Midterm and final papers must:

- be typewritten or printed out in a standard, 12-point, non-cursive font
- have a clear heading at the top of the first page, including your name, the date, and a title for your essay
- not include paper or plastic cover pages
- be turned in on time. If previous arrangements have not been made, **late essays** will receive an automatic one letter grade reduction.

IV. Your **participation grade** counts for 15% of your final grade. For your benefit, I will give you a participation grade, up to 25 points, approximately every four weeks. Here is what I look for:

23-25 Student is always alert and prepared for class; he or she shows this by frequently volunteering to speak, by quickly responding to questions that are asked, by participating in group work with enthusiasm, speaking exclusively in Spanish.

19-22 Student is usually alert and prepared for class, as described above. This student may not volunteer often, but seems to be ready to give answers when called on. Or this student may volunteer often but not show that he or she is familiar with the material assigned for that day.

15-18 Student is usually alert and prepared for class, as described above. Usually can supply answers when called upon, but may require coaching.

0-14 Often inattentive. Rarely is able to give correct answers to simple questions in class or to participate productively in group work. Rarely volunteers to speak.

V. Students are expected to be familiar with some manner of **citing sources** from which he or she has culled information. If you have any doubts about how to cite sources, please confer with me. If you receive any other sort of **outside help**

from friends or tutors, you should inform me with a note at the end of the assignment, including the person's name, e-mail or phone number, and a brief description of the help received.

Using the words, ideas, or research of another person without acknowledging them constitutes **plagiarism** and is grounds for an automatic "F."

VI. Other policies:

- A. Since this is a long class, we will take a break sometime after the first hour. Please keep this in mind as you consider the following policies.
- B. Anyone who wishes to leave the classroom to go to the bathroom or to get a drink is requested to excuse themselves.
- C. It is O.K. to bring a drink to class, but no eating will be allowed during class. Gum chewing is also not permitted during class.
- D. You may bring food for yourself and for your classmates to eat during the break.

Calendar

Note: This calendar provides an overview of the subject matter covered and the dates of major assignments. A day-by-day calendar for both undergraduates and graduates will be available on the Blackboard page.

Week 1 (Aug. 30): Introduction to the course; brief reading and writing assignments from Baroja and Quevedo

Week 2 (Sept. 6): Unamuno, *Niebla*; Antonio Machado, from *Campos de Castilla*; la Generación del 98

Week 3 (Sept. 13): Unamuno, *Niebla*; Azorín, from *Confesiones de un pequeño filósofo*

Week 4 (Sept. 20): Valle-Inclán, *Luces de Bohemia*; **assign first paper**

Week 5 (Sept. 27): Juan Ramón Jiménez; Ortega y Gasset, from “La deshumanización del arte”; la Generación del 14

Week 6 (Oct. 4): First paper due; La Generación del 27; poemas de Lorca y Góngora

Week 7 (Oct. 11): Lorca, Cernuda, Salinas, Aleixandre

Week 8 (Oct. 18): Midterm exam; Introduction to the Golden Age

Week 9 (Oct. 25): Lope de Vega, *Fuenteovejuna*; **assignment for research paper**

Week 10 (Nov. 1): Tirso de Molina, *El burlador de Sevilla*; Quevedo

Week 11 (Nov. 8): Calderón de la Barca, *La vida es sueño*

Week 12 (Nov. 15): Cervantes, *Don Quijote*; **abstract for final paper due**

Week 13 (Nov. 22): Cervantes, *Don Quijote*; **outlining**

Week 14 (Nov. 29): Cervantes, *Don Quijote* and Unamuno on the figure of Don Quijote

Week 15 (Dec. 6): Final papers due; review and discussion for final exam

Dec. 13, 4:30-6:30: Final Exam

Addendum: Criteria for Writing Across the Curriculum courses

A course approved for the WAC requirement must meet all of the following criteria:

1. Require students to write between 3,000 and 5,000 words (10-20 pages, double-spaced, in 12-point font, with 1" margins) in writing assignments (which may include drafts).¹
2. Final versions of at least one assignment should total at least 2,000 words (eight pages).²
3. Teach students writing-to-learn strategies that foster students' experiences in learning and writing-to-communicate strategies that foster students' respect of readers' experiences.³ Whenever possible, planning assignments (e.g. reading logs, pre-writing strategies) and peer reviews should be included.
4. Assign writing complex enough to require substantive revision for most students. The instructor should give feedback to assist students in preparing subsequent papers or drafts of papers. This feedback should not consist entirely of mechanical correction of punctuation and grammar.
5. Provide instruction in discipline-appropriate forms of texts, arguments, evidence, style, audience, and citation.
6. Assign writing throughout the semester.
7. Where appropriate, address the needs of students regarding library competency.
8. Assign writing in English unless the course is specifically geared to improving writing at the 300-level in another language.

Additional criteria

9. In order to receive a C or better in the course, students must write at a satisfactory skill level (C or better). If the student's writing is weak, but shows understanding of the course material, the student may be assigned a D, in which case WAC credit will not be received for the course.
10. Maximum enrollment for this course is 35 or 45 with a graduate assistant.

¹ The word count may only include one preliminary draft for each final draft.

² Exceptions to this criterion may be granted in disciplines or courses where students do a substantial amount of writing, but the course structure and/or content does not create opportunities for an assignment of this length.

³ Writing-to-learn helps students use writing to explore many aspects of the course as well as their own reflections; these activities should foster learning at deeper levels than memorization or recitation. Writing-to-communicate emphasizes aspects of writing (style, grammatical correctness, coherence, focus) that allow a reader to navigate the writing as he or she wishes.