



INSTITUTO UNIVERSITARIO DE INVESTIGACIÓN
EN ESTUDIOS NORTEAMERICANOS
“BENJAMIN FRANKLIN”

Course	Introduction to Spanish literature: the great works
Program	Study Abroad
Credits	4.5 ECTS / 3 USA (semester credits)
Class time	45
Student work hours outside the classroom	90
Office hours	By appointment
Requirements	Upper-intermediate level of Spanish.
Language of instruction	Spanish
Type of teaching	In person

PRESENTATION

The course is aimed at North American students who wish to have a general and complete knowledge of Spanish literature from the Middle Ages to the present day and, more specifically, of the Spanish works that, due to their literary quality, have gone down in the History of Universal Literature. It is structured from a practical point of view, always focusing on literary texts within a historical and socio-cultural context.

The structure of the course tries to integrate the different artistic manifestations in the historical evolution, so that the student can identify them in the literary texts of each period.

In short, it is about bringing the student closer to the most influential works of Spanish literature. The essential stylistic characteristics of each author will be studied, they will be placed within a specific period or movement, fragments of their most important works will be read, a film of one of the works of each author will be shown, and, finally, they will be discussed from a literary point of view, leaving the purely cinematographic aspects in the background.

The objectives of the course are related to the learning that the student can obtain from the Spanish culture and literature and its cinematographic adaptation.

- To know and handle the narrative techniques and influences of classical culture, both Greek and Roman, as well as those of Spanish culture for the best interpretation of today's world, going to the sources of myths and stereotypes of Spanish and European, as well as the construction of an identity reality that unifies the peoples of the Iberian Peninsula with Latin America.
- To understand Spanish literature in its thematic, formal and cultural aspects from its origins to its later influence on universal literature and culture.
- Identify the most faithful or representative adaptations to other audiovisual media of the fundamental literary works of Spanish literature from the Middle Ages to the present day..

COMPETENCIES.

General competences (GC):

GC1: Comment and argue with complex ideas the texts read, orally or in writing.

GC2: Expose and defend both in writing and orally the knowledge acquired.

GC3: Develop critical capacity to express opinions.

Specific competences (SC):

SC1: Know the masterpieces of Spanish Literature from the Middle Ages to the present, as well as their characteristics and the most influential authors.

SC2: To obtain a global and linear knowledge of the history of Spanish Literature.

SC3: To analyze the most relevant stylistic characteristics of the main Spanish authors so that the student knows how to place the literary works within the movement, style and period in which they were written.

• TEACHING-LEARNING METHODOLOGY

Theoretical-practical lessons will be given based on the teacher's explanations and completed by the materials divided into modules that the teacher will leave in an online folder to which the student will have access from the first day of class. Our goal is to achieve a significant learning of the contents, so it is very important to take into account the previous ideas of the students, in order to use a flexible methodology. We count on the fact that there will be a diversity of students in the classroom, therefore, when necessary, individual adaptations will be made. The methodological strategy we will follow will be the following:

- As pre-class work, students should have read the chapters and/or class materials indicated for that day, so that students can follow the theoretical explanation without too much difficulty. The modules are divided into topics with a theoretical and a practical part.
- At the beginning of the session we will make a brief theoretical introduction of the concepts that we are going to deal with, trying to relate them to the previous knowledge of each student.
- Then, the basic concepts of the material previously read by the students will be explained in a more detailed way, with their participation, making it a dynamic and interactive explanation.
- Once this information has been assimilated, the students will have to apply it to practice by means of texts and exercises outlined by the teacher in the dossier present in the online platform. selected by the teacher. These texts and exercises do not constitute a closed dossier; the teacher is open to suggestions from the students.
- Finally, at the end of each topic and module, conclusions will be drawn between the teacher and the student, being the student the one who raises them and the teacher the one who orients and guides to obtain coherent conclusions with what has been learned.

PREPARATION FOR CLASS

Working on the readings and theoretical content before coming to class prepares you to ask questions and give opinions on the subject matter in class.

- Read the theoretical portions assigned by the professor in the dossiers for each of the topics.
- Reflect on questions that may lead to interesting discussions.
- Takes notes during explanations and class discussions.
- Apply the participatory face-to-face classes and the notes taken from the explanations for the realization of the exercises outlined by the teacher in the dossier of each module and topic to be delivered on the days marked by the teacher in the schedule.

EVALUATION SYSTEM

The evaluation system is based on class participation, both online and face-to-face; participation in activities, exams and assignments.

- **Participation.**

It must be active, i.e., the student should not only ask questions, but also make comments and actively participate in the exercises proposed in class both in groups and individually. In addition, the student must read the texts assigned by the professor and do the exercises related to the text. The student is expected to demonstrate maturity and responsibility in the classroom so that gestures, passive attitude such as sleeping in class, and having inappropriate behaviors in the classroom may have a negative impact on the grade of this section.

The total percentage of this section is 10%.

- **Exams.**

Midterm Exam: It will take place in the middle of the course (see date in the section of the class schedule). The syllabus will cover from the first day of class until the day outlined in the program. The exam will consist of two parts; a practical part in which the student will have to answer questions related to a text, and a theoretical part in which there will be development questions. For example, the characteristics of a certain style giving examples with the most representative authors and works.

Final Exam: It will be held at the end of the course (see date in the class schedule) and will not be of a cumulative nature. It will also consist of two parts, just like the partial exam. The professor will have to evaluate all the competencies of the course.

The total percentage of this section is 30% (15% partial and 15% final).

If the professor detects copying or plagiarism in the exam, the student will receive a grade of zero and will not have the option of any type of recovery.

The professor reserves the right to give "surprise exams" when he/she deems it appropriate. These exams will always be at the beginning of the class and will be very short (five minutes more or less). They will be valued as an additional homework grade.

- **Thematic Reports.** The objective of these reports (six in total) is to analyze the most important aspects of the period, author or work studied in each of the sections within the film chosen and viewed during the practical classes. With the elaboration of these reports, the student will visualize the film in a critical way that will allow him/her to develop the specific competences 1 and 3.

Each of the reports must be written in Times New Roman 12 font, single-spaced (1) and will have an extension of one page. In the report the student will have to outline the following aspects in order to obtain the maximum grade in it.

- **Characteristics of the work and the literary period**
- **Examples taken from the film that confirm these features**
- **Examples from the film that deviate from the characteristics studied.**
- **Brief personal commentary coherently arguing the final impression the film has made on the student.**

Each report must be submitted on the school day following the screening of the corresponding film as illustrated in the class schedule and may be submitted via e-mail until 11:59 p.m. on the night of the indicated date. Any report submitted after the indicated date for reasons beyond the teacher's control will have its grade reduced by 50%, plus 10% less for each additional day that the student submits the report late.

It is the student's responsibility to organize himself/herself to deliver the report on time, taking into account possible technical problems that in no case will be considered exonerating for the delay.

In case of plagiarism the student will get a grade of 0 in the course.

The total **percentage** of this section is 60% (10% for each report).

GRADING SCALE

The class grade scale will be as follows:

PARTICIPATION	10 %
MIDTERM EXAM	15 %
FINAL EXAM	15 %
THEMATIC REPORTS	60 %

ATTENDANCE

Class attendance is MANDATORY. If the student is absent more than the allowed limit (1 absence) in the summer program and (2 absences) in the fall and spring programs, his/her final grade will be reduced by 10 points for each absence that has not been excused by a doctor's note or by his/her Program Director. It will be the student's responsibility to individually prepare the material taught in class on the days he/she is absent.

STUDENTS WITH SPECIAL NEEDS

Students with special needs can contact Antonio Fernández: antonio.fernandezm@uah.es Instituto Franklin-UAH has the necessary measures in place to help those students who can prove, by means of a medical certificate, that they have special needs.

USE OF TECHNOLOGY IN THE CLASSROOM

Technology in the classroom is essential today. However, if used inappropriately, it can be detrimental to student learning. For example, checking email, chatting with other users, surfing the web for purposes other than class content, etc... Misuse of these tools can also distract other classmates, so only taking notes on the computer is allowed. For any other use, permission must be requested from the teacher.

PROGRAMA DE LAS CLASES

CONTENT	ASSIGNMENTS
Introduction to Spanish literature. The great works	
Introduction to medieval literature. Pre-renaissance literature	Review of the teacher's presentation
Pre-renaissance literature. The Celestina	Review of the teacher's presentation
La Celestina. Text commentary	Reading of texts that the teacher points out from the material.
Viewing of "La Celestina". Gerardo Vera, 1996.	Delivery of Thematic Report No. 1.
16th century literature	Review of the teacher's presentation

Literary transformations of the 16th century. The Lazarillo de Tormes	Review of the teacher's presentation
Lazarillo de Tormes. Text commentary.	Review of the teacher's presentation
Viewing of "Lázaro de Tormes", Fernando Fernán Gómez, 2001	Delivery of Thematic Report No. 2.
Life and Works of Miguel de Cervantes	Review of the teacher's presentation
Innovations of Don Quixote de la Mancha	Review of the teacher's presentation
Don Quixote of La Mancha (Text commentary)	Reading of texts that the teacher points out from the material.
Midterm exam	
Viewing of "Don Quixote by Orson Welles". Orson Welles and Jesús Franco, 1992.	Delivery of Thematic Report No. 3.
The literature of the 17th century	Review of the teacher's presentation

The Theater of the XVII Century: "El Perro del Hortelano" by Lope de Vega.	Review of the teacher's presentation
El Perro del Hortelano. Text commentary.	Reading of texts that the teacher points out from the material.
Viewing of "El Perro del Hortelano", Pilar Miró, 1996.	Delivery of Thematic Report No. 4.
The literature of the first half of the 19th century.	Review of the teacher's presentation
The literature of the second half of the 19th century. La Regenta	Review of the teacher's presentation
La Regenta. Text commentary.	Reading of texts that the teacher points out from the material.
Viewing of excerpts from "La Regenta", Fernando Méndez-Leite, 1995.	Delivery of Thematic Report No. 5.
Literature at the end of the century. Generation of 98 and 27.	Review of the teacher's presentation
Postwar literature. La Colmena	Review of the teacher's presentation

The beehive. Text commentary.	Reading of texts that the teacher points out from the material.
Viewing of "La Colmena", Mario Camus, 1982.	Delivery of Thematic Report No. 6.
Final Exam	

BIBLIOGRAPHY .

- Cabrales, J.M. and Hernández Guillermo, Spanish and Latin American Literature, Sgel, Madrid, 2009.
- Francisco Rico, Historia y crítica de la literatura española, Barcelona: Crítica, 1980-2000.
- Mainer, José Carlos, Historia y Crítica de la Literatura Española, Crítica, Madrid, 1994.
- Alonso, Dámaso, Estudios y Ensayos sobre Literatura, Tercera Parte: Literatura Contemporánea, Gredos, Madrid, 1975.

The specific bibliography will be provided by the professor in the forum of each module and will depend on the student's response and the cultural and linguistic level that he/she possesses so that it can be adapted in a coherent and formative way.

BIBLIOGRAPHY On Line.

- Extensive portal on Spanish literature: <http://www.cervantesvirtual.com/portales/literatura/>
- Edition with materials from Don Quixote On Line:
<https://cvc.cervantes.es/literatura/clasicos/quijote/default.htm>
- Page with diverse materials on the History of Spanish Literature:
<https://cvc.cervantes.es/literatura/default.htm>
- General history page with a section with materials and explanatory videos on the history of Spanish literature: <https://historyofspain.es/video/historia-de-la-literatura-espanola/>
- Page with materials for the History of Contemporary Spanish Literature:
<https://2bachilleratolengua.jimdofree.com/apuntes-de-literatura/>

WE SPEAK ONLY IN SPANISH

In the class we will only speak in Spanish. The use of English in the class would prevent the total immersion of the student in the Spanish learning process. In addition, it is important to emphasize that in order to understand and enjoy the class we ask you to make an additional effort to adapt the terminology with the sole purpose of familiarizing yourself with the characteristic languages of the subject. For a better understanding of the class we recommend a high level of Spanish.

This syllabus is subject to change