

The University of Iowa
College of Liberal Arts and Sciences
Department of Spanish

Spanish Renaissance and Golden Age Literature: 35:151:001

Spring 2008

74 Schaeffer Hall

Course Website: <http://icon.uiowa.edu>

The administrative home of this course is the College of Liberal Arts and Sciences.

Instructor: Crystal Chemris, PhD. Dr. Chemris is Visiting Assistant Professor of Spanish. She received her PhD from Brandeis University and has taught courses in Hispanic literature, culture and language at various institutions. She has published on Spanish Renaissance and Baroque literature as well as on modern Latin American poetry.

Instructor's webpage: From Department of Spanish and Portuguese homepage, click on Faculty (on map), then on Associated Faculty, then on name to read about the professor's research projects and teaching experience.

Office location and hours: and by appointment; 428 Phillips Hall

How to communicate with instructor: Please contact me by email whenever possible to let me know if you have any concerns about the course, if you have to miss a class, if you would like to arrange an appointment, or for any other reason. I respond within 24 hours, but there may be a longer delay on weekends or holidays. You can give essays or messages for me to Merry Bullock, the receptionist in the Office of Spanish and Portuguese, 111 Phillips Hall (be sure my name is on the message or essay).

Phone: 335-2795 (during office hours)

Email address: crystal-chemris@uiowa.edu

DEO: Tom Lewis, PhD, 111 Phillips Hall (tom-lewis@uiowa.edu).

Description of Course: This course will focus on the canonical authors of Renaissance and Baroque Spanish poetry: Juan Boscán, Garcilaso de la Vega, Fray Luis de León, San Juan de la Cruz, Luis de Góngora and Francisco de Quevedo, as well as on an important figure of the colonial Baroque who anticipates the Enlightenment: Sor Juana Inés de la Cruz. We will explore such topics as Petrarchism and the rise of the modern lyric, the pastoral mode, the grotesque, mysticism, gender relations and the relationship between literature and politics. A work of the Spanish *comedia*, the picaresque novel *Lazarillo de Tormes*, and other cultural materials will be included in order to provide a more encompassing perspective on this period of Spanish literary history. **This course is conducted entirely in Spanish.**

Objectives and Goals of the Course: The purpose of this course is: 1) to improve your Spanish language skills in general; 2) to improve your literary reading skills in particular; 3) to teach basic literary analytical techniques and terminology; and 4) to introduce you to a range of materials with an eye toward developing a general understanding of the literature and culture of the Spanish Renaissance and Baroque.

Course Prerequisites: Spanish 110 or 112.

Texts

Required texts and materials:

Ed. Elias L. Rivers, *Renaissance and Baroque Poetry of Spain with English Prose Translations*. Waveland Press.

Lope de Vega, *Fuenteovejuna*. Juan de la Cuesta. (This specific edition is required).

Lazarillo de Tormes. Juan de la Cuesta. (This specific edition is required).

Available at Iowa Book and Supply.

There will be an occasional photocopy or reading posted on our ICON site, as indicated on the syllabus. Texts on Library Reserve will provide additional background on works studied.

Recommended text: A good Spanish-English dictionary. I particularly recommend either the Oxford (300,000 words and 500,000 translations) or the Collins (750,000 words). The Oxford can be bought discounted through Amazon.com, and a copy is on reserve at the library.

Grading System and the Use of +/- The plus-minus system will be used according to the following departmental scale:

97.0 – 100.0	A+	77.0 – 79.9	C+
93.0 – 96.9	A	73.0 – 76.9	C
90.0 – 92.9	A-	70.0 – 72.9	C-
87.0 – 89.9	B+	67.0 – 69.9	D+
83.0 – 86.9	B	63.0 – 66.9	D
80.0 – 82.9	B-	60.0 – 62.9	D-
		below 60.0	F

GRADE BREAKDOWN:

Midterm Exam: 40%

Final Exam: 40%

Oral Participation: 10%

Oral Presentation: 10%

Exams: The exams will include definitions of literary terminology, identifying authors and works we have studied, and brief essays. Possible essay questions will be distributed in advance. A dictionary may be used in the exams. The midterm essays will be done at home; the final exam essays will be written in the classroom during the assigned exam period.

FORMAT OF MIDTERM ESSAYS: 12pt, 1” margins, black ink on white paper, Times New Roman font, double-spaced word document. I recommend emailing a copy to yourself as backup. For advice on printing foreign characters (accent marks, tildes, etc.) on a PC or a MAC, see the “Apéndice” at end of syllabus. Work must be submitted as a stapled hard copy except under special circumstances such as illness, in which case it may be emailed to the professor as an attachment (which must be opened without a problem) by class time.

Participation: Students are expected to actively participate in Spanish, answering any *cuestionarios* and always preparing a brief comment on the readings. English may not be used for discussion. You will be expected to participate actively and respectfully; I do not expect perfection, but I do expect thoughtful effort. Homework may be inspected at random to ensure the proper level of preparation. This component of the grade includes preparation of all additional course materials not included in the other categories.

Class participation and attendance: The class participation grade will be based on such factors such as preparedness for class activities, participation in class activities and use of Spanish vs. English. CLAS recommends that you spend 2 hours in class preparation for every hour of class time; thus you should spend 6 hours per week on preparation for this class. Please let me know if you are spending more than nine hours/week. **CELLPHONES MUST BE TURNED OFF AND STOWED IN CLASS.**

Attendance is required. Missing more than ten classes will result in a failing grade. After three absences, your final grade will be reduced by one point for each subsequent absence. You should consider these three allowable absences as potential sick leave and use them accordingly. Unusual circumstances such as serious (documented by a medical practitioner) illness or family emergencies will be taken into account.

The only exception to this policy is for absences due to representing the University in an intercollegiate activity such as athletics, marching band, debate team, and so forth (please check with me if you are not sure if your activity falls into this category). For such absences the appropriate documentation will be required.

POLICY ON LATE WORK: Assignments are due by class time. Late work will be docked 5 points if handed in later in the day of the due date and 10 points if handed in the next day before 5pm. After that, the work will be graded as a zero. Exceptions will be made in cases of documented (with a medical practitioner’s note) illness or documented religious observance or family emergency, or when representing the university in a UI-sponsored function.

REMEDIAL WORK: Students needing remedial work in grammar should refer to one of the review web pages listed above, or obtain tutorial assistance by contacting the Department of Spanish and Portuguese for a list of tutors. Further tutorial assistance is offered by *New Dimensions in Learning* (<http://www.uiowa.edu/~ossp/ndil/tutoring.html>).

The *Spanish Writing Center* (http://www.uiowa.edu/~spanport/gen_ed/writeCtr.htm) is highly recommended. Tutors and students may not use English during consultation sessions. This center, located in room 480 Phillips Hall, is staffed by teaching assistants in Spanish who are

familiar with materials and assignments for this course. Tutors in the Writing Center will work with you to improve your writing, focusing on issues of content, organization, and structure. Tutors will not “fix” your writing; rather, they will work with you to find better ways of expressing your ideas. There is a sign-up sheet on the door of 480 Phillips Hall where you can schedule a 30 minute appointment. You should take your notes, any drafts you have written (with your instructor’s comments if you have any), and a copy of the assignment. There is no charge for using the Center.

HONORS OPTION: Honors students can arrange to take this course with **Honors Designation**. In order to graduate with Honors in Spanish, you must be a Spanish major and have an overall g.p.a. of at least 3.33, as well as a 3.33 g.p.a. in Spanish; you must have taken at least one honors Spanish course or a Spanish course with honors designation; and, you must write and defend an honors thesis. If you are interested in taking this course with honors designation, please discuss this option with me no later than **Monday of the second week of class**. You and I must agree on an additional project, such as a paper or outside reading that would help enrich the course. You must also file the “Agreement to Receive Honors Designation for Coursework” form with the Honors Program by the appropriate date. This form is available from the Honors Program secretary (420 BHC) or on-line (<http://www.uiowa.edu/~honors/program/forms/index.html>). The departmental honors advisor is Prof. Maria Jose Barbosa; see her for more information about Honors in Spanish (maria-barbosa@uiowa.edu; 463 PH; 335-2197).

ONLINE RESOURCES:

Spanish Google: www.google.es

Diccionario básico: <http://www.wordreference.com>

Diccionario de sinónimos y antónimos: <http://tradu.scig.uniovi.es/sinon.cgi>

Diccionario de la Real Academia Española: <http://www.rae.es/>

Dictionaries Online: <http://www.yourdictionary.com/>

Merriam-Webster Dictionary Online: <http://yourdictionary.com/>

Wikipedia en español: <http://es.wikipedia.org/wiki/Portada>

Gramática y ortografía: <http://www.indiana.edu/~call/>

Página de verbos: <http://mld.ursinus.edu/~jarana/Ejercicios/self-check/verbs.html>

Conjugador de verbos: <http://www.prologo.net/spanconj.aspx>

Conjugador de verbos: <http://www.lingolex.com/conjugatorform.htm>

Tutorial de gramática: <http://www.studyspanish.com/tutorial.htm>

Lingolex tutorial de gramática: <http://www.lingolex.com/spanish.htm>

Guía de estilo correcto: <http://www.bowdoin.edu/eyepes/newgr/estilo.htm>

Guides for Research Papers: <http://www.uiowa.edu/~commstud/resources/citation.html>

Cómo citar documentos electrónicos: <http://www.anmal.uma.es/anmal/numero8/docelectr.htm>

Acentos y diacríticas: <http://www.vanderbilt.edu/AnS/spanport/keyboard.html>

ITS Internacional characters: <http://cs.its.uiowa.edu/sda/international-characters.shtml>

UNI Spanish Website: <http://www.uni.edu/becker/Spanish3.html>

COURSE-SPECIFIC POLICY ON ACADEMIC HONESTY

YOU MAY:

- Consult with me during my office hours.
- Get help from a friend or tutor with the **planning** of your essay or with your outline (*plan de redacción*).
- Consult dictionaries and grammar reference sources.
- Consult with tutors in the Spanish Writing Center.
- Use a Spanish spell-check (e.g. with a program such as Microsoft Word or *Sin falta*).

YOU MAY NOT:

- Ask a friend or your tutor to read your composition and correct the errors.
- Turn in an essay that someone else has written or helped you write, in whole or in part.
- Use any software that translates your writing from English to Spanish.

PLEASE CONSULT WITH ME IF YOU HAVE QUESTIONS REGARDING ADHERING TO THESE POLICIES ON ACADEMIC HONESTY.

Calendar of Course Assignments: Please note that the syllabus may be modified at the discretion of the instructor, with advance notice to students. Material is due on date it appears on syllabus. Oral Presentations by Students indicated on syllabus a PO; students must discuss these with professor two weeks in advance of classroom presentation. Special *cuestionarios* and other exercises related to the readings will be assigned as needed. Additional readings posted to Iowa Courses Online (ICON) website.

enero

- 23 Introducción al curso. Lecturas en ICON: Carlos Fuentes, *The Buried Mirror*: “The Age of Empire” “The Century of Gold.”
- 25 Introducción a la poesía del renacimiento español; Juan Boscán: “Soy como aquel” (fotocopia). Lee la introducción de Rivers. ENTREGA LA HOJA DEL PRIMER DÍA DE CLASE. Cuestionario.
- 28 Garcilaso de la Vega, “Égloga I” Chemris, Selections: “Renaissance and Solitude” (fotocopia); ICON: Notas de Bienvenido Morros.
- 30 Garcilaso de la Vega, “Égloga I”

febrero

- 1 Garcilaso de la Vega, “Égloga I”

- 4 Garcilaso de la Vega, “Égloga I”
- 6 Garcilaso de la Vega, “Égloga I”
- 8 Francisco de Aldana, “Otro aquí no se ve que, frente a frente”; “¿Cuál es la causa mi Damón...” (fotocopia) Selección de Dian Fox: “Otro aquí no se ve que, frente a frente.”
- 11 Los místicos: introducción. Fray Luis de León, “Al salir de la cárcel”; Cuestionario. Presentación Oral (PO): La inquisición.
- 13 Fray Luis de León, “Vida Retirada” Cuestionario.
- 15 Fray Luis de León, “A Francisco Salinas”
- 18 San Juan de la Cruz: introducción; “En una noche oscura”
- 20 San Juan de la Cruz, “En una noche oscura” Cuestionario. Música.
- 22 Santa Teresa de Jesús: selección de su “Vida” (fotocopia); PO: La vida de Santa Teresa, PO: La escultura de Bernini. Discusión de cuestionario y comentarios sobre los místicos.
- 25 MIDTERM ESSAYS (TAKE-HOME) ASSIGNED; Introducción: La cultura del barroco
- 27 Lope de Vega: “Soneto de repente”; PO: Velázquez, “Las meninas.” Cancionero tradicional (fotocopia); cuestionario.
- 29 Cancionero tradicional (fotocopia) Música: “De los álamos vengo, madre.”. PO: El Greco y otros pintores del siglo de oro (Ribera Zurbarán, Murillo). San Juan de la Cruz: “Aunque es de noche”: poesía popular “a lo divino.”

marzo

- 3 Luis de Góngora, “Romance de Angélica y Medoro” (estrofas 1-10). ICON: Versión en prosa de Dámaso Alonso; Notas de R.O. Jones y Dámaso Alonso, R.O. Jones, *Poems of Góngora*, “Introduction.”
- 5 Luis de Góngora, “Romance de Angélica y Medoro” (estrofas 11-20)
- 7 Luis de Góngora, “Romance de Angélica y Medoro” (estrofas 21-34)
- 10 Francisco de Quevedo, “Ah de la vida”; “Fue sueño ayer” “Miré los muros de la patria mía” Cuestionario.
- 12 MIDTERM ESSAYS DUE; Luis de Góngora: “De la brevedad engañosa de la vida,” “Inscripción para el sepulcro de Dominico Greco.”

- 14 Francisco de Quevedo, “En breve cárcel” Discusión sobre la poesía del barroco.
- 15-23 SPRING BREAK
- 24 PO: La vida de Sor Juana Inés de la Cruz (Película en vídeo opcional: María Luisa Bemberg, “Yo, la peor de todas”) Sor Juana Inés de la Cruz, “Hombres necios”
- 26 Sor Juana Inés de la Cruz, “Hombres necios”; Cuestionario. “En perseguirme mundo, ¿qué interesas? (cuestionario opcional).
- 28 Sor Juana Inés de la Cruz, “Este que ves, engaño colorido”; Luis de Góngora, “Mientras por competir”; Comentarios sobre Sor Juana y el barroco.
- 31 *Lazarillo de Tormes*: introducción 7-10 ICON: Richard Bjornson, *The Picaresque Hero in European Fiction*: “Introduction”, Libro reservado recomendado: Anne Cruz, *Discourses of Poverty*, capítulos 1 y 2.
- abril
- 2 Tratado 1, 22-29 (Habrá un ejercicio tipo “Verdadero-Falso” para cada día para repasar el vocabulario necesario para resumir el argumento)
- 4 Tratado I, 30-39
- 7 Tratado 2, 40-47
- 9 Tratado 2, 48-53
- 11 Tratado 3, 54-64
- 14 Tratado 3, 63-74
- 16 Tratado 4, 5 y 6
- 18 Tratado 7; PO: Los bodegones de Velázquez. Comentarios sobre *Lazarillo de Tormes*.
- 21 FINAL EXAM QUESTIONS ASSIGNED; Lope de Vega, “Fuenteovejuna”: Introducción. Lectura en ICON: Jonathan Thacker, “Staging and Performance,” de *A Companion to Golden Age Theatre*.
- 23 Acto I, Escenas I-IV (22-39)
- 25 Acto I, Escenas V-XIII (39-55)
- 28 Acto II, Escenas I-X (56-74)

30 Acto II, Escenas XI-XVI (74-89)

mayo

2 Acto III, Escenas I-IX (90-106)

5 Acto III, Escenas X-XXI (107-125)

7 Resumen; Comentarios.

9 Repaso

FINAL EXAM: Date, Location and Time of Final Exam for this class is: 2:15pm Tuesday May 13 in 74 Schaeffer Hall.

College of Liberal Arts and Sciences: Policies and Procedures

Administrative Home of the Course

The administrative home of this course is the College of Liberal Arts and Sciences, which governs academic matters relating to the course such as the add/drop deadlines, the second-grade-only option, issues concerning academic fraud or academic probation, and how credits are applied for various graduation requirements. Different colleges might have different policies. If you have questions about these or other CLAS policies, visit your academic advisor or 120 Schaeffer Hall and speak with the staff. The CLAS Academic Handbook also contains important CLAS academic policy: www.clas.uiowa.edu/students/academic_handbook/index.shtml

Academic Fraud

Plagiarism and any other activities that result in a student presenting work that is not his or her own are academic fraud. Academic fraud is reported to the departmental DEO and then to the Associate Dean for Academic Programs and Services in the College of Liberal Arts and Sciences who deals with academic fraud according to these guidelines:

www.clas.uiowa.edu/students/academic_handbook/ix.shtml

Making a Suggestion or a Complaint

Students have the right to make suggestions or complaints and should first visit with the instructor, then with the course supervisor if appropriate, and next with the departmental DEO. All complaints must be made within six months of the incident.

www.clas.uiowa.edu/students/academic_handbook/ix.shtml#5

Accommodations for Disabilities

A student seeking academic accommodations first must register with Student Disability Services and then meet with a SDS counselor who determines eligibility for services. A student approved for accommodations should meet privately with the course instructor to arrange particular accommodations. See www.uiowa.edu/~sds/

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. Visit www.sexualharassment.uiowa.edu/ for definitions, assistance, and the full policy.

Reacting Safely to Severe Weather

The University of Iowa Operations Manual section **16.14** outlines appropriate responses to a tornado (i) or to a similar crisis. If a tornado or other severe weather is indicated by the UI outdoor **warning system**, members of the class should seek shelter in rooms and corridors in the innermost part of a building at the lowest level, staying clear of windows, corridors with windows, or large free-standing expanses such as auditoriums and cafeterias. The class will resume, if possible, after the UI outdoor warning system announces that the severe weather threat has ended.

Recommended Information

CLAS recommends that instructors include relevant resources for students on the syllabus. The following are examples of such resources that might be included:

- **Writing Center** 110 English-Philosophy Building, 335-0188, www.uiowa.edu/~writingc
- **Speaking Center** 12 English-Philosophy Building, 335-0205, www.uiowa.edu/~rhetoric/centers/speaking
- **Mathematics Tutorial Laboratory** 314 MacLean Hall, 335-0810, www.uiowa.edu/mathlabTutor
- **Tutor Referral Service** Campus Information Center, Iowa Memorial Union, 335-3055, www.imu.uiowa.edu/cic/tutor_referral_service

Instructors might also wish to include a policy statement on classroom behavior and the University policies concerning exams:

Student Classroom Behavior

The ability to learn is lessened when students engage in inappropriate classroom behavior, distracting others; such behaviors are a violation of the **Code of Student Life**. When disruptive activity occurs, a University instructor has the authority to determine classroom seating patterns and to request that a student exit the classroom, laboratory, or other area used for instruction immediately for the remainder of the period. One-day suspensions are reported to appropriate departmental, collegiate, and Student Services personnel (Office of the Vice President for **Student Services** and Dean of Students).

University Examination Policies

Missed exam policy. University policy requires that students be permitted to make up examinations missed because of illness, mandatory religious obligations, certain University activities, or unavoidable circumstances. Excused absence forms are required and are available at the Registrar web site: www.registrar.uiowa.edu/forms/absence.pdf

Final Examinations. An undergraduate student who has two final examinations scheduled for the same period or more than three examinations scheduled for the same day may file a request for a change of schedule before the **published deadline** at the Registrar's Service Center, **17 Calvin Hall**, 8-4:30 M-F, (384-4300).

APÉNDICE

WRITING SPANISH DIACRITICAL MARKS IN WORD PROCESSORS

Macintosh (all applications): SPANISH

á é í ó ú	option-e + letter that goes under it (a e i o u)
â ë ï ö ü	option-u + letter that goes under it (a e i o u)
~	option-n + letter that goes under it (n a o)
inverted exclamation point ¡	option-1 (not shift-option-1)
inverted question mark ¿	shift-option-?

Windows: In Windows WordPerfect, choose "Symbol" from the "Insert" menu or type control-w. A window pops up in which you can choose a character set (Multinational) and then select the character you want to insert. Double-click on the character you want, to insert it in the text and leave the "symbol" window showing. Click in the text to keep typing.

Short-cut keys for diacritical marks in Word 97 or Office 2000 for Windows NT:

á é í ó ú	ctrl ' (apostrophe) then the letter that goes under it
ü	ctrl + (colon), <i>the letter</i>
~	shift ~ (tilde), then the letter that goes under it (n)
inverted exclamation point ¡	alt/ctrl/shift !
inverted question mark ¿	alt/ctrl/shift ? or alt/?

You can also select characters from the "Insert...Symbol" menu, or make your own shortcut keys.

For more detailed information you may also visit:

<http://cs.its.uiowa.edu/sda/international-characters.shtml>

<http://www.vanderbilt.edu/AnS/spanport/keyboard.html>

<http://faculty.weber.edu/tmathews/grammar/compmark.html>