



INSTITUTO UNIVERSITARIO DE INVESTIGACIÓN
EN ESTUDIOS NORTEAMERICANOS
"BENJAMIN FRANKLIN"

Course	Cervantes. Las aventuras de don Quijote
Program	Study Abroad
Credits ECTS	3 USA
Class hours	45
Office hours	By appointment
Requirements	High intermediate Spanish level
Language of instruction	Spanish
Type of teaching	In person (with online sections in Blackboard if needed)

INTRODUCTION

The course is aimed at students, mainly from North America, who wish to have an exhaustive knowledge of the figure and work of Miguel de Cervantes, as well as the time in which the author lived. The structure of the course tries to integrate the different artistic manifestations in the historical development of the XVI and XVII centuries and to make palpable for the student their representations in the literary texts of Cervantes.

The aim is to bring the student closer to the life and work of our most international author. Each work will be studied in its essential characteristics and will be placed within a specific period. Within this framework, the worldviews of the social groups involved in Spanish literature will be highlighted.

The class will be completed with the reading of texts from many of Cervantes' works, with a special dedication to *Don Quixote de la Mancha*, of which fragments will be read in an abridged version agreed upon with the Royal Spanish Academy of the language (RAE).

In the professional field, this subject is preferably developed in the following fields:

Research and teaching. This class is fundamental for designing educational projects related to the teaching of Spanish as a second language. In addition, it orients the student towards sectors that imply a good knowledge of the Spanish language. These include linguistic and literary planning and counseling, media management and counseling, international relations, tourism, and cultural management, among others.

COURSE DESCRIPTION

As the main objective of the course is to learn about the relationship of Cervantes and Don Quixote with later world literature, the practical application of the course is that it will allow the Spanish language student to understand the mechanisms of language that reached their maximum expression in the literature of the Spanish Golden Age, the most complex, the most refined Castilian that, even today, continue to be the fundamental basis of the Castilian language in the world.

- To know and understand Spanish culture through the literature of the Golden Age and, especially, through Cervantes.
- To improve reading and writing skills through the understanding of Cervantes' literature.
- To learn about Spain as a country different from the United States that has its stereotypes. In this way, students will learn to value what is foreign and to know the elements that build the identity of a people or country.
- To know the relationship between Don Quixote and contemporary cinema and literature of the 21st century, both in Europe and the United States.

The objectives of the course are related to the learning that the student can obtain from Spanish culture and literature centered on its most universal representative.

- 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 the current world, drawing on the sources of myths and stereotypes of Spanish and European culture, as well as the construction of an identity reality that unifies the peoples of the Iberian Peninsula with Latin America.
- To understand the literature of the Golden Age in its themes, formal and cultural aspects from its origins to its later influence on universal literature and culture.
- To know the influence that Cervantine literature and its maximum exponent Don Quixote has had on North American culture, from the 19th century to the current series and films.

COMPETENCES

According to this section the course will aim to develop the following 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 competencies (CE):

SC1: Read and understand the literature of Cervantes.

SC2: Achieve a global and linear knowledge of the life and work of Cervantes.

SC3: To know the Spanish literary currents of the XVI and XVII centuries, as well as their characteristics and the most influential authors.

SC4: Analyze the most relevant stylistic characteristics of Cervantes' works so that the student knows how to place them within the movement, style and period in which they were written.

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 part 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 face-to-face participatory 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

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, that is to say, the student must not only ask his doubts, but must also make comments and actively participate in the exercises proposed in class both in group 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.**

The student will face throughout the course two exams.

The partial exam will consist of a series of self-assessable questions where the knowledge obtained until the test of the basic concepts of the literature of the golden century, Cervantine literature, the novels of chivalry and the first part of Don Quixote reading will be tested.

On the other hand, the final exam will take place at the end of the course (see date in the program in the section on classes) and will cover from the subject matter of the partial exam until the last day of class. It will consist of a literary essay in which the student will demonstrate knowledge of Cervantes' work, as well as the literary techniques and concepts used by Cervantes and the transcendence or influence of Cervantes' work throughout history.

The grading of this exam will be based on the basic criteria for the evaluation of an essay.4C

- **Critical thinking** must demonstrate own thinking and not repeat learned truths without judgment.
- **Communication.** Must be able to convey the message or thesis of your final essay clearly, concisely, coherently, and creatively.
- **Collaboration:** Must demonstrate ability to have engaged in collaborative learning, either with peers or through authoritative citations from other historians, professors, bibliographic or online resources.
- **Creativity.** Since this is a literature course, the student is expected to show creativity by applying the narrative techniques learned in the course in the final essay.

The total percentage of this section is 30% (10% partial and 20% 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.

- **Dossier of activities (4)**

Each module has a dossier of activities elaborated by the professor divided by topics in which the student will demonstrate the understanding of the specific concepts of each module. The student will deliver them on the online platform on the date indicated in the chronogram. The lack or delay in the delivery of these dossiers may cause the professor to lower the student's final grade by one point for each dossier not delivered or delivered late.

The total percentage of this section is 40%. (10% for each dossier)

- **On line forum:**

The professor will consider positively the participation of the students in the forums of the online platform, each module has its particular forum in addition to the general forum. During the course, the professor will regularly publish photographic material, articles or audiovisual material in the forums of each thematic unit and the student will have to actively participate in the commentary and resolution of the questions posed by the professor that may be of interest to students and that add complementary information to the class. The elaboration of comments to the teacher's suggestions will be valued as MANDATORY work and demonstration of the student's interest in the subjects studied.

Valid comments or answers must have the following characteristics:

1. They contribute new information to the published one.
2. They debate or discuss important points of the published information.
3. They open new debates on the issue based on the published information.
4. Contradict the published information with well-founded arguments.

Important note:

- Comments that simply make a moral judgment of the information published by another student will not be evaluated.

- The number of comments will not be evaluated, but the quality of the comments will be evaluated. There is no minimum or maximum number of comments to be made. It is considered of little interest on the part of the student to ask the professor if the comments made are sufficient to obtain the total grade or if there is a minimum number of comments to be made.

- The student must demonstrate with the discussion forum enough intellectual maturity to show his/her interest in Cervantes' work and the cultural elements described and explained by the professor throughout the work, establishing parallels with contemporary culture and Cervantes' influence on current musical, literary and cinematographic cultural productions.

The total percentage of this section is 10%.

- **Written work.**

It will correspond with the viewing of a film that is considered as a direct inheritance and influence of "Don Quixote de la Mancha" that will be provided through the online platform. (The teacher will provide a secure link through which to view the film). However, the student can get hold of the film through commercial platforms. After viewing the film "The Man who killed Don Quixote" (Terry Gilliam, 2018) the student will carry out a reflection work about the figure of Don Quixote and the work of Cervantes with special interest in the influence of Cervantes' work in other literary, cinematographic, musical works or cultural production at a global level.

This section will be focused according to the following sections:

- Introduction:

The student will make an introductory section in which he/she will expose the questions that have led him/her to take interest in the topic in question. (What, how, where and why) and will state the thesis that will vehicle their work from now on.

- Development:

The student will then demonstrate the thesis defended about the chosen topic through argumentative elements that serve to demonstrate their ability to analyze and understand the

concepts by extracting arguments from different sources to complete, contrast or strengthen the thesis defended.

- Conclusions:

The student will have to dedicate a final section to resume in a synthetic way the arguments argued for the defense of his main thesis and thus demonstrate his capacity for synthesis and conclusion.

- Specific language:

The student will have to express his/her knowledge using a specific language that he/she will have to acquire through the readings and explanations given by the professor.

The objective of the work done by the student will be a sample of the knowledge that a student of the program can acquire with respect to Cervantes' work.

The written work will have a minimum length of 2 pages "Times New Roman 12" single space (1') and a maximum of 4 pages.

The written work must be uploaded to the platform before the date indicated in the schedule.

Note: If the work is not submitted on the indicated date, the student will receive one point less for each day of delay.

The total percentage of this section is 10%.

• Plagiarism:

Research papers must expose students' own ideas. The work of other writers or experts used to support students' ideas must be properly cited. Inappropriate use of someone else's text or work is considered plagiarism. Plagiarism is a violation of academic standards and may result in failure of the paper or even the subject for which the paper was written. In extreme cases it may result in expulsion from the program. Guidelines for writing the paper properly should be provided by the professor.

EVALUATION

The evaluation of this course is as follows:

PARTICIPACION	10 %
MIDTERM EXAM	10 %

FINAL EXAM	20 %
DOSSIER OF ACTIVITIES	40 %
ON LINE FORUM	10 %
WRITTEN PAPER	10 %

ATTENDANCE

Class attendance is MANDATORY. If the student is absent for more than the allowed limit (one class absence in the summer program and two absences in the fall and spring programs), the final grade will reflect a decrease of 10 points for each non-attendance that has not been excused by a doctor's certificate or by your Program Director. It is the individual responsibility of the student to make up any missed content about the subject taught in class the day the student was absent.

STUDENTS WITH SPECIAL NEEDS

Students with special needs should contact Antonio Fernández: antonio.fernandezm@uah.es Instituto Franklin-UAH can accommodate these students who show through a medical note or a note from their academic advisor that require help in order to fulfill the program.

USE OF TECHNOLOGY IN CLASS

The use of technology is essential today in education, but if is used inappropriately it can be harmful for students. It is necessary that students ask for permission from the teacher in order to use any technological devices. Faculty should make clear to students in what instances technology can be used.

USE OF BLACKBOARD

All courses offered by Instituto Franklin-UAH can be taught through the Blackboard virtual classroom. Also teachers can have materials, forums, etc in the virtual classroom even if they don't teach the class virtually. For more information about using it contact Antonio Fernández: antonio.fernandezm@uah.es

The virtual classroom will have the following sections:

Bulletin Board.

It will be used for general information about the course, as well as reminders of tutorials, available materials and reminders for homework submission.

General forum

It will be established to comment on general and updated information that the professor considers appropriate to complete a thematic unit or for students to ask questions and request more information about issues that, due to time, could not be addressed or deepened in the particular thematic units.

Thematic Forum

Each thematic module (4 in total) will have its own discussion forum that will be open during the explanation period. In these forums, topics that the students consider confusing or that the professor observes that more materials and explanations are necessary for the correct understanding of the same will be discussed and expanded.

CLASS SHCEDULE

	CLASS SHCEDULE	ASSIGNMENTS
	Introducción a Cervantes y el Quijote.	Las tareas deben ser claras y coherentes con el contenido de la asignatura. Se deben especificar las lecturas con el título del artículo o unidad y si es posible las páginas. También se deben especificar los ejercicios que deben realizar los estudiantes
	Módulo 1 Introducción a los siglos XVI y XVII y la literatura cervantina	
	Tema 1. <i>Cervantes. Vida y obra</i>	
	Tema 2. <i>La literatura del siglo de oro</i>	

	<p>Tema 3 <i>Las novelas de caballerías y el camino del héroe.</i></p>	
	<p>Módulo 2 El Quijote Parte I</p>	
	<p>Tema 1 <i>El Quijote. La primera salida. Don Quijote se arma caballero.</i></p>	
	<p>Tema 2 <i>El Quijote. La segunda salida. Don Quijote y Sancho.</i></p>	
	<p>Módulo 3 El Quijote Parte II</p>	
	<p><i>Tema 1. El Quijote de Avellaneda.</i></p>	
	<p>Tema 2. <i>El Quijote II. La tercera salida. El encantamiento de Dulcinea</i></p>	
	<p>Tema 3. <i>El Quijote II. Tercera salida Los duques y el caballero de la blanca luna.</i></p>	
	<p>Módulo 4 La trascendencia de Cervantes.</p>	

	Tema 1. "Cervantes en el arte, el cine y la literatura actual"	
	Tema 2 "Cervantes y los Estados Unidos".	

BIBLIOGRAPHY

BASIC

Miguel de Cervantes, *El Quijote*, Anaya (2015)

EXTRA

- Burke, Peter, *El Renacimiento*, Crítica, Barcelona, 1999.
- Maravall, José Antonio, *La cultura del Barroco*, Ariel, Barcelona, 1983.
- Riley [1980]: Riley, Edward C., «DQ and the Origins of the Novel», *C. and the Renaissance*, ed. M.D. McGaha, Juan de la Cuesta, Newark, 1980, pp. 125-140.
- Riquer, Martín de, *Para leer a Cervantes*, Acantilado, Barcelona, 2010.

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 in order to be adapted in a coherent and formative way.

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.