APPLICATION FOR NEW COURSE

1. Submitted by College of
   Arts & Sciences

   Department/Division offering course Hispanic Studies

   Date 11/15/04

2. Proposed designation and Bulletin description of this course

   a. Prefix and Number   SPA 519
   b. Title*   Themes in Medieval and Early Modern Spanish Literature and Culture: (Subtitle Required)

   *NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts  Med & Early Mod Split

   c. Lecture/Discussion hours per week 3 hrs.
   d. Laboratory hours per week 0
   e. Studio hours per week
   f. Credits

   g. Course description

   This course is a topics course in Medieval and Early Modern Spanish Literature and Culture. Appropriate for advanced undergraduates and MA level graduate students.

   h. Prerequisites (if any)

      for undergraduates: SPA 400 or permission of instructor

   i. May be repeated to a maximum of 6 credits with different topic (if applicable)

4. To be cross-listed as

   Prefix and Number

   Signature, Chairman, cross-listing department

5. Effective Date Fall 2005 (semester and year)

6. Course to be offered Fall Spring Summer

7. Will the course be offered each year? Yes
   (Explain if not annually)

8. Why is this course needed?

   We have realized that, as we gain more majors interested in pursuing graduate studies with us, we need more advanced courses in literature and culture for undergraduates.

9. a. By whom will the course be taught? Drs. Velasco or Biglieri
   b. Are facilities for teaching the course now available? Yes
      If not, what plans have been made for providing them?
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 30-40

11. Will this course serve students in the Department primarily? ☒ Yes ☐ No
Will it be of service to a significant number of students outside the Department? ☒ Yes ☐ No

In the past, similar 500 courses have drawn students from other departments, such as Education. This course may now also draw students from the new MATWL program.

12. Check the category most applicable to this course
   ☐ traditional; offered in corresponding departments elsewhere;
   ☒ relatively new, now being widely established
   ☐ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? ☒ Yes ☐ No

14. Is this course part of a proposed new program: If yes, which? ☐ Yes ☐ No

15. Will adding this course change the degree requirements in one or more programs?* ☐ Yes ☒ No
   If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. ☐ Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. ☒ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?
   Name  Drs. Velasco or Biglieri
   Phone Extension 7-2127

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
APPLICATION FOR NEW COURSE

Signatures of Approval:

[Signature]
Department Chair

[Signature]
Dean of the College

11/18/04
Date

1/1/05
Date

12/13/04
Date of Notice to the Faculty

*Undergraduate Council

*University Studies

*Graduate Council

*Academic Council for the Medical Center

*Senate Council (Chair)

Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

Rev 3/04
SPA 519: Themes in Medieval and Early Modern Spanish Literature and Culture
Dr. Sherry Velasco
velasco@uky.edu 257-1565
Department of Hispanic Studies
Office: 1127 POT  Office Hours: MWF 3-4:30
Class meeting: MWF 12-1 CB 240

Themes in Medieval and Early Modern Spanish Literature and Culture:
Short Prose Fiction of the Golden Age

Course Description

This course is a topics course in medieval and early modern Spanish literature and culture appropriate for advanced undergraduates and beginning graduate students.

Spanish 519 aims to provide students with a basic yet in-depth understanding of early modern Spanish literary and cultural texts and movements. This class will focus on the evolution of the short story during the sixteenth and seventeenth centuries (el Siglo de Oro). We will analyze short prose narratives of various authors, considering issues of narratological strategies as well as early modern and postmodern critical theory. Part of the process of studying short prose fiction will involve consideration of the cultural context in which these works were produced. Therefore we will also consider themes such as ethnicity, gender, sexuality, class, genre, and nationalism. We will study works by authors such as Cervantes, María de Zayas, Juan Timoneda, Lope de Vega, and Mariana de Carvajal.

Course Objectives

Upon completion of this course, students will be able to:

✓ Explain the general characteristics of the short prose genre during the early modern period in Spain
✓ Demonstrate the significance of the literary features of short prose fiction in terms of critical theory during the same period
✓ Analyze narrative strategies used by various authors as well as other cultural themes (such as issues related to class, ethnicity, gender, genre, nation, and politics)
✓ Apply the analysis to the study of other narratives and relate findings to the cultural context in which the texts were produced

Grading for Graduate Students
Paper (research and textual analysis): 13-15 pages 35%
[First draft=20%, Final draft=15%]
Presentation (with outline for class): 25%
Participation and attendance: 15%
Final exam 25%

Grading for Undergraduate Students
Paper (research and textual analysis): 8-10 pages 35%
[First draft= 20%, Final draft= 15%]
Presentation (with outline for class): 25%
Participation and attendance: 15%
Final exam 25%
[Grading Scale: 90-100=A, 80-89=B, 70-79=C, 60-69=D, below 60=F; work will NOT be graded on a curve]

Presentation: Each student is responsible for leading class discussion for one particular story during the first hour of the class. To prepare, the student must review the literary criticism on the novela and present a brief list of the main topics of critical debate in the scholarly publications related to the short story at hand. Then the student must offer his/her own suggestions for interesting/pertinent discussion topics. The critical summary and list of discussion topics should be typed out, copied, and distributed for other class members.
Participation: All students must come to every class prepared to discuss the assigned story and must hand in three discussion questions related to the novela.

Course Policies:
*EVERY STUDENT IS REQUIRED TO TURN IN HOMEWORK (DISCUSSION QUESTIONS) FOR EACH CLASS BEFORE THE START OF CLASS (Hard copy only; no email attachments accepted). NO HOMEWORK WILL BE ACCEPTED ONCE CLASS HAS STARTED.
*Attendance is mandatory. For the second and each subsequent unexcused absence, the final average will be lowered by 2 points.

Primary Texts

Novelas ejemplares I y II, Miguel de Cervantes
Novelas amorosas y ejemplares, María de Zayas
Desengaños amorosos, María de Zayas
Navidades de Madrid, Mariana de Carvajal (copias)
“El curioso impertinente” Don Quijote I, Cervantes (copias)
“El capitán cautivo” Don Quijote I, Cervantes (copias)
Selections from Lope de Vega and Juan de Timoneda (copies)

Course outline:

Week 1: Introduction to course
Prologue to the Novelas ejemplares
Critical theory of early modern Spain
Week 2: Cervantes:
"La gitanilla"

Week 3: Cervantes
"El amante liberal"

Week 4: Cervantes
"El licenciado Vidriera"

Week 5: Cervantes (Tentative paper Topic due)
"Las dos doncellas"

Week 6: Cervantes
"El coloquio de los perros" (repasan también "El casamiento engañoso")

Week 7: Cervantes
"El curioso impertinente" DQI: 33-35

Week 8: Cervantes
"El capitán cautivo" en DQI: 37, 39-42

Week 9: María de Zayas
“He prevenido engañado” (Novelas amorosas y ejemplares)

Week 10: Zayas
"La inocencia castigada" (Desengaño quinto de los Desengaños amorosos)

Week 11: Zayas
"Amar sólo por vencer" (Desengaño sexto de los Desengaños amorosos)

Week 12: Zayas
"Mal presagio casar lejos" (Desengaño séptimo) (First draft of paper due)

Week 13: Zayas
"Estragos que causa el vicio" (Desengaño décimo de los Desengaños amorosos)

Week 14: Mariana de Carvajal
"La Venus de Ferrara" (Navidades de Madrid)

Week 15: Selections from Lope de Vega and Juan de Timoneda

Final draft of paper due
Week 16: Review
Upon completion of this course, students will be able to:

- **Explain** the general characteristics of the short prose genre during the early modern period in Spain
- **Demonstrate** the significance of the literary features of short prose fiction in terms of critical theory during the same period
- **Analyze** narrative strategies used by various authors as well as other cultural themes (such as issues related to class, ethnicity, gender, genre, nation, and politics)
- **Apply** the analysis to the study of other narratives and relate findings to the cultural context in which the texts were produced
INVESTIGATING BODY: Humanities

DATE FOR COUNCIL REVIEW: 1/14/05

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Leonidas Bachas, Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.
   None

2. If no modifications were made, review considerations that arose during the investigation and the resolutions.

3. List contacts with program units on the proposal and the considerations discussed therein.
   Sherry Velasco explained course's significance to the Hispanic Studies major.

4. Additional information as needed.

5. A&S Area Investigator Recommendation:
   [Circle] APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Council Recommendation:
   [Circle] APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

7. ____________
   A&S Council Investigator, Karen Petrone
   Date: 1/21/05

File: InvestigatorRpt

JAN 25 2005
18 November 2004

Curriculum Committees
College of Arts and Sciences

Dear Committee Members:

When revising our undergraduate curriculum three years ago, the Department of Hispanic Studies thought it best to discontinue most of our 500-level courses. This decision was made primarily for one reason: at the time, our advanced undergraduates were insufficiently prepared to read original literary texts (especially longer texts). This deficiency made combining graduate and undergraduates at the 500-level unproductive. With our significantly revised undergraduate curriculum, the quality of our advanced undergraduates has increased dramatically. We now find that these students are indeed ready to participate in 500-level discussions and can hold their own against incoming M.A. students.

Additionally, and given our reduced departmental faculty, we find that a re-introduction of 500-level courses has become imperative in order to ensure the integrity of our graduate program. The creation of new 500-level courses is also a direct response to Dean Hoch's mandate that we increase enrollments in intermediate, upper and graduate level classes.

Finally, the creation of newly devised 500 level courses, most of them drawing on the expertise of faculty who have joined the Department in the last four years, will give our majors more choices at the upper levels and thus help them fulfill their graduation requirements with greater ease.

Sincerely,

Edward F. Stanton
Professor and Chair

JAN 25 2005