

SEP 06 2007

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		07-13c	AP-9/25/07	App-3/24/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Department of Spanish	Phone 7-7532

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input checked="" type="checkbox"/> Course Revision <input checked="" type="checkbox"/> Course Number and/or <u>Title</u> Change <input checked="" type="checkbox"/> Catalog Description Change		
SPAN 411 Golden Age Spanish		SPAN 411/511 Golden Age Literature
<i>Current Course prefix, number and full title</i>		<i>Proposed course prefix, number and full title, if changing</i>
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track		
<i>Current program name</i>		<i>Proposed program name, if changing</i>
4. Approvals		
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	8-27-07
Department Chair(s)	<i>[Signature]</i>	8-27-07
College Curriculum Committee Chair	<i>[Signature]</i>	9-17-07
College Dean	<i>[Signature]</i>	9-17-07
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>[Signature]</i>	9-25-07

* where applicable

SEP 13 2007

Liberal Studies

Original sent to Grad Comm. 7-29-08

Received

SPAN 411/511 Golden Age Spanish

3c-0l-3cr
3 class hours
0 lab hours
3 credits

- I. Course Description:** An analysis of themes, motifs, and stylistic devices of Spanish poetry, novel, and theater of the Renaissance and Baroque. Taught in Spanish. Prerequisite for SPAN 411: SPAN 260 or permission. Prerequisite for SPAN 511: Acceptance to Spanish graduate program or permission.

II. Course Objectives

Students completing this course will be able to:

1. Derive meaning from selected literary texts read in original Spanish through an analysis of them.
2. Explain selected literary texts read in original Spanish.
3. Define and describe periods, movements and genres in "golden age" Spanish literary history.
4. Correlate knowledge of social, political and literary history to specific literary works read for class.
5. Compare in oral and written format authors, periods, genres and specific literary works from Spain's "golden age".
6. Conduct research on a given author, period or literary work and present results in both a written and oral format.
7. Write a detailed "explanation of text" in Spanish on an assigned reading.
8. Speak in present, past, and future time frames and use connected paragraph-length discourse in Spanish.
9. Write in present, past, and future time frames and use connected paragraph-length discourse in Spanish.

Additionally, graduate students will be able to:

1. Conduct appropriate library research that produces accurate and current bibliographies on assigned issues and topics in the field.
2. Summarize accurately in Spanish scholarly journal articles and book chapters written in both English and Spanish.
3. Write research papers in Spanish using a register and style appropriate to academic discourse.
4. Write research papers in Spanish that use appropriate professional formatting norms, in this case, the MLA.
5. Write research papers in Spanish that represent original literary and historical analysis.
6. Write research papers in Spanish that demonstrate a knowledge of and sensitivity to other critical points of view, such as that expressed in scholarly publications on the research paper topic.
7. Present orally in Spanish the results of original research in a manner and format consistent with that of professional presentations in the field.
8. Write an abstract of a research project in a manner consistent with submission to a professional conference in the field.

Student Outcomes Assessment Matrix: UNDERGRADUATE AND GRADUATE

COE-ET Conceptual Framework Component	ACTFL/NCATE Program Standards	Spanish Educ. Program Competencies	Course Objectives	Course Assessment Technique Measuring Objectives*
1.a.	1.a, 2.a, 2.b	9, 11, 13	1	Formative: <i>Quizzes, Homework Participation, Midterm essays</i> Summative: *Final paper, *Presentation
1.a.	1.a, 2.a, 2.b	8, 9, 10, 11, 13	2	Formative: <i>Quizzes, Homework Participation, Midterm essays</i> Summative: *Final paper, *Presentation
1.a	2.b	11, 13	3	Formative: <i>Participation, Midterm essays, Homework</i> Summative: *Final Paper, *Presentation
1.a	2.a, 2.b	9, 11, 13	4	Formative: <i>Participation, Midterm essays, Homework</i> Summative: *Final Paper, *Presentation
1.a	2.a, 2.b	3, 8, 9, 11	5	Formative: <i>Homework, Midterm essays</i>
1.a, 1.d, 3.a	1.a, 2.a, 2.b	3, 9, 10, 11, 13, 14	6	Summative: *Final Paper, *Presentation
1.a	1.a, 2.a, 2.b	9, 10, 11	7	Formative: <i>Homework, Midterm essays</i> Summative: *Final paper

1.a.	1.a.	3,4,5,7,8	8	Formative: <i>Participation</i> Summative: *Presentation
1.a.	1.a.	3,7,10	9	Formative: <i>Midterm essays,</i> <i>Homework</i> Summative: *Final Paper

**Indicates assessments designed for mean and score range aggregated reporting.*

Student Outcomes Assessment Matrix: GRADUATE ONLY

NBPTS Standards	INTASC Standards	Spanish MA Program Competencies	Course Objectives	Course Assessment Technique Measuring Objectives
III, XI, XIII	1	2, 3, 4, 8, LC10, LC11, LC12, LC13	1	Projects; *Final Paper
III, XI, XIII	1	2, 3, 4, LC10, LC11, LC12, LC13	2	Projects
III, XI, XIII	1	3, 4, 8, LC13	3	*Final Paper
III, XI, XIII	1	3, 4, 8, LC13	4	*Final Paper
III, IV, XI, XIII	1	3, 4, 8, LC11, LC13	5	*Final Paper
III, IV, XI, XIII	1	3, 4, 8, LC11, LC13	6	*Final Paper
III, XI, XIII	1	4, 8, LC13	7	*Presentation
III, XI, XIII	1	4, 8, LC11, LC13	8	Projects

**Indicates assessments designed for mean and score range aggregated reporting.*

III. Required Texts, Supplemental Books and Readings

Lazarillo de Tormes (date unknown), Anonymous

Fuenteovejuna (1612), *El perro de hortelano* (1618), Lope de Vega

Novelas ejemplares (1613), Cervantes

Renaissance and Baroque Poetry of Spain, Elias Rivers, Ed.

Course packs at Pro-Packet which contains selections from:

La España del siglo de oro (Ángel González Palencia, 1939)

La vida cotidiana en la España de Velásquez (José N. Alcalá-Zamora, 1989)

Theatre in Spain 1490-1700 (Melveena McKendrick, 1989)

El patrañuelo (Joan Timoneda, 1567)

Desengaños amorosos (María de Zayas, 1647)

Teatro popular, (Lugo y Dávila, 1622)

Additionally, a good set of dictionaries is also highly recommended, such as the Oxford, or Harper Collins. If you read in a location where you have access to the internet you might also use www.rae.es (Real Academia Española) as a lexical resource.

IV. Evaluation Methods

Undergraduate Evaluation:

- | | | |
|------------------|-----|--|
| 1. Participation | 10% | based upon in-class participation |
| 2. Presentation | 10% | oral presentation of final paper research |
| 3. Quizzes | 15% | reading comprehension; given weekly |
| 4. Projects | 15% | library research and other professional practices, "explanation of text" |
| 5. Midterm | 20% | take home essays |
| 6. Final paper | 30% | research paper on agreed upon topic |

In addition to participation and the reading comprehension quizzes, undergraduate students will be evaluated with a number of activities designed to assess their achievement of undergraduate course objectives. Library research project will evaluate their ability to utilize the library's resources, to develop a bibliography, and to write a brief article summary. The explanation of text will ask them to write a brief but detailed description of the events of a selected text using a style and language consistent with that of the discipline. The midterm essays will ask them to correlate the studied texts with the social, historical, and literary framework presented in class, and will consist of two 1000 word essays. The final will be an undergraduate research paper of at least 3000 words and citing at least 4 sources. The final presentation will be a short presentation to the class of the conclusions of their final paper.

Graduate Evaluation:

- | | | |
|------------------|-----|---|
| 1. Participation | 10% | based upon in-class participation |
| 2. Presentation | 10% | oral presentation of final paper research to be given in formal conference presentation format |
| 3. Quizzes | 15% | reading comprehension; given weekly |
| 4. Projects | 15% | library research (1), article summaries (4), MLA format practice (1), "explanation of text" (1), and conference abstract (1). |
| 5. Midterm | 20% | take home essays |
| 6. Final paper | 30% | research paper on agreed upon topic |

In addition to participation and the reading comprehension quizzes, graduate students will be evaluated with a number of activities designed to assess their achievement of graduate course objectives. The graduate library research project will require them to identify a greater number of sources, and to write a more extensive article summary. Additionally, they will be required to do smaller versions of the same project, including article summaries, for four of the texts read for class. The graduate student midterm will require three 1000 word essays and will require a more thorough understanding of the source materials and the social context. The final will be a graduate research paper of at least 4000 words and 8 sources. The final presentation will be given in formation conference presentation format, and must be done in a manner consistent with professional

presentations in the field. The conference abstract includes the identification of a national conference appropriate to the material present in their final paper and the writing of an abstract and submission letter appropriate for that conference. Students will be encouraged, but not obliged, to submit the abstract to the conference.

V. Grade Breakdown

Undergraduate Scale		Graduate Scale	
100-91	A	100-90	A
90-82	B	89-80	B
81-73	C	79-70	C
72-64	D	69-0	F
0-63	F		

VI. Course Attendance Policy

In SPAN 411/511 **attendance is required**. According the University Undergraduate Course Attendance Policy (see undergraduate catalogue), all students are expected to attend class. Roll will be taken at the beginning of each class. According to IUP Department of Spanish policy, all students are permitted a maximum of three (3) hours of unexcused absence per semester for a 3-credit course. Note that, for a graduate class that meets one time each week for 3 hours, one full-class absence constitutes the maximum number of permitted unexcused absences. **Spanish Department policy: for each unexcused hourly absence after the third, two (2) percentage points will be subtracted from the student’s final grade.** Absences may be excused only for grave illness (documentation required), true emergency, or University-sponsored extracurricular activities (prior notification of professor required). At the graduate level, it is expected that a student who misses class will contact the professor for information regarding the content of the missed class and homework assignments.

VII. Course Outline

- Week 1: Introduction to Topic, Early Modern Spanish Society and its Literature. MLA format project
- Week 2: *Lazarillo de Tormes*. Anonymous.
“La organización social (I & II)”, “Las costumbres”, from *La España del siglo de oro*. Ángel González Palencia, 1939
Library research project assigned.
- Week 3: *Fuenteovejuna*, Lope de Vega
“The *corrales* and their Audience”, from *Theatre in Spain 1490-1700*, Melveena McKendrick, 1989.
Library research project due.
- Week 4: *Fuenteovejuna*, Lope de Vega
- Week 5: *El perro del hortelano*, Lope de Vega.
- Week 6: *El perro del hortelano*, Lope de Vega.
Midterm essays assigned
- Week 7: Poetry, Intro and selections
Midterm essays due.

- Week 8: Poetry, Continued.
Explanation of text due
- Week 9: *El patrañuelo*, Joan Timoneda
- Week 10: "Amante Liberal", Miguel de Cervantes
- Week 11: "La gitanilla", Miguel de Cervantes
- Week 12: "Novela y coloquio que pasó entre *Cipión y Berganza*", Miguel de Cervantes
- Week 13: "Mal presagio es casarse lejos", María de Zayas
Final paper topics due
- Week 14: "El andrógino", Lugo y Dávila
Draft of first half of final paper due
- Week 15: Final Presentations
Final papers due
Conference abstract due

VIII. Special Resource Requirements

None

IX. Bibliography

It should be noted that the sub-discipline of Golden Age Spanish is a broad and productive area within Spanish letters. It is therefore not possible to develop an all-inclusive bibliography of its important texts. I have included here a selection of source texts (in modern editions) and critical works.

Selected Source Texts

Amyot, Jacques. "Apéndice I". *Historia etiópica de los amores de Teágenes y Cariclea*. Ed. Francisco López Estrada. Madrid, Aldus, 1954.

Boccaccio, Giovanni. *The Decameron*. Trans. G. H. McWilliam. New York: Penguin, 1983.

Cervantes, Miguel de. "El amante liberal". *Novelas ejemplares*. Ed. Harry Sieber. Madrid: Cátedra, 1992.

---. *El ingenioso hidalgo Don Quixote de la Mancha*. Ed. Martín de Riquer. Barcelona: Planeta, 1980.

---. *Obras completas*. Ed. Ángel Valbuena Prat. Madrid: Aguilar, 1967.

Guevara, Antonio de. *Menosprecio de corte y alabanza de alcaides*. Ed. M. Martínez de Burgos. Madrid: Espasa-Calpe, 1952.

Lazarillo de Tormes. Ed. Víctor García de la Concha. Madrid: Espasa-Calpe, 1999.

Libro de Apolonio. Ed. Manuel Alvar. 3 vols. Madrid: Castalia, 1976.
Lugo y Dávila, Francisco. *Teatro popular*. Madrid: Viuda de Rico, 1906.

Manuel, Don Juan. *El Conde Lucanor*. Ed. José Manuel Blecua. Madrid: Castalia, 1988.

Quevedo, Francisco. *Poesía original completa*. Ed. José Manuel Blecua. Barcelona: Planeta, 1990.

Timoneda, Joan. *El patrañuelo*. Ed. José Romera Castillo. Madrid: Cátedra, 1979.

Vega, Lope de. *El perro del hortelano*. Ed. Antonio Carreño. Madrid: Espasa Calpe, 1991.

---. *Fuenteovejuna*. Ed. Juan María Marín. Madrid: Cátedra, 1985.

Zayas, María de. *Desengaños amorosos*. Ed. Alicia Yllera. Madrid: Cátedra, 1983.

Selected Criticism and History

Barahona, Rento. *Sex Crimes, Honour, and the Law in Early Modern Spain: Vizcaya, 1528-1735*. Toronto: U of Toronto P, 2003.

Branca, Vittore. "L'epopea mercantile". *Boccaccio Medievale*. Florence: Sansoni, 1956. 71-84.

Braudel, Fernand. *The Mediterranean and the Mediterranean World in the Age of Philip II*. Trans. Sian Reynolds. New York: Harper Collins, 1972.

---. *Civilization and Capitalism 15th-18th Century: Volume II The Wheels of Commerce*. Trans. Sian Reynolds. New York: Harper & Row, 1982.

Brownlee, Marina. *The Cultural Labyrinth of María de Zayas*. Philadelphia, UP of Pennsylvania, 2000.

Burke, Peter. *Popular Culture in Early Modern Europe*. London: Ashgate, 1994.

Chartier, Roger. *The Order of Books: Readers, Authors, and Libraries in Europe between the Fourteenth and Eighteenth Centuries*. Stanford: Stanford UP, 1994.

Davis, Elizabeth B. *Myth and Identity in the Epic of Imperial Spain*. Columbia, MO: U of Missouri P; 2000.

Dunn, Peter N. *Spanish Picaresque Fiction: A New Literary History*. Ithaca: Cornell UP, 1993.

El Saffar, Ruth. *Novel to Romance: A Study of Cervantes' Novelas ejemplares*. Baltimore: Johns Hopkins UP, 1974.

Eoff, Sherman H. *The Patrañuelo of Juan de Timoneda: An Edition with Introduction and Notes*. Doctoral Dissertation, University of Chicago, 1929.

Fernández Álvarez, Manuel. *La sociedad española del renacimiento*. Salamanca: Ediciones Anaya, 1970.

Forcione, Alban. *Cervantes, Aristotle, and the Persiles*. Princeton: Princeton UP, 1970.

Gerli, E. Michael. *Refiguring Authority: Reading, Writing, and Rewriting in Cervantes*. Lexington: UP of Kentucky, 1996.

González Palencia, Ángel. *La España del siglo de oro*. New York: Oxford UP, 1939.

Hart, Thomas. 1994. *Cervantes' Exemplary Fictions: A Study of the Novelas ejemplares*. Lexington: UP of Kentucky, 1994.

Jardine, Lisa. *Worldly Goods: a new history of the Renaissance*. New York: Norton, 1998.

Langle de Paz, Teresa. "En busca del paraíso ausente: 'mujer varonil' y 'autor femenino' en una utopía feminista inédita del siglo XVII español". *Hispania*. 86.3 (2003): 463-473.

Mariscal, George. *Contradictory Subjects: Quevedo, Cervantes, and Seventeenth-Century Spanish Culture*. Ithaca: Cornell UP, 1991.

McDaniel, Sean. "Creating the Merchant Subject in a *patraña* by Timoneda". *Hispanic Review*. 73.4 (Fall 2005). 451-68.

---. "El amante liberal': Cervantes's Ironic Imitation of Heliodorus". *Romance Notes*. In press.

---. "Menosprecio de corte Read as a Picaresque Text". *Hispanic Journal*. 26.1-2 (Fall 2005). 23-34.

---. "The Wandering Merchant King: Timoneda's Rewriting of the History of Apollonius". *Revista Canadiense de Estudios Hispánicos*. 23 (1998): 85-100.

---. "'Y gran copia de dineros...': The Language of Money in the *Patrañuelo*". *Selected Proceedings of the Pennsylvania Foreign Languages Conference* (2003). 161-171.

McKendrick, Melveena. *Theatre in Spain 1490-1700*. Cambridge: Cambridge UP, 1989.

Menéndez Pelayo, Marcelino. *Orígenes de la novela: III*. Ed. Enrique Sánchez Reyes. Edición nacional de las obras de Menéndez Pelayo. Madrid: Consejo Superior de Investigaciones Científicas, 1961.

Nader, Helen, Ed. *Power and Gender in Renaissance Spain: Eight Women of the Mendoza Family, 1450-1650*. Urbana: UP of Illinois, 2004.

- Navarro Durán, Rosa. *Alfonso de Valdés, autor del Lazarillo de Tormes*. Madrid: Gredos, 2003.
- Pucci, Suzanne R. "The Currency of Exchange in Beaumarchais' *Mariage de Figaro*: From the 'The Master Trope' Synecdoche to Fetish". *Eighteenth-Century Studies*. 25 (1991): 57-84.
- Reynolds, John J. *Juan Timoneda*. Boston: Twayne, 1975
- Rico, Francisco. *The Spanish picaresque novel and the point of view*. Trans. Charles Davis. Cambridge: Cambridge UP, 1984.
- Ruffinatto, Aldo. *Las dos caras del Lazarillo: texto y mensaje*. Madrid: Castalia, 2000.
- Rutherford, John. *Breve historia del pícaro preliterario*. Vigo: Universidade de Vigo, Servicio de Publicacións, 2001.
- Sieber, Harry. "Literary Continuity, Social Order, and the Invention of the Picaresque." *Cultural Authority in Golden Age Spain*. Ed. Brownlee, Marina S. and Gumbrecht, Hans Ulrich. Baltimore: Johns Hopkins UP, 1995.

Part II. Description of Curriculum Change

2. Summary of proposed revisions.

We propose converting this class into a dual-listed class, and have added graduate objectives and evaluation methods.

We propose striking the phrase “offered in four-year rotation” from the catalogue description.

3. Justification/Rationale for revision.

The rationale for the conversion to a dual-listed class is that we have been given permission to develop a proposal for an MA and would like to make this class part of our graduate program.

The rationale for the description change is that should this class become part of our graduate program, we may find it necessary to offer it more frequently.

4. This is submitted under Syllabus of Record Amnesty.

Part III. Letters of Support or Acknowledgement

Outside of the Department of Spanish, there are no other affected or interested departments or programs.