

SPAN 4310 – 001 Department of Modern Languages / UT Arlington Consuming <i>Don Quixote</i> Spring 2016 TR 11:00 AM-12:20 PM / TH 23 Mentis: https://www.uta.edu/profiles/amy-austin	Dr. Amy Austin 321 Hammond Hall amaustin@uta.edu Office Hours: Tuesday and Thursday 12:30-1:30 PM and Tuesday 3:30-4:30 PM
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COURSE DESCRIPTION

This year, 2016, marks the 400th anniversary of Miguel de Cervantes' death in 1616. Cervantes wrote *Don Quixote de la Mancha*, which is without a doubt the most read, translated, reproduced, readapted, and reenacted books of Spanish Peninsular literature. This course will engage in a critical and careful reading of this most important piece of literature through the lens of consumption. We will particularly look at the ways in which the text has been consumed (read, translated, reenacted, adapted) from its publication in 1605 through the 21st century. We will also examine the extent to which the representations of consumption in the novel (reading, re-reading, viewing, translating, eating, drinking, digesting, etc.) serve as models for reading and understanding this book. Throughout the term we will study several film adaptations, cartoons, illustrations, and paintings in order to assess the use of Don Quixote as an icon of pan-Hispanic culture. Prerequisite: SPAN 3315 with a C or better.

REQUIRED TEXT (available at the UTA Bookstore)

Cervantes, Miguel de. *Don Quijote*. Ed. Tom Lathrop. Newark: Juan de la Cuesta, 2006.

COURSE REQUIREMENTS

*All students must be reading the same edition of *Don Quijote* (2006, Tom Lathrop, ed.)

*Students must come to class prepared to participate actively in class discussion. This is not a lecture class but an advanced seminar, and participation is of the utmost importance.

GRADE BREAKDOWN

Active participation, daily work, and quizzes	15%
Two exams (20% each)	40%
Two papers	
Paper #1: 3-4 pages	15%
Paper #2: 7-8 pages	25%
Presentation	5%

GRADE SCALE

A 90-100	B 80-89	C 70-79	D- 60-69	Failing 0-59
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ASSIGNMENTS

- 1. Midterm Exam**= 20% No make-up exams will be given except for the case of official excused absences. The purpose of this exam is to test the students' understanding of the historical, theoretical, biographical and literary themes covered in the course, along with the analysis of the text and the lectures from the professor from the first half of the semester.
- 2. Final Exam**= 20% No make-up exams will be given except for the case of official excused absences. The purpose of this exam is to test the students' understanding of the historical, theoretical, biographical and literary themes covered in the course, along with the analysis of the text and the lectures from the professor from the second half of the semester.
- 3. Compositions**=40% (2) Students will write two compositions (the first 3-4 pages and the second 7-8 pages; Times New Roman, 12 pts., double spaced) during the semester. For the first composition, the student will turn in a first draft before submitting the final paper. All compositions must follow the MLA Format. No late papers will be accepted. The compositions will all be objective literary criticism, not personal or subjective opinion pieces. Each composition is an exercise in literary analysis based on a sophisticated understanding of the text, a clear thesis statement logical and convincing reasoning, the use of specific evidence from the text to prove your argument, and effective organization of ideas.

- 4. Oral Presentation= 5%** All students will do one oral presentation/coordination of the class. This presentation will be based on the critical articles and/or the themes of the class. The purpose of this presentation is to begin the discussion of the assigned reading(s) for that day. The grade for the presentation will be based on the clarity, the critical depth, the organization, and the creativity of the presentation.
- 5. Attendance and Participation= 15%** Attendance is obligatory. Student must arrive to class prepared and ready to participate and speak in Spanish. This requires that the student has read EVERYTHING before coming to class. If the student must miss class due to university-sponsored activities, he/she should let the professor know beforehand and provide official documentation. Arriving to class on time is also of utmost importance. Beginning with the fourth absence, the student will begin to lose percentage points from their final grade.
- 4th absence: 4% from the final grade.
5th absence: 10% from the final grade.
6th absence: 15% from the final grade.
7th absence: 20% from the final grade.
8th absence: Fail the course.

***Enrolling in this course means the student has understood and accepted all course policies outlined in this syllabus.**

Official University Policies

Grade Grievances: Students should first speak to their instructor. If a student is not satisfied after this conversation, he or she should see the Head of the Spanish section of the Department of Modern Languages (the instructor can provide this contact information). If, after speaking with the Head of the Spanish section, the student should speak to the Chair of Modern Languages. Ignoring this chain of command will result in the student being forced to follow it subsequently. The most time efficient way for a student to pursue a concern about your grade is to follow the instructions in this paragraph.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wwwb.uta.edu/aao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. **Counseling and Psychological Services, (CAPS)** www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational*

programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code: *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Blackboard: Assignments and readings will be posted daily on Blackboard. Students must check Blackboard daily to keep abreast of pertinent course information.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, [which is located through the door and up the stairs](#). When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and

mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>

Librarians to Contact:

Jody Bailey 817-272-7516 jbailey@uta.edu

Ann Hodges 817-272-7510 ann.hodges@uta.edu

Official Classroom Policies:

E-Culture Policy: Email may be used for the following reasons in this course:

- For the professor to deliver class assignments and exercises
- For the professor to inform and remind students of assignments, deadlines, events, and activities
- For students to set up a face-to-face appointment with the professor if they wish to ask questions regarding course materials, clarification, or concerns about their progress in the course
- For students to inform the professor of absences Please do not use email for the following:
- To request class notes from the professor or that s/he email students course handouts
- To ask the professor what students missed in class When sending email messages, please consider the following:

Use salutations at the beginning and signatures at the end of the messages.

Try to use proper punctuation and capitalization (email and texting are different!).

Be courteous.

Spanish language in the classroom: As a student in an advanced level of language proficiency, you need many opportunities to use Spanish as a means of communication. You will begin by developing your ability to interact with your classmates and professor in the language. That is why your professor will speak only in Spanish in class. Try to understand her and follow instructions. If at any time you do not understand, please remember that it is your responsibility to ask for clarifications or explanations. If still in doubt, talk to the professor after class and/or make an appointment to see her in her office. You should also take the initiative in pair activities. Ask questions in Spanish. Do not be shy about conversing with your classmates; be a leader in group activities.

Class preparation: Attached is a syllabus for the entire term indicating the readings, assignments, exams, deadlines for papers, etc. You are responsible for preparing all lessons BEFORE class and for looking up and learning unfamiliar vocabulary. Do not hesitate to talk to the professor if you have doubts, questions or comments. Do not wait until the day of the exam or the last week of classes to discuss the material or your performance in the course.

Studying: To succeed in this course you must develop a habit of studying every night. First, this will enhance your ability to participate in class discussions, as well as your overall participation grade. Second, consistent engagement is the only way to improve your language skills. Third, if you are not consistent in your study practices, you will find yourself in the unfortunate position of having to cram for your tests, or hastily write your compositions and other homework, both of which often yield poor results.

Reading: You cannot understand the whole text after a single reading. Read the text a first time to get a general idea of its meaning. Then, read the text a second time. Use the dictionary for the words you do not understand. Learn these new words and significant expressions that will enable you to retell and discuss the text. Read the text several

times until you are able to answer questions on it and summarize it in your own words without looking at it. If you are not sure whether you have indeed understood the material, make notes and bring your specific questions to class (in all likelihood, other students in class will have similar questions!). It is your responsibility to make sure that you master the material. Please discuss with the professor opportunities for extra help (from her and/or a tutor) if you feel you need it. Again, please do not wait until the day before the exam or too close to the end of the term to ask for help.

Leaving class during the class period: Please avoid this practice except in cases of extreme emergency. If this becomes a habit, it risks being calculated as a late arrival, and will affect the final participation grade.

Cell phones: Class time is precious, and I ask you to turn off all cell phones upon entering the classroom. If your cell phone rings or if I find you texting, I reserve the right to ask you to leave for the day. You will be counted absent for that day.

Email/Blackboard: It is UTA policy that all official correspondence must be done through UTA emails. Please make certain that you check your UTA email and Blackboard daily, as I will send all information regarding the course to your account on file at the University.

Class participation: Active oral participation is a vital part of this course. **Quantity** (i.e., frequency of involvement in class discussions, pair practice, group work, class presentations) and **quality** (i.e., accuracy and pronunciation) will be considered for your evaluation. Participation will be graded according to the following scale and it will be assessed daily:

- 4 (A) Clear evidence of preparation and frequent voluntary participation.
- 3 (B) Evidence of preparation and some significant participation.
- 2 (C) Student participates mostly when asked.
- 1 (D) Student is present but does not participate.
- 0 (F) Student is often absent and when present, only in body.

Appropriate class participation: Unless directed otherwise, please address all questions, comments and concerns to the professor. By asking the person sitting next to you (who may not know the answer), both of you may be missing important information being delivered at that moment. Unless doing group work, only one person should be speaking in class at any given time and everyone else offering full and polite attention. If something is unclear, please raise your hand and wait for the professor.

Meeting with the professor: Finally, please do not hesitate to see me if you have doubts, questions, or comments. Do not wait until the day of the exam or the last week of classes to talk to me about your performance, to discuss material or to seek help. If you have a conflict during my office hours, please contact me to arrange another time to meet with me.

Classroom Comportment Policy: Students should come to class prepared with their textbooks or assigned reading and maintain a respectful disposition toward the learning process. Sleeping during class, texting, and otherwise disrupting class (e.g. getting up and leaving while class is in session) is not acceptable behavior in a University environment.

Nota bene: This syllabus may be modified throughout the term, depending on the needs of the students.

ITINERARIO DEL CURSO

Enero	
SEMANA 1	
martes 19	Introducción al curso, detalles administrativos Prólogo y versos preliminares

jueves 21	Caps. 1-3, pp. 21-41
SEMANA 2	
martes 26	Caps. 4-8, pp. 41-74 Dopico Black, Georgina. "Canons Afire: Libraries and Life in Don Quixote's Spain" (Blackboard)
jueves 28	Caps. 9-12, pp. 75-99 Mendendez Pidal, Ramon. "The Genesis of Don Quixote" (Casebook, Blackboard)
febrero	
SEMANA 3	
martes 2	Caps. 13-19, pp. 99-156 Riley, E.C. "Literature and Life in Don Quijote" (Casebook, Blackboard) Presentación 1:
jueves 4	Caps. 20-22, pp. 156-190
SEMANA 4	
martes 9	Caps. 23-27, pp. 190-244 Wardropper, Bruce "Don Quixote: Story or History?" (Casebook, Blackboard) Presentación 2:
jueves 11	Caps. 28-30, pp. 245-275
SEMANA 5	
martes 16	CLASE VIRTUAL Caps. 31-35, pp. 276-329 Entrega: Ensayo de 4-5 páginas por Blackboard antes de las 11AM
jueves 18	Caps. 36-38, pp. 297-316
SEMANA 6	
martes 23	Caps. 39-42, pp. 329-400 Spitzer, Leo "Linguistic Perspectivism in Don Quijote" (Casebook, Blackboard) Presentación 3:
jueves 25	Caps. 43-47, pp. 400-428
SEMANA 7	
marzo	
martes 1	Caps. 48-versos finales, pp. 428-462 Duran, Manuel "Cervantes' Harassed and Vagabond Life" (Casebook) Presentación 4:
jueves 3	Película: <i>Man of la Mancha</i> (con Peter o'Toole y Sophia Lauren)
SEMANA 8	
martes 8	Discusión: <i>Man of la Mancha</i> (con Peter o'Toole y Sophia Lauren)
jueves 10	Examen Parcial #1

VACACIONES DE PRIMAVERA 14-18 de marzo	
SEMANA 9	
martes 22	Prólogo del segundo tomo y Caps. 1-5, pp. 469-514
jueves 24	Caps. 6-10, pp. 514-545 Auerbach, Erich. "The Enchanted Dulcinea" (Electronic) Presentación 5:
SEMANA 10	
martes 29	Caps. 12-15, pp. 551-573 Caps 20-22, pp. 607-628
jueves 31	Caps. 23-25, pp. 629-597 Caps. 26-28, pp. 598-614 Haley, George "The Narrator in Don Quixote: Maese Pedro's Puppet Show" (Casebook, Blackboard) Presentación 6: Gaylord, Mary Malcolm "Pulling Strings with Master Peter's Puppets: Fiction and History in <i>Don Quixote</i> " (Electronic) Presentación 7:
abril	
1 de abril	*Last day to drop with a W
SEMANA 11	
martes 5	Caps. 41-48, pp. 741-790 Wasserman, Dale. " <i>Don Quixote</i> as Theater" (Electronic) *Last day to drop with a W Presentación 8:
jueves 7	Película: <i>Toy Story</i> Caps. 49-50, pp. 790-808
SEMANA 12	
martes 12	Película: <i>Toy Story</i> Caps. 51-53, pp. 808-826 Burningham, Bruce. "Walt Disney's <i>Toy Story</i> as Postmodern Don Quijote" (Electronic) Presentación 9:
jueves 14	Caps. 61-66, pp. 873-905 Riley, E.C. "Don Quixote: From Text to Icon" (Electronic) Presentación 10:
SEMANA 13	
martes 19	Caps. 67-74, pp. 906-944
jueves 21	Examen Parcial #2
SEMANA 14	
martes 26	Película: Orson Welles' <i>Don Quixote</i>
jueves 28	Película y discussion: Orson Welles' <i>Don Quixote</i>
mayo	
SEMANA 15	
martes 3	Película: <i>Lars and the Real Girl</i>
jueves 5	Película y discusión: <i>Lars and the Real Girl</i>

	Conclusiones
10 de mayo	Antes de las 5:30PM: Entrega: Ensayo final de 7-8 páginas

Electronic links for secondary readings NOT included in *Cervantes' Don Quixote: A Casebook*:
 Burningham, Bruce. "Walt Disney's *Toy Story* as Postmodern Don Quijote." *Cervantes: Bulletin of the Cervantes Society of America*, 20.1 (2000).

<http://www.h-net.org/~cervantes/csa/artics00/burninhg.pdf>

Gaylord, Mary Malcolm. "Pulling Strings with Master Peter's Puppets: Fiction and History in *Don Quixote*." *Cervantes: Bulletin of the Cervantes Society of America* 18.2 (1998): 117-47. <http://www.h-net.org/~cervantes/csa/articf98/gaylord.htm>

Riley, E.C. "Don Quixote: From Text to Icon." *Cervantes: Bulletin of the Cervantes Society of America* 8 (1988): 103-15.

<http://www.h-net.org/~cervantes/csa/articw88/riley.htm>

Wasserman, Dale. "Don Quixote as Theatre." *Cervantes: Bulletin of the Cervantes Society of America* 19.1 (1999): 125-30.

<http://www.h-net.org/~cervantes/csa/artics99/wasserma.htm>

Secondary readings of interest:

Close, Anthony. "The Romantics." *The Romantic Approach to Don Quixote*. Cambridge: Cambridge UP, 1977. 29-67.

Dopico Black, Georgina. "Canons Afire: Libraries, Books, and Bodies in Don Quixote's Spain." *Cervantes' Don Quixote a Casebook*. Ed. Roberto González Echevarría. London: Oxford UP, 2005. 95-123.

Fuchs, Barbara. "Border Crossings: Transvestism and Passing in *Don Quixote*." *Passing for Spain: Cervantes and the Fictions of Identity*. Urbana: U of Illinois P, 2003. 21-45.

Ginés, Montserrat. "Faulkner and the Quixotic Utopia." *The Southern Inheritors of Don Quixote*. Baton Rouge: Louisiana State UP, 2000. 105-23.

Gossy, Mary S. "Aldonza as Butch: Narrative and the Play of Gender in *Don Quixote*." *Entiendes? Queer Readings, Hispanic Writings*. Ed. Emilie L. Bergmann and Paul Julian Smith. Durham: Duke UP, 1995. 17-28.

Johnson, Carroll B. "Don Quixote's Household and the Escape of Dulcinea." *Madness and Lust: A Psychoanalytic Approach to Don Quixote*. Berkeley: U of California P, 1983. 56-87.

Lennox, Charlotte. *The Female Quixote or the Adventures of Arabella*. Oxford UP, 1970.

Martínez-Bonati, Félix. "The Quixote: Its Game, Its Genre, and Its Characters." *Don Quixote and the Poetics of the Novel*. Ithaca: Cornell UP, 1992. 114-37.

Nabokov, Vladimir. "Structural Matters." *Lectures on Don Quixote*. Ed. Fredson Bowers. San Diego: Harcourt Brace Jovanovich Publishers, 1983. 27-50.

Ortega y Gasset, José. *Meditations on Quixote*. Trans. Evelyn Rugg and Diego Marín. New York: W.W. Norton and Company, 1961.

Schmidt, Rachel. "El Quijote Ilustrado: Illustration and Enlightenment in the Real Academia Edition." *Critical Images: The Canonization of Don Quixote through Illustrated Editions of the Eighteenth Century*. Montreal: McGill-Queen's UP, 1999. 126-69.

Sieber, Harry. "Literary Time in the 'Cueva De Montesinos'." *MLN* 86.2 (1971): 26

Internet resources:

1. The Cervantes Society of America's Web page with listings of the articles from their journal, *Cervantes*: <http://www2.h-net.msu.edu/~cervantes/csa/bcsaind1.htm>
2. The Don Quijote Exhibit
<http://milton.mse.jhu.edu:8006/index-es.html>
3. The Don Quixote Portal
<http://www.donquixote.com/>
4. Cuaderno Web de Don Quijote
<http://www.cwquijote.com/>

Selected Don Quixote links:

1. A nice sampling of Dore's engravings:
<http://www.h-net.org/~cervantes/doreeng2.htm>
2. Others:
<http://milton.mse.jhu.edu:8006/>
<http://www.quixote.tv/>
<http://www.aache.com/quijote/>