# Campbellsville University

**Humanities Division**

**Spring 2016**

**SPA 380 – Special Topics: Spanish Theater**

**Professor:** Dr. Carmen Arranz **Telephone:** 270-789-5284

**Office**: Carter Hall 208 **Email**: carranz@campbellsville.edu

**Days/Clasroom:** 2:00-3:15 CH110

**Office Hours**: TR 9:00-9:30, 1:00-2:00, 4:45-5:15; and F 9:00-10:00, 11:00-2:00; or by appt

**REQUIRED MATERIALS:**

* Calderón de la Barca. La vida es sueño. <http://www.iessanfernando.com/wp-content/uploads/2015/01/1bachilleratola_vida_es_sueno_.pdf>
* Moratín, Leandro Fernández de. El sí de las niñas. <http://www.cervantesvirtual.com/obra-visor/el-si-de-las-ninas--0/html/ff188e30-82b1-11df-acc7-002185ce6064_2.html#I_0_>

ADAPTACION: <http://www.aulaviolenciadegeneroenlocal.es/consejosescolares/archivos/P_012_el_si_de_las_ninas.pdf>

* José Zorrilla. Don Juan Tenorio. <http://www.css.cl/catalogo/pdf/lib014956-.pdf>
* Buero Vallejo. Historia de una escalera <https://nomesesunblog.files.wordpress.com/2010/11/historia-de-una-escalera.pdf>

**Course description**: A study of Spanish drama throughout the centuries, with reference to major dramatic theories as well as key sociopolitical/historical/cultural events of each time period. Taught entirely in Spanish. **Pre-requisite:** SPA 220 or equivalent; equivalent proficiency with department chair approval.

**Course objectives:**

1. To provide a broad study of the major developments in Spanish drama over the centuries;
2. To relate drama to the changes in Spanish society;
3. To examine the work of canonical Spanish writers in detail;
4. To research topics assigned and report back to the class in written assignments and oral presentations;
5. To develop the students´ capacity to analyze playwrights, both as literature and as texts for performance.

**Grade Breakdown:**

Homework 15%

Participation 10%

Essays 20%

Oral presentations 10%

Class project 20%

Exams 25%

**REQUIREMENTS:**

**Attendance**. Because group work and oral discussion are central activities in the class**,** attendance is mandatory**.** In accordance with the University Undergraduate Student Attendance Policy, no more than four (4) absences will be allowed for this course. Absences in excess of this number of days will result in an **F** for the course. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to ensure that all assignments are submitted on due dates, regardless of date(s) of absences. Work can only be made up when the student’s absence is excused. Makeup work due to an excused absence must be completed and turned in **within a week** of the original assignment’s due date.

**Homework (15%).** All homework assignments must be submitted through Tigernet before class starts AND the student must also have a physical copy to discuss the assignment during class. Not all homework assignments hold the same point value, since their level of difficulty varies from one to another. The general evaluation method for homework will be: + (outstanding work),  (good work),-(average work), - (poor work). Late homework will not be accepted unless you have an excused absence. Any late homework due to an excused absence must be completed and turned in **within a week** of the original assignment’s due date. Otherwise, no credit will be given.

**Participation (10%)** The dynamic of the class depends highly on each student’s participation. It is essential that students come prepared to class and real the assigned text/texts and be prepared on all topics to discuss them in class. Students should come to class with their notes about the reading, so they ask questions on sections of the readings where they had problems. Students are expected to use Spanish during the whole class period, even when discussing in pairs or small groups with their classmates. Not doing so will damage their participation grade.

**Essays (20%)**. Students will have to turn in several short essays this semester. Each essay will explore the relationship between one of the works analyzed in class and the time period to which it belongs. Essays will reflect some of the issues discussed in class, but students will also need to include new thoughts, quotes from the text, references to specific characters or situations, etc. The essays will also need to include two academic outside sources. Essays should follow MLA style, and have a minimum of 800 words.

**Oral Presentations (10%).** There will be two oral assignments during the semester:

* Visual literature. Students will create a visually artistic expression of how you understand or perceive one of the issues from the texts we are reading in class. This is a personal creation and students will have to explain it (in Spanish) to the class. The explanation should be about 3 minutes long. The professor will show students an example. The following aspects will be graded for each participant:
1. Visual project (0-3 points)

0 points= Did not bring any personal creation to the class.

3 points= The project was a personal creation of the student.

1. Explanation of the project (0-3 points):

0 points= Did not demonstrate any thought; student was unable to articulate in a clear way the relationship between the project and the reading.

3 points= Well thought out ideas; clear relation with an issue from the reading.

* Class Discussion (in pairs).Students will prepare a class about the reading assignment for each play. The discussion can be broad and deal with the main aspects of the play that corresponds, or more specifically, deal with just one issue from that section. Prior to the class discussion, students are expected to meet with the professor and explain their plans for the class. Students will be graded as follows:
	+ To do before the presentation:
		- Student met with Dr Arranz at least 2 days before (5 points)
		- Student had read the text and figured out the main ideas that needed to be discussed (5 points).
		- Student had already designed an outline of class development ro bring those ideas across (5 points)
	+ The day of the presentation:
		- Performance as a leader: Student guided the discussion toward his previously defined goals, ideas were clear by the end of class. (5 points)
		- Class progression: there were a variety of activities targeting different goals (comprehension, analysis, interpretation). (5 points)

**Class project (20%).** In order to explore the performing side of theater, we will work on a class project. The final objective is to perform one of the plays analyzed in class, and invite Spanish students to attend our performance. This project has various components or steps:

* Adaptation of the original text. We will adapt the original text into a shorter, clearer version of it. This will make the contents clearer to our future spectators.
* Casting and rehearsals.
* Final performance in Spanish, open to the university community.

In addition to having a final performance that might be an inspiration to other Spanish students, this project will help us understand and value the complexities of theater as an entertainment phenomenon.

**Exams (25%).** There will be two exams that will test your knowledge and understanding of the films, the target language, and the culture. These exams will also intend to amplify the class discussion with open-ended questions to make you reflect and produce critical thinking about the Spanish society and its literary products.

The following grading criteria will be used to determine the final grades for this course:

**A** (90-100), **B** (80-89), **C** (70-79), **D** (60-69), **F** (0-59).

**POLICIES:**

A**cademic Honesty.** A high standard of academic honesty is expected of students in all phases of academic work and University life. Academic dishonesty in any form is a fundamental offense against the integrity of the entire academic community and is always a threat to the standards of the University and to the standing of every student. In taking tests and examinations, doing homework and laboratory work, and writing papers, students are expected to perform with honor. In any written exercise for University courses, students will be held responsible for knowing the difference between proper and improper use of source materials.

**Special Needs Accommodations:** Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**On sexual conduct:** Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator. Title IX Coordinator

Terry VanMeter 1 University Drive

UPO Box 944

Administration Office 8A

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Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titlelX

**Campus Security Numbers: Office 270-789-5284 or Cell 270-396-2984**

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**SPA 380/ Spring 2016**

**TENTATIVE SCHEDULE OF ASSIGNMENTS**

**\*\*** The professor has the right to make any necessary changes to accommodate the material to the progress of the class.

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| **FECHA** | **We will work on this during class time. It might be helpful for you to read it before class.**  | **To do and turn in BEFORE class** |
| January 21 (R) | Introduccion al curso. Presentaciones |  |
| January 26 (T) | Introduccion al teatro como género literario. S. XVII: El Siglo de Oro del teatro español |  |
| January 28 (R) | Calderon de la Barca, *La vida es sueño* |  |
| February 2 (T) | Calderon de la Barca, *La vida es sueño* |  |
| February 4 (R) | Calderon de la Barca, *La vida es sueño* |  |
| February 9 (T) | Calderon de la Barca, *La vida es sueño* |  |
| February 11 (R) | Introduccion al siglo XVIIIF. Moratín, *El sí de las niñas*  | Essay 1: La vida es sueño |
| February 16 (T) | F. Moratín, *El sí de las niñas*Leading: \_\_\_\_\_\_\_\_\_\_\_ y \_\_\_\_\_\_\_\_\_\_\_\_\_ | Acto primero |
| February 18 (R) | F. Moratín, *El sí de las niñas*Leading: \_\_\_\_\_\_\_\_\_\_\_ y \_\_\_\_\_\_\_\_\_\_\_\_\_ | Acto segundo |
| February 23 (T) | F. Moratín, *El sí de las niñas* | Acto tercero |
| February 25 (R) | RepasoAssign adaptation | Essay 2: El sí de las niñas.  |
| March 1 (T) | EXAMEN 1 |  |
| March 3 (R) | Class Project: Adaptation |  |
| March 8 (T( | Class Project: Adaptation |  |
| March 10 (R) | Introducción al siglo XIX. Zorrilla, *Don Juan Tenorio*  | Don Juan Tenorio: Read Parte primera, acto primero escena XII, AND answer the questions: What was the bet between Juan and Luis? |
| March 14-8  | **VACACIONES DE PRIMAVERA** |  |
| March 22 (T) | Zorrilla, *Don Juan Tenorio* | Parte primera, acto primero y segundo |
| March 24 (R) | Zorrilla, *Don Juan Tenorio.* Leading: \_\_\_\_\_\_\_\_\_\_\_ y \_\_\_\_\_\_\_\_\_\_\_\_\_ | Parte primera, acto terecro y cuarto |
| March 29 (T) | Zorrilla, *Don Juan Tenorio*Leading: \_\_\_\_\_\_\_\_\_\_\_ y \_\_\_\_\_\_\_\_\_\_\_\_\_ | Parte segunda, acto primero |
| March 31 (R) | Zorrilla, *Don Juan Tenorio* | Parte segunda, acto segundo y tercero |
| April 5 (T) | Class Project 1st rehearsal: Reading lines in class, 1st attempts at acting | Essay 3: Don Juan Tenorio |
| April 7 (R) | Rehearsal |  |
| April 12 (T) | Rehearsal |  |
| April 14 (R) | FINAL REHEARSAL AND PERFMORNANCE |  |
| April 19 (T) | Introduccion al siglo XXHistoria de una escalera  |  |
| April 21 (R) | Historia de una escaleraLeading: \_\_\_\_\_\_\_\_\_\_\_ y \_\_\_\_\_\_\_\_\_\_\_\_\_ | Read Acto I |
| April 26 (T) | Historia de una escalera | Read Acto II |
| April 28 (R) | Historia de una escalera | Read Acto III |
| May 3 (T) | EXAMEN 2 |
| May 5 (R) | Final remarks. Assign topic for final essay. |
| May 10 (T) | Final essay due  |