

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Languages, Linguistics and Comparative Literature College of Arts and Letters <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix SPW Number 6405	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course Seminar	Course Title Building a 'National' Literature from the Middle Ages
Credits <i>(Review Provost Memorandum)</i> 3	Grading <i>(Select One Option)</i> Regular X Sat/UnSat	Course Description <i>(Syllabus must be attached; see Guidelines)</i> A study of the historical events, culture, and representative literary works from the Middle Ages from the perspective of a national literature and nation building, and the birth of literary genres. The selection of works may vary. It may include Jewish and Muslim texts, extend to the Renaissance and Baroque, or involve a comparison with works from another period.	
Effective Date <i>(TERM & YEAR)</i> Spring 2021	Prerequisites Academic Service Learning (ASL) course Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		
Graduate Status or Permission of Instructor <i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.</i>	Corequisites	Registration Controls <i>(For example, Major, College, Level)</i>	
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)	List textbook information in syllabus or here See syllabus		
Faculty Contact/Email/Phone Yolanda Gamboa ygamb	List/Attach comments from departments affected by new course N/A		

Approved by Department Chair _____ <i>Hece</i> College Curriculum Chair _____ <i>[Signature]</i> College Dean _____ <i>[Signature]</i> UGPC Chair _____ <i>Paul R. Deluso</i> UGC Chair _____ <i>Paul R. Deluso</i> Graduate College Dean _____ <i>[Signature]</i> UFS President _____ Provost _____	Date 2-27-2020 3/2/20 3/4/20 03/27/2020 03/27/2020
<small>Digitally signed by member: 8ED423C9-A9FA-4DA0-B0B9-C422E945C5E7 7852D92B-2334-43D3-B364-BB8C8A5BEE19 Date: 2020.03.30 16:31:42 -04'00'</small>	

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

Dear Yolanda,

The class looks wonderful. I remember reading some of these works many years ago and thoroughly enjoyed them. I have no objections to this course and think it will be a valuable addition to the college curriculum.

Kind regards,
Ben



*Ben Lowe, FRHistS
Professor and Chair
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www.fau.edu/history/*

From: Yolanda Gamboa Tusquets
Sent: Monday, March 2, 2020 2:48 PM
To: Ben Lowe <bplowe@fau.edu>
Subject: New Grad Course on Medieval Spanish Literature and Culture

Dear Ben,

I have been teaching Medieval Spanish Literature for a few years but the time has come to enter the course into the catalogue.

The GPC mentioned that, since I go over a bit of history in order to contextualize the works, we needed the approval from the History Department.

I am including the course for your perusal.

Could you please let me know if it is OK with you and if you have no objections? They apparently need all the information before Wednesday to have it go through.

Thanks,

Yolanda

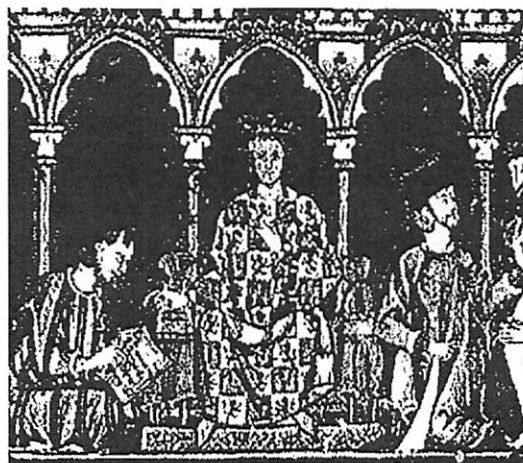
GRADUATE COLLEGE

MAR 05 2020

FLORIDA ATLANTIC UNIVERSITY
Department of Languages, Linguistics, and Comparative Literature

SPW 6405-002-14718
Building a 'National' Literature from the Middle Ages

Thursdays 4-6:50 SO 370
Spring 2022



Dr. Yolanda Gamboa-Tusquets
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Office hours: T (12-4), W (2-4),
or by appointment

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FAU Catalog Description:

Building a 'National' Literature from the Middle Ages (SPW 6405) 3 credits A study of the historical events, culture, and representative literary works from the Middle Ages from the perspective of a national literature and nation building, and the birth of literary genres. The selection of works may vary.

Course Description

What do we call Middle Ages in Peninsular Spain? Where are the origins of Peninsular Spanish literature and Culture? Can we talk about a national literature? This course attempts to respond to these and other questions through the study of the historical events, culture, and representative literary works of the Middle Ages, taking into account the interrelation of cultures and traditions that characterize this time period. Thus, it includes discussions about literary genres as well as ideas such as writing/orality, popular/intellectual, religious/secular, which appear to be in opposition yet are very fluid concepts.

Objetives

- Being familiar with works written in the Iberian Peninsula from the 10th to 15th centuries.
- Being aware of issues and critical perspectives about the field.
- Acquire improved their critical thinking abilities by practicing response writing and theoretical discussion.
- Understand the socio-political elements that appear within the literary representation and, particularly, the diversity of the Peninsula's culture.
- Have an enhanced understanding of the literary genres.
- Being able to problematize the notion of "national literature."

Class Evaluation

Attendance and Participation	8%	
Contribution to Bibliography	2%	
Response Papers	20%	
Medieval Critic Presentation	15%	
Final Paper	40%	(Abstract & Bibliography 10%, Paper 30%)
Final Exam	15%	
Total	100%	

Participation: It means not only attendance to class but participation in the discussion of the assigned texts.

Bibliography: You will find a discussion board in Canvas where you can include critical Works that you deem essential about the medieval period for the use of all your classmates. You will receive 0.5 points for each item you contribute to a maximum of 2 (4 items).

Response Paper: It is a brief critical essay, 1 to 2 pages long. Choose a fragment or an idea of the assigned work (primary or secondary source) which caught your attention and analyze it. You should approach it by means of the perspective that seems more appropriate for the text. You will upload into Canvas before class and it will help you have ideas to discuss in class. One or more response papers may be of use towards writing the final paper and they, without doubt, will be of use to study the period. You will write a total of ten.

For the **Medieval Critic Presentation** (10-15 minutes long) you will prepare about a critic assigned to you on the first week of class. The presentation must include:

- 1) His/her biography;
- 2) Bibliography;
- 3) Summary and Review of one book and one article;
- 4) His/her contribution to Spanish Medieval Studies.

The **Final Exam** will take place in class during exam week and it will be in a similar format of that of comprehensive exams.

The **Final Paper** (15-20 pp.) is an original analysis of your choice regarding Spanish Medieval Literature. You will present the topic to me in advance by submitting an abstract exposing your main ideas together with a bibliography. You will receive feedback regarding the viability of the topic.

ATTENDANCE: Be aware that **more than one absence without medical justification or arriving consistently late to class will reduce your participation grade to 0.**

PLAGIARISM: You are expected to follow the norms of academic honesty at FAU. It is crucial that you hand in your own work and that other author's ideas are properly acknowledged. Otherwise, you will get an F on the assignment or exam. Plagiarism is a serious misconduct which can result in failure or even expulsion from the university.

IMPORTANT INFORMATION

Grading Scale

93-100	90-92	88-89	82-87	80-81	78-79	72-77	70-71	68-69	66-67	64-65	0-63
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Assignment Submission Policy:

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MAR 05 2020

Late Work:

All assignments are to be submitted **online** before the **beginning** of class (not during or at the end) via Canvas. They will be accepted up to a week later, but with a 5 point grade reduction.

Final Exam:

There will be a final exam.

Incompletes:

Are reserved for students who are passing the course but have not completed all the required work because of exceptional circumstances.

Email policy:

FAU's primary source for correspondence with students is through the student's FAU email account. Messages sent by the University may include time-sensitive information regarding student accounts, announcements, and class information. Students are responsible for checking their FAU email on a regular basis and should clean out their email boxes diligently to ensure all mail is delivered. FAU email should never be auto-forwarded to another email account. To access MyFAU and FAU email, visit <http://myfau.fau.edu/>. For issues with logging into MyFAU, contact the OIT Help desk at <http://www.fau.edu/oit/> or 561-297-3999. When emailing your instructors, please use your FAU account. Messages sent from a personal e-mail account may be classified as junk mail, and therefore, may result in no response or delayed response. Always sign your name and state which course the email refers to. Allow at least 24 hours for response (48 hours on weekends).

Disability Policy Statement:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Counseling and Psychological Services (CAPS) Center:

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>.

Code of Academic Integrity Policy Statement:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. Students are expected to uphold the Academic Honor Code.

ALL assignments that you turn in to your instructor for a grade must be your own work. This means that the use of translator programs, excessive help from tutors or anyone else on graded assignments constitutes academic dishonesty. If your instructor suspects that an assignment completed outside of class is not entirely your own work, your instructor has the right to ask you to redo that assignment in his or her presence during office hours.

ACADEMIC DISHONESTY ON ALL ASSIGNMENTS AND EXAMS IS GROUNDS FOR FAILURE IN THE COURSE.

If you are not sure about what constitutes plagiarism, please visit the following site created by the University of Southern Mississippi Library:

<http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>

Religious Accommodations:

Any student, upon notifying his or her instructor, will be excused from class or other scheduled academic or educational activity to observe a religious holy day of his or her personal faith. Such notification shall be made no later than the end of the second week of the applicable academic term. Students shall not be penalized due to absence from class or other scheduled academic or educational activity because of religious observances, practices or beliefs. Students should review course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from successfully completing the academic requirements of a course. Students who are excused from class or a specific work assignment or other academic or educational activity for the purpose of observing a religious holy day will be responsible for the material covered in their absence, but shall be permitted a reasonable amount of time to make up any missed work. Missed work shall be made up in accordance with a timetable set by the student's instructor or as prescribed by the instructor at the beginning of the academic term. For more information on the FAU policy on absences due to religious observances, see University Regulation 2.007.

Provisional Class Schedule (subject to change according to the needs of the class)

<i>Week</i>	<i>Topic</i>	<i>Readings for Class Discussion (on Canvas)</i>	<i>To Hand In/Presentation</i>
1 January 16	Introduction: History and culture of the Spanish Middle Ages	Gómez, Américo Castro/Sánchez Albornoz	
2 January 23	11th.c. : The origins of lyrical poetry	Jarchas (in Felkel) Ibn Hazm, <i>El collar de la paloma [The Ring of the Dove]-selection</i>	Response Paper 1
3 January 30	12th.c.: 'Mester de Juglaría,' The Craft of the Minstrels <i>Cantar de Mio Cid [Poem of The Cid]</i>	<i>Cantar de Mio Cid</i>	Response Paper 2
4 6 February 6	<i>Cantar de Mio Cid</i> (cont.) Continuations of the <i>Cantar de Mio Cid</i> : movies, etc..	Political discourse "Franco before the Statue of the Cid" Rodríguez Puértolas "Un asunto olvidado"[A forgotten issue]	Response Paper 3 Julio Rodríguez Puértolas
5 13 febrero February 13	Poetry from the 13th to the 15th.c (I): 'Mester de Clerecía,' The Craft of the Clergy, and Provenzal and Galician-Portuguese lyrical poetry	Selection of texts from Provenzal and Galician-Portuguese lyrical poetry Berceo, <i>El sacristán impúdico [The Unchaste Sacristan]</i> , <i>La abadesa preñada [The Pregnant Abbess]</i> Terry Mount "Meaning and Grains..."	Response Paper 4
6 20 febrero February 20	Poetry from the 13th to the 15th.c (II): <i>The Romancero</i> and the <i>Cancionero</i>	<i>La bella malmaridada [The beautiful baldly married woman]</i> Selection of poetry from the 15th.c. Romances: <i>R of Don Rodrigo</i> , <i>R of the Loss of Allama</i> Espinosa "Romancero"	Response Paper 5 Anne Cruz

		Anne Cruz "La bella malmaridada: Lessons for the good Wife"	
7 February 27	Juan Ruiz, Arcipreste de Hita <i>Libro de Buen Amor</i> [<i>Book of Good Love</i>]	<i>Book of Good Love</i> (I) ME Lacarra "Cantigas de escarnio" [Songs of Derision]	Abstract and bibliography M.Eugenia Lacarra
8 March 5	<i>Libro de Buen Amor</i> [<i>Book of Good Love</i>] (cont.)	<i>Book of Good Love</i> (II) Burke "Cruz cruzada panadera"	Response Paper 6
9 March 12	SPRING BREAK (7-13)		
10 March 19	Introduction to the 14th.c.: The Exemplary Tradition	Mujica "Introducción a la literatura didáctica" Incluye cuentos de <i>El conde Lucanor</i> [Introduction to Didactic Literature. It includes examples from Don Juan Manuel's The Count of Lucanor] <i>La doncella Teodor</i> [The Maiden Teodor]	Response Paper 7
11 March 26	Fernando de Rojas <i>La Celestina</i>	<i>La Celestina</i> [Celestina] Ricardo Castells "El mal de amores" [Love Sickness] Ivy Corfis "Ovidian and Courtly Love"	Response Paper 8 Ivy Corfis
12 April 2	Teresa de Cartagena	<i>Arboleda de los enfermos</i> [<i>A Grove for the Ailing</i>] Howe "Teresa de Cartagena.." Menocal "European and Oriental"	Response Paper 9 Maria Rosa Menocal
13 April 9	Leonor López de Córdoba	<i>Memorias</i> [Memoirs]	Response Paper 10

	Chivalric Novels	<i>Amadís de Gaula</i> (selección) Baranda “En defensa del Amadís” [Defending Amadís]	Nieves Baranda
14 April 16	The World of Judeo-Spanish	Documentary (TBA) <i>Sephardic Romances(selection)</i> Armistead	
15 April 23	Conclusions and Review	Presentations of the ideas for the Final Papers	
16 April 30	Final Exam (4:00-5:00, one hour)		
17	Final Paper: hand in my office May 5 (or before)		

The majority of the texts and articles you have to read are included on Canvas. I include the links for the books we will read which are not on Canvas. Excellent locations for online access to Classical Works are the Biblioteca Virtual Cervantes (www.cervantesvirtual.com) and the Gutenberg Project (<http://www.gutenberg.org>).

Main Readings

- Anónimo. *Poema de Mio Cid*, edited by Colin Smith. 6 ed. Cátedra, 1980.
- . *Poema de Mio Cid (antiguo)* <https://www.biblioteca.org.ar/libros/200138.pdf>
- . *Poema de Mio Cid (modernizado)*
<http://people.duke.edu/~garci/cibertextos/ANONIMO/Mio-cid/MODERNO/DESTIERRO.HTM>
- . *Historia de la doncella Teodor*. Akal, 1995.
- Alonso, Álvaro, ed. *Poesía de Cancionero*. 2 ed. Cátedra, 1991. (selección de Sánchez-Romeralo “Lírica del Siglo XV”)
- Berceo, Gonzalo de. *Milagros de nuestra señora*, edited by Michael Gerli, 16 ed, Cátedra, 2012. (Selección)
- . “La abadesa preñada. ‘Los milagros de Nuestra señora’”, *Reis*, vol.70, 1995, pp.149-153.
- Cartagena, Teresa de. *Arboleda de los enfermos*, edited by Lewis Joseph Hutton. *Boletín de la Real Academia Española*, vol.16, 1967.
- Córdoba, Ibn Hazm de. *El collar de la paloma*, edited and translation by Emilio García Gómez, introduction by José Ortega y Gasset, 11th ed., Alianza, 1994. (selección)
- Don Juan Manuel. *El conde Lucanor*, edited by Alfonso I. Sotelo, 29th ed., Cátedra, 2013. (selección)

- Franco, Francisco. "Discurso pronunciado, en Burgos, durante el acto de inauguración del monumento al Cid Campeador", 24 de julio de 1955.
<http://www.generalisimofranco.com/Discursos/discursos/1955/00012.htm>
 (accedido el 17 de enero de 2020).
- Rodríguez de Montalvo, Garcí. *Amadís de Gaula*. (selección)
- Hita, Arcipreste de. *Libro de Buen amor*, edited by María Brey Mariño, 17th ed., Castalia, 1987.
- . *Libro de buen amor* <https://www.biblioteca.org.ar/libros/132761.pdf> (o en biblioteca virtual cervantes)
- López de Córdoba, Leonor. "Memorias". *Water Lilies. Flores del agua*, edited by Amy Katz Kaminsky, trans. by Amy Katz Kaminsky and Elaine Dorough Johnson, U of Minnesota P, 1996, 19- 32.
- Rojas, Fernando de. *La Celestina*, edited by Dorothy S. Severin, 14th ed, Cátedra, 2004.
- . *La Celestina* <http://www.gutenberg.org/cache/epub/1619/pg1619-images.html>

Secondary Readings

- Armistead, Samuel G. y Joseph H. Silverman. "A New Collection of Juseo-Spanish Ballads." *Journal of the Folklore Institute* vol.3, no. 2, 1966, pp.133-153.
- Baranda, Nieves. "En defensa del *Amadís* y otras fábulas. La carta anónima al caballero Pero Mexía". *Journal of Hispanic Philology*, vol.15, 1991, pp. 221-236.
- Burke, James F. "Again Cruz, the Baker-Girl, *Libro de buen amor*, ss. 115-120". *Revista canadiense de estudios hispánicos*, vol.4, no.3, 1980, 253-270.
- Castells, Ricardo. "El mal de amores de Calisto y el diagnóstico de Eras y Crato, médicos". *Hispania*, vol.76, no.1, 1993, pp.55-60.
- Corfis, Ivy A. "Celestina and the Conflict of Ovidian and Courtly Love". *Bulletin of Hispanic Studies*, vol.73, 1996, pp. 395-417.
- Cruz, Anne J. "*La bella malmaridada*: Lessons for the Good Wife". *Culture and Control in Counter-Reformation Spain*, edited by Anne J. Cruz and Mary Elizabeth Perry, U of Minnesota P, 1992, pp.145-170.
- Espinosa, Aurelio M. "El Romancero". *Hispania*, vol.12, no. 1, 1929, pp.1-32.
- Felkel, Robert. "The Theme of Love in the 'Mozarabic Jarchas' and in Cante Flamenco". *Confluencia*, vol.4, no. 1, 1988, pp. 23-40.
- Gómez Martínez, José L. "Américo Castro y Sánchez Albornoz: dos posiciones ante el origen de los españoles". *Nueva Revista de Filología Hispánica*, v. 21, no.2, 1972, pp. 301-319.
- Howe, Elizabeth Teresa. "Sor Teresa de Cartagena and Entendimiento". *Romanische Forschungen*, vol.108, no.1/2, 1996, pp.133-145.
- Lacarra Lanz, Eukene (María Eugenia). "Entre injuria e ingenio, burlas y veras: abadesas en el punto de mira de las cantigas de escarnio y de maldecir". *Bulletin of Hispanic Studies*, vol.86, 2009, pp. 1-11.
- Menocal, María Rosa. "Pride and Prejudice in Medieval Studies: European and Oriental". *Hispanic Review*, vol.53, no.1, 1985, pp. 61-78.
- Terry Mount, Richard. "Levels of Meaning: Grains, Bread and Bread Making as Informative Images in Berceo". *Hispania*, vol.76, no.1, 1993, pp. 49-54.

Mujica, Barbara. "Intro a la literatura didáctica"

Rodríguez-Puértolas, Julio. "Un aspecto olvidado en el realismo del *Poema de Mio Cid*".

PMLA, vol.82, no.2, 1967, pp. 170-177.

Anthologies and Reference Works

Alvar, Carlos, ed. *Poesía de trovadores, trouvères y minnesinger*, 5 ed., Alianza, 1999.

Deyermond, Alan. *Historia de la literatura medieval española*. Ariel, 1983.

Mujica, Barbara. "La literatura didáctica".

Antología de la literatura española. Edad media. John Wiley and Sons, 1991, pp. 166-181.

Sánchez-Romeralo, Antonio y Fernando Ibarra. "El siglo XV". *Antología de autores españoles antiguos y modernos*. Vol. I. Antiguos, Prentice Hall, 1972, pp. 69-173.

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