
Spanish 210

Introduction to Hispanic Literatures and Cultures: Islamic Spain to the Colonial Period

Fall 2013
Moravian College

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Alfonso X, El Sabio's *Libro de Juegos*, 13th century.

Course Description

This course combines a chronological survey of Spanish cultural and literary history from Islamic Spain to the Colonial period with specific advanced language study. Students will engage with a variety of texts and media sources and will hone their writing skills through different informal and formal assignments. Class is discussion-based and conducted entirely in Spanish.

Prerequisites:

SP 120 or SP 125. This course may be taken before or after SP 215.

Goals

Students will read, understand, and analyze a wide range of texts in the target language and learn to write critically, concisely, and clearly. They will work on the development of a thesis statement and supportive evidence as students learn to approach literary and cultural studies with confidence and skill. Students will gradually communicate with greater sophistication and ease in spoken Spanish about the class topics through presentations and class discussion. The course also aims to refine the understanding of grammar in context and develop communication skills in the target language.

Required Materials

Dozier, Eleanor and Zulma Iguina. *Manual de gramática*. 5th Ed. Boston: Thomson & Heinle, 2013. *This book is also required for SP 215.

Readings and supplementary materials will be provided by the professor.

Other Useful On-line Resources

Diccionario de la Real Academia de la Lengua Española
<http://lema.rae.es/drae/>

Diccionario español-inglés/inglés-español
<http://www.wordreference.com/>

Learning Assistance and Accommodations for a Disability

Students who wish to request accommodations in this class for a disability should contact Ms. Eliane Mara, Assistant Director of Learning Services for Academic and Disability Support at 1307 Main Street, or by calling (610) 861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Academic Integrity

Academic dishonesty and plagiarism are serious offenses and will not be tolerated. They will be handled according to the Moravian policy on Academic Honesty. Students who cheat will be given a grade of zero for the assignment or a failing grade in the course. In addition, students will be reported to the Dean of Students and “a copy of the record [will remain] in the Division of Student Affairs until the student completes the degree or certification program.”

Also, please note that, “When writing creative or research papers in a foreign language, students may not use electronic translation services. Utilizing such tools without express permission of the instructor constitutes plagiarism. The use of electronic dictionaries for single-word inquiries or short idiomatic

Time Commitment

You should expect to dedicate at least two and a half hours of study and preparation outside of class for every hour of class time. Remember that learning is a gradual, cumulative process. You will have the greatest success and see the most long-term gain from consistent, daily work.

Policy on Late Assignments

Please note that late assignments will be penalized and make-up assignments will be only given in very unusual circumstances. If accepted, late work will lose 5 points per day, starting at the time of class.

Literary Journal: *Babel*

I encourage you to write a poem in Spanish for *Babel*, the literary journal of the Department of Foreign Languages. For more information feel free to talk to me.

Spanish Club

I highly recommend that you attend the various activities organized by the Spanish Club such as la *mesa española*, movie screenings, and cultural trips. They are an excellent way to get involved in the language and the culture of the Spanish-speaking world.

expressions is permissible at the discretion of professors in the Department of Foreign Languages.”

For detailed information please see the *Student Handbook*:
<http://www.moravian.edu/studentlife/handbook/academic/academic2.html>

Evaluation and Expectations

Attendance and Participation: Students are expected to arrive prepared to participate in all class activities by having read the assigned work and completed all assignments. Participation should be in Spanish. I expect full commitment on your part to make this class work. Simply being present is not considered active participation. Participation involves collaborating in-group activities, volunteering answers, asking questions and engaging in class discussions (see grading criteria for active participation on page 5).

You need to come to class and be on time. Every unexcused absence will result in a lowering of the final grade by one point. **Please turn off your cell phone during class.**

Writing Assignments: We will work on developing a practice of writing as a process of developing ideas as well as a means of communicating clearly and effectively in Spanish. Students will engage in informal writing assignments, complete and revise a variety of short formal writing assignments (3-page graded essays or *microensayos*). We will dedicate class time to learning how to revise writing and how to offer constructive feedback to others.

Details for each paper will be distributed in class or posted on Blackboard. Papers must be typed and double-spaced. Use of MLA writing style is required. Late papers will lose 5 points per day, starting at the time of class.

Evaluation of formal writing (four essays): it will be based on assignment-specific criteria given at the time of the assignment.

Homework: All homework assignments (informal writing assignments, grammar review and exercises, and any other assignment as indicated by your instructor) must be neatly kept and organized in a separate loose-leaf folder or ring binder. This folder or binder must be divided into **three sections**: a) informal writing assignments, b) grammar exercises, and c) other assignments. Homework will be collected during the last two weeks of classes. Total: 50pts. (25% of final grade) *full credit, half credit or no credit*, depending on the quality and completeness of task.

Note: For the grammar homework in the *Manual de Gramática*, I recommend that you study the assigned reading, then complete the homework exercise without looking up answers or looking at the chapter, check and correct your answers, and then go back over in the book whatever sections gave you trouble. While we will address any questions or problems you encountered with the material, we will not necessarily cover all the grammar points in class.

Resources

Office Hours: I strongly encourage you to visit me during office hours and/or make an appointment with me. In addition to go over any questions that you may have, this is an excellent opportunity for me to get to know you better. Please don't be shy and come by. Besides, it is always fun to climb up to the 4th floor of Comenius Hall.

Grammar Tutors: The Department of Foreign Languages prepares a list of tutors at the beginning of each semester. The department pays the peer tutors, and they work with students free of charge.

Writing Center Tutors: The writing center tutors help students work on thesis development, argumentation, organization, coherency, clarity, transitions, and other elements of good writing. Depending on availability, there may be a bilingual tutor who can work with you on those elements of your paper in Spanish. Please note that they are not grammar tutors

Counseling Center: The staff of the Learning Services Office help students with strategies to succeed in the academic environment. Individual counselors help students deal with the challenges of college life.

Reeves Library: In addition to the research materials, the library has a great collection of dictionaries and other language reference material. If you are serious about expanding your vocabulary, the monolingual

Mid-Term: Each student will present individual short reports on topics related to Hispanic literatures and cultures, specifically from Islamic Spain to the colonial period. Details will be posted on Blackboard and discussed in class.

Final Exam (oral presentation): Students will have to give a group Power Point presentation in class. To complete this assignment, students must do the following: work in groups of 4-5 students; select a topic, in consultation with the instructor; research the topic and work as a team; turn in an outline of the presentation and a list of sources used (MLA style); prepare a list of 5 questions for their classmates. Note: Work as a team! One evaluation per group, same grade for all the member of the group. Details will be posted on Blackboard and discussed in class.

Overall Grade Distribution

Class Participation/Discussions	20%
Essays	20%
Homework	25%
Mid-Term	15%
Final Exam	20%

Letter Grades

A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	0-59

(Spanish to Spanish) dictionaries are essential. I recommend that you consult the *Diccionario de la Lengua Española* put out by the Real Academia at <http://lema.rae.es/drae/> as well as María Moliner's *Diccionario de uso del español*.

Active Participation in class will be graded as follows:

A= 95 or higher *Excellent participation* (the student answers questions and offers interesting comments without the need of the professor or the debate leader calling on him/her. The comments and answers show that the student prepared, completed and understood the assignment.

B = 85 *Good participation* (the student answers questions and offers interesting comments whenever the professor or debate leader calls on him/her. Sometimes, the student participates without being asked. The comments and answers show that the student has prepared and understood the assignment.

C= 75 *Fair participation* (the student answers questions and offers comments only when the professor or debate leader calls on him/her. The comments and answers show that the student has prepared or attempted to complete the assignment, but doesn't seem to understand it.

D= 65 *Poor participation* (the student answers questions and offers very brief comments only when the professor or debate leader calls on him/her. The comments and answers show lack of interest and/or a poor preparation.

F= 55 *Lack of participation* (the student does not answer questions and does not offer any comments in the class or group discussion. The lack of comments and answers as well as incorrect answers, show that the student has not completed the assignment or, if he/she has done it, it has been in a careless or incomplete way).

Spanish 210: Class Calendar

Please note that the Course Calendar is subject to change. Changes will be announced in advance.

Agosto 28 Introducción al curso

Sept. 2 Labor Day

La península Ibérica como sociedad multicultural en la Edad Media

Sept. 4 La Edad Media en la península Ibérica

Handout: Reading strategies for Spanish 210

Sept. 9 Alfonso X, *Cántigas a Santa Maria*: Cantiga 7 (1274; 1281).

Exposición Alfonso X El Sabio en Murcia

→**Gramática:** Tiempos compuestos: Presente perfecto y Past Perfect
(Pluperfect) Indicative (158; 192)

Sept. 11 Alfonso X, *Las Siete Partidas*

Alfonso X, *Libro de ajedrez, dados y tablas*

El paraíso perdido: Los Romances de Rodrigo

Sept. 16 Lectura de *España ayer y hoy*, La Edad Media pp. 22-25. Contestar preguntas , sección 1 p. 3

Romancero viejo “Historias del último Godo” (circa XV)

→**Gramática:** Preposiciones: *a, con, de, en* (103-113)

La España musulmana: Al-Andalus

Sept. 18 Lectura de *España ayer y hoy*, La invasión del Islam y La edad de oro de Al-Andalus (siglos IX-X) pp. 25-30, Preguntas – secciones 2 y 3 pp. 3 y 4.

Literatura: Jarchas en *muwassajas* de autores del siglo XI

Ejemplos y análisis en clase

El paraíso recuperado: La caída de Granada, el último reino moro y la unificación nacional

Sept. 23 Lecturas de *España ayer y hoy*, Los reinos hispano-cristianos del norte, reconquista, pp. 31-36. Preguntas- secciones 4, 5, 6 pp. 4-5.

España ayer y hoy, Unión de Castilla y Aragón, pp. 46-66. Preguntas- secciones 1, 2, 3, 4, 6, 7, 8, pp. 7-9.

Sept. 25

Reyes Católicos, “Edicto de expulsión de los judíos” (1492)

El renacimiento español y La cultura humanista

Antonio de Nebrija, Prólogo a la *Gramática de la lengua castellana* (1492)

→**Gramática:** Futuro y futuro perfecto (159-160)

El paraíso en la otra esquina: Valiente Mundo Nuevo

Sept. 30 Cristóbal Colón, “Carta a Luis de Sant’ Angel” (1493)

Entregar Ensayo 1

→**Gramática:** Pretérito e imperfecto (179-186)

La cuestión de la “guerra justa”

Oct. 2 Monarquía española, “Requerimiento” (1512)

Bartolomé de Las Casas, *Brevísima relación de la destrucción de las Indias* (1552)

→**Gramática:** Imperativo: Mandatos con “nosotros” (171-172)

Oct. 7 Juan Ginés de Sepúlveda, *De las justas causas de la guerra contra los indios* (circa 1550)

Oct. 9 Mid-Term oral reports (Details posted on Blackboard)

Fall Recess: October 12-15

La conquista desde la perspectiva de los indígenas

Oct. 16 Miguel León-Portilla (compilador), *El reverso de la conquista/ Visión de los vencidos*

→**Gramática:** Interrogativos (81-85)

La conquista de México

Oct. 21 Bernal Díaz del Castillo, *Historia verdadera de la conquista de la Nueva España* (1632)

October 23 Tzvetan Todorov, “Cortés y Moctezuma: De la comunicación” (1979)

Entregar Ensayo 2

→**Gramática:** Uso de mayúsculas [capitalization] (357-359)

La conquista desde el siglo XXI

Oct. 28 *También la lluvia*. Dir. Icíar Bollaín (2010) - Película

La conquista del Perú

Oct. 30 Guaman Poma, *Nueva corónica y buen gobierno* (1615/1616)

→**Gramática:** El subjuntivo en cláusulas nominales (203-213)

Las armas y las letras: “Con una espada de pluma y un escudo de papel”

Nov. 4 Garcilaso de la Vega, Soneto XXII, “En tanto que de rosa y azucena”

Nov. 6 Garcilaso de la Vega, El Inca, *Los comentarios reales* (1609):
“Proemio al lector”, “El origen de los incas, reyes del Perú”

→**Gramática:** Mandatos informales (167-169) Ej. 5.40-5.43, pp. 458-459.

Nov. 11 Miguel de Cervantes, *Don Quijote* (1605) (Capítulo I)

Nov. 13 Miguel de Cervantes, *Don Quijote* (1605) (Capítulo VIII)

Entregar Ensayo 3

→**Gramática:** Pronombres relativos (92-98)

Sor Juana y en La Nueva España

Nov. 18 Sor Juana, *Respuesta a Sor Filotea* (1691)

→**Gramática:** Gustar y verbos como gustar (239-243)

Desengaño barroco

Nov. 20 Francisco de Quevedo, “Miré los muros de la patria mía”
Luis de Góngora, “Mientras por competir con tu cabello”

El paraíso en la pintura

Jerónimo el Bosco, *El jardín de las delicias* (1500-1505)

→**Gramática:** Pronombres demostrativos (78) Ej. 2.14-2.15, p. 392.

Thanksgiving Recess: Nov. 23-30

Dec. 2 Presentaciones en grupos (Details posted on Blackboard)

Dec. 4 Presentaciones en grupos

Reminder! I will collect folder with homework assignments during the last two weeks of classes.