



THE UNIVERSITY OF  
**TENNESSEE**  
KNOXVILLE  
**BIG ORANGE. BIG IDEAS.**

## **SPAN 533: Studies in Golden Age Spanish Literature**

University of Tennessee, Knoxville

**Course Section:** 001

**Meeting Time and Place:** Greve Hall 615

**Course Credit Hours:** 3

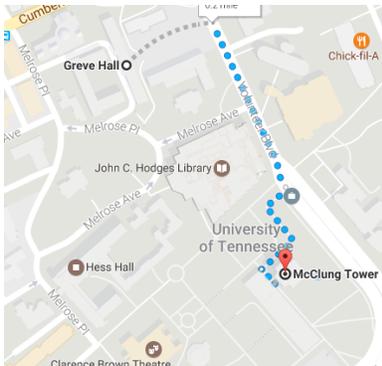
### **Faculty Contact Information**

Office: McClung Tower 716A

Office Hours: Tuesday: 8:15am-9:15am; 2:15pm-3:00pm; Thursday: 11:15am-12:30pm

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### **Course Description/Information:**

As a point of departure, this course explores the major genres of literary production in sixteenth- and seventeenth-century Spanish Iberia. There are two goals for the seminar. The first is to guide students to improve their ability to frame questions related to literary analysis competently. We will begin with the technical aspects of literary interpretation (form, voice, imagery, etc.) as the basis for persuasive commentaries about what a text means, and how that meaning is produced. It

is by asking these types of questions that one refines their analytical skills whether their interests lie in early modern Spanish literature or elsewhere.

Achieving the first goal leads to the second. This class will provide students with a panorama of the major authors and their representative works from the period. At the end of the course, it should be the student's objective (as well as mine for him or her) to have the ability to speak cogently and confidently about the major trends in the literature of Renaissance and Baroque Spain, and the socio-historical context in which they developed. To that end, each of the major literary works that we read will be supplemented by works of criticism and theory that serve to illuminate our discussions and interpretations of the literary works and their function within the culture of Baroque Spain.

Furthermore, we will consider the implications of the term “early modernity”, and the extent to which the course readings signal the beginning of a worldview that we, as moderns, share. In this regard, the literature of sixteenth- and seventeenth-century Spain may be surprising. At moments, it will be clear that a text was produced in a context that was utterly different from our own. At others, it will become clear that the study of early modern cultural production illuminates the elements that comprise today’s social, political, and economic realities.

### **Expectations:**

Your most important task is to read, carefully, the assigned texts. Class attendance is mandatory, and I expect you to participate actively during each class session. You may do so by asking questions or advancing interpretations. However, as a class we must dedicate ourselves first and foremost to the work of textual explication. That means that questions and comments are most welcome when they make specific reference to the text. For each of the writing assignments—especially the final research project—it is recommended that you consult with me beforehand to discuss your topic.

### **Course Communications:**

Please do not hesitate to communicate with me with any questions or concerns regarding this course. I can be reached by email during the hours 8am-5pm Monday through Friday, and you can expect a response within 24 hours, or by the end of the day if the concern is time sensitive. I may return emails sent outside of those allotted times, but your expectation should be that you will receive a response during the following business day. I am also available to meet in person during my scheduled office hours, or by appointment.

### **Texts/Resources/Materials:**

Generally, the primary texts we will read in this course are considered to be canonical, although the question of inclusion in the “canon” is always precarious. For example, Ana Caro has only recently received acclaim as one of the foremost playwrights of the Spanish Baroque—her prior exclusion more a result of gender politics in the academy than the quality of her work. Nevertheless, upon completion of the course, you will have encountered a representative panorama of the major authors, genres, and themes that comprise the literary production of Renaissance and Baroque Spanish Iberia.

Another critical question we will consider is the purpose and quality of the editions we will read. We will be reading both scholarly and pedagogical editions throughout the course so

that you can examine the conventions and practices of both. The goal of these considerations is for your professional benefit. First, it is valuable to conceptualize the process of publishing an edition and the decisions it entails. Additionally, it is my aim that when you have the opportunity to design courses in the future, you have actively reflected on the factors that go into selecting editions for a class. Therefore, it is preferred that you obtain the edition indicated on the syllabus (but not absolutely necessary).

Primary texts denoted with an "\*" can be purchased in the bookstore; all others will be made available on the course's page in [Canvas](#), the new online learning management system being implemented at UT. The course calendar can be found on the Canvas page as well.

#### Primary Texts:

- \*Anonymous. *La vida de Lazarillo de Tormes y de sus fortunas y adversidades*. Ed. Chad M. Gasta. Long Grove, IL: Waveland, 2013.
- \*Caro, Ana. *Valor, agravio, mujer*. Ed. Barbara Lopez-Mayhew. Newark, DE: European Masterpieces, 2009. (ISBN: 978-1589770638)
- \*Calderón de la Barca, Pedro. *La vida es sueño*. Ed. Ciriaco Morón. Madrid: Cátedra, 2006.
- \*---. *El médico de su honra*. Ed. Don William Cruickshank. Madrid: Ediciones Castalia, 2010.
- Cervantes, Miguel de. "El coloquio de los perros."
- . "El retablo de las maravillas."
- . "La fuerza de la sangre."
- \*Quevedo, Francisco de. *El Buscón*. Ed. Domingo Ynduráin. Madrid: Cátedra, 2006.
- \*Vega, Félix Lope de. "El arte nuevo de hacer comedias."
- . *Fuente Ovejuna*. Ed. Juan María Marín. Madrid: Cátedra, 2006.
- \*Zayas y Sotomayor, María de. *Novelas amorosas y ejemplares and Desengaños amorosos*. Ed. Sara Colburn-Alsop. Newark, DE: European Masterpieces, 2008.

#### Secondary Texts:

- Gerli, E. Michael. "El retablo de las maravillas: Cervantes' 'Arte nuevo de deshacer comedias.'" *Hispanic Review*, vol. 57, no. 4, 1989, pp. 477-492.
- Baena, Julio. *Discordancias cervantinas*. Newark, DE: Juan de la Cuesta, 2003.
- . Rev. of *Lazarillo de Tormes*, edited by Francisco Rico. *Renaissance Quarterly*, vol. 65, no. 3, 2012. pp. 991-992.
- Elliot, J.H. *Imperial Spain*. London: Penguin, 2002.
- Fox, Dian. "A Tale of Two Cities." *Refiguring the Hero: From Peasant to Noble in Lope de Vega and Calderón*. University Park: U of Pennsylvania P, 1991.
- Rhodes, Elizabeth. "Redressing Ana Caro's *Valor, agravio y mujer*." *Hispanic Review* 73.3 (2005): 309-28.
- Robbins, Jeremy. "Political, Intellectual, and Social Contexts." *The Challenges of Uncertainty: An Introduction to Seventeenth-Century Spanish Literature*. London: Duckworth, 1998. pp. 9-40.
- Slater, John. "Sacramental Instrumentality: Representation, Demonstration, and the Calderonian *Auto*." *Bulletin of the Comediantes*, vol. 58, no. 2, 2006. pp. 479-500.
- Thompson, Colin. "The Weaving." *St. John of the Cross: Songs in the Night*. London: SPCK, 2002. Print.

Williamsen, Amy R. "Challenging the Code: Honor in María de Zayas." *María de Zayas: The Dynamics of Discourse*. London: Associated UP, 1995. pp. 133-151.

### **Course Resources:**

For this course, we will be using the online learning management system [Canvas](#). On our course page, you will find the calendar of assignments, along with PDFs of course readings not available in the bookstore. You will also turn in assignments digitally on [Canvas](#).

### **Assessment:**

There are three writing assignments for this course. The first two will be short essays (5 pages, double-spaced) that situate one of the course readings into the genre to which they pertain. It will be expected that you address how the particular work fits within the conventions of the genre, but also how the question of genre fails to fully explain the text. The second paper is a research paper of 10-12 pages; the subject and scope of the paper will be determined in consultation with me.

You will also give a 15-20 minute presentation on one of the course readings.

Presentations should highlight the main themes of the work, while also addressing interpretive problems or doubts that arise in the text. At the end of the presentation, questions should be posed for discussion/debate. Visual tools (handouts, PowerPoint, etc.) may be used, but are not required.

Your grade will be composed as follows:

Short Essays (2): 25%

Presentation: 10%

Participation: 20%

Research Project: 45%

### **University Policies:**

[This required section includes information about discrimination, scholastic dishonesty, cheating, and plagiarism policies (e.g., honor statement, consequences, examples, etc.). The honor statement is included on the Campus Syllabus available on the Provost and TennTLC websites, and the online UT catalog. These elements are also included below.]

*Dear Student,*

*The purpose of this Campus Syllabus is to provide you with important information that is common across courses at UT. Please observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience.*

*I wish you the best for a successful and productive semester.*

*Interim Provost John Zomchick*

### **Academic Integrity:**

"An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I

pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

**University Civility Statement:**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

**Disability Services:**

“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.”

**Your Role in Improving Teaching and Learning Through Course Assessment:**

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

**Key Campus Resources for Students:**

- [Undergraduate Catalog](#): (Listing of academic programs, courses, and policies)
- [Graduate Catalog](#)
- [Hilltopics](#): (Campus and academic policies, procedures and standards of conduct)
- [Course Timetable](#): (Schedule of classes)
- [Academic Planning](#): (Advising resources, course requirements, and major guides)
- [Student Success Center](#): (Academic support resources)
- [Library](#): (Access to library resources, databases, course reserves, and services)
- [Career Services](#): (Career counseling and resources; HIRE-A-VOL job search system)
- [Student Health Center](#) (visit the site for a list of services)
- OIT Help Desk: (865) 974-9900

*The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing / email of any such changes. [Optional section/language]*