

UO Romance Languages

**SPAN 407 Mediterranean Adventures** (Spring 2015)

CRN 35573

Tuesday 5---7:50 in 301 Condon

Instructor: Prof. David Wacks (wacks@uoregon.edu)

Office hours: T 2:30---4:30 and by appointment Questions about course:

[https://canvas.uoregon.edu/courses/4876/discussion\\_topics/1504](https://canvas.uoregon.edu/courses/4876/discussion_topics/1504)

Research Librarian: David Woken 541---346---1883 dwoken@uoregon.edu

***Students in this course should consider the European Studies minor.** This exciting, interdisciplinary program involves courses and faculty across the UO campus, and often overlaps with other requirements: it involves two Humanities electives, two Social Science electives, two core courses (GEOG 202 and a capstone seminar, *The Idea of Europe*), and language study (see <http://blogs.uoregon.edu/europe/>).*

**Description:** The medieval Romance (ie novel) was a popular genre that told the adventures of knights itinerant righting wrongs and gaining fame in tournaments in single combat. These novels, cultivated in France in the twelfth and thirteenth centuries, took on a new significance in the Iberian Peninsula, where crusade, conquest, and conversion of Muslims and Jews were all domestic issues as opposed to a distant imperial project in faraway lands, as they were for French crusaders. We will read selections from a series of medieval adventure novels in order to determine how they became a space in which authors dealt with local culture, politics, and religious strife during the period leading up to the conquest of the New World.

**Learning objectives:** By the term end, students will be able to:

- identify and analyze primary texts in light of social, historical, and political context
- summarize secondary literature on primary texts
- apply analytical concepts from secondary literature to original analyses of primary texts
- summarize and analyze texts on the basis of close readings and short argumentative essays grounded in textual example
- identify and catalog peer---reviewed publications in Modern Language Association format
- document a critical argument with primary sources and peer---reviewed secondary literature

**Texts:** All course readings are available on Canvas. Students are required to print out and bring readings to class meetings.

#### **Undergraduate Requirements:**

**10% Asistencia** Students are required to attend class meetings with printed copies of the readings for the day in order to receive credit for attendance. Students may miss 1 class meeting (for any reason) without consequence. Subsequent absences will deduct 5 points each to a maximum of 10.

**35% Comentarios** (8, lowest 1 dropped). Analysis of key passage from primary literary text. MLA format. Contains, in separately labeled sections, (1) summary of primary text, (2) context of selected passage within the work, (3) text of selected passage (4)

analysis of the selected passage including its significance for the reading as a whole, based on at least three textual examples to support your explanation, (5) five specific and substantive questions about the secondary reading(s), equally spaced throughout the reading(s). Due on Canvas before the beginning of class. Format: Typed, double spaced, 12pt font, header with name, class, assignment, and date. Running header beginning on page 2 with last name and page number only. Minimum 600 words. See rubric and model.

**15% Bibliografía anotada:** A bibliography of at least 10 peer-reviewed scholarly studies (Single-author book, essay in edited volume, or journal article. Book reviews and websites are not acceptable sources) in MLA format. Each entry accompanied by a summary and evaluation. See rubric and model.

**10% Presentación preliminar de ensayo critic:** Six minute (approx. 3 double-spaced pages) summary of ensayo critic and discussion of methodology and bibliography. Followed by a short audience Q&A. See rubric.

**30% Ensayo crítico:** Write an essay that answers a question about one idea or theme in one primary text. The essay is your interpretation of a series of passages from the primary text. (strict MLA citation/formatting standards, proper citation of at least 5 peer-reviewed secondary sources *in addition to those found on the syllabus*, works cited list in MLA style, minimum 1500 words, convincing and logical argument based on textual example. Format: Typed, double spaced, 12pt font, header with name, class, assignment, and date. Students must clear their paper topic with the instructor. See rubric. All students will receive a completed grading rubric and comments. Students who desire line edits must write "line edits" in the last line of the header of their essay.

**Syllabus:**

Week	Date	Readings and Assignments	
1	31 Mar	Fuchs, <i>Romance</i> (1-11 and 37-65)	
2	07 Apr	Querol Sanz, <i>Cruzadas y literatura</i> , "Historia y literatura" (31-47); O'Callaghan, " (124-151); <i>Caballero del Cisne</i> (59-134)	<b>Comentario 1</b>
3	14 Apr	Querol Sanz, <i>Cruzadas y literatura</i> , "Historia y literatura" (47-57); <i>Caballero del Cisne</i> (362-403)	<b>Comentario 2</b>
4	21 Apr	Wacks, "Ziyad"; <i>Ziyad ibn Amir</i>	<b>Comentario 3</b>
5	28 Apr	González Muela, "Introducción crítica"; <i>Caballero Zifar</i> (73-151)	<b>Comentario 4</b>
6	05 May	Wacks, "Translation"; <i>Caballero Zifar</i> (194-260)	<b>Comentario 5</b>
7	12 May	Mérida Jiménez, <i>Tirante</i> (optativa); Boehne, "Historical background" 1-15; Boehne, " <i>Tirant lo Blanch: The novel</i> " 86-104; <i>Tirante el Blanco</i> (1: 295-312)	<b>Comentario 6</b>

8	19 May	Rodríguez Velasco, "Chivalric Worlds"; <i>Tirante el Blanco</i> (2: 103---181)	<b>Comentario 7</b>
9	26 May	Piera, "Historicizing"; <i>Tirante el Blanco</i> (3: 10---111)	<b>Comentario 8</b>
10	02 Jun	Presentaciones preliminares de ensayos finales	<b>Bibliografía anotada</b>
Finals	09 Jun	En Canvas para las 17.00h	<b>Ensayo final.</b>

**Rule:** All electronic devices must be powered off and stowed before entering classroom. Any student operating an electronic device during class will be asked to leave.

**Assignments:** All assignments are to be completed individually; any evidence of collaborating with or plagiarizing from other students is considered Academic Misconduct and will be reported (see below). Late assignments will be deducted 10 points (from 100) per calendar day.

**Academic Misconduct:** The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at [www.libweb.uoregon.edu/guides/plagiarism/students](http://www.libweb.uoregon.edu/guides/plagiarism/students).

You must use correct MLA format in all assignments when citing sources:  
<http://www.libweb.uoregon.edu/guides/citing/mla.html>

**Spanish Dictionary:** <http://buscon.rae.es/diccionario/drae.htm> This is the dictionary of the Real Academia Española de la Lengua (Dicc. RAE). It contains many definitions for words found in the readings, especially usages from the medieval and early modern periods (1200---1700) that do not appear in most student dictionaries. When using definitions in your writing, enclose within quotation marks and cite properly.

**Documented Disability:**

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see <http://ds.uoregon.edu/> or contact Hilary Gerdes, 346---1155. If you are not registered with Disability Services and would still like to share with me any limitations you may have in meeting course requirements please do not hesitate to do so.