



Euviedo 12 Dic 2012

ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit SILC Department Spanish & Portuguese Section

Subject SPA Number 431 Title Prose of Golden Age Units: 3

Is this a cross-listed course? No  
If yes, please identify course(s) \_\_\_\_\_

Is this a shared course? No If so, list all academic units offering this course \_\_\_\_\_  
Course description: \_\_\_\_\_

**Requested designation:** Humanities, Fine Arts and Design-HU  
*Note- a separate proposal is required for each designation requested*

**Eligibility:**

Permanent numbered courses must have completed the university's review and approval process.  
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

- Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
  - Mathematics core courses (MA)
  - Computer/statistics/quantitative applications core courses (CS)
  - Humanities, Fine Arts and Design core courses (HU)
  - Social and Behavioral Sciences core courses (SB)
  - Natural Sciences core courses (SQ/SG)
  - Global Awareness courses (G)
  - Historical Awareness courses (H)
  - Cultural Diversity in the United States courses (C)

**A complete proposal should include:**

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

**Contact information:**

Name JUAN GIL-OSLE Phone \_\_\_\_\_

Mail code 0202 E-mail: jgilosle@asu.edu

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Robert Joe Cutter Date: 12/12/12

Chair/Director (Signature):

Arizona State University Criteria Checklist for

**HUMANITIES, FINE ARTS AND DESIGN [HU]**

**Rationale and Objectives**

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [HU] CRITERIA</b>			
HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2, or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria <b>A CENTRAL AND SUBSTANTIAL PORTION</b> of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
<input type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, literary and visual arts.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Deepen awareness of the analysis of literature and the development of literary traditions.	
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		• Courses devoted <b>primarily</b> to developing a skill in the creative or performing arts, including courses that are <b>primarily</b> studio classes in the Herberger College of the Arts and in the College of Design.	
		• Courses devoted <b>primarily</b> to developing skill in the use of a language – <b>However, language courses that emphasize cultural study and the study of literature can be allowed.</b>	
		• Courses which emphasize the acquisition of quantitative or experimental methods.	
		• Courses devoted <b>primarily</b> to teaching skills.	

Course Prefix	Number	Title	Designation
SPA	431	PROSE OF GOLDEN AGE	HU

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
2) Concerns the comprehension and interpretation fo written, aural, or visual texts and/or the historical development of textual traditions.	SPANISH EARLY MODERN PROSE is a keystone in the development of the history of the modern novel, and is fundamental to understand early modern culture and literature, not only in Spanish culture, but in all the sorrounding emerging national cultures in Europe.	There exists several theories about the development and the invention of the novel. The question of the rise of the novel, since it is the most successful fiction genre, has become a natinalistic contention. In this politized context, the study of the Spanish novel tradition helps to understand the creation of a number of narrative devices that became comun in the novela genre until today.
4. c) Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	Cestina, Lazarillo, Don Quijote, amont other, have been the subject of endless reproductions, in movies, engravings, statues, paintings, etc. These visual cultural productions are fundamental part of this course, to enhance the undertanding of historical and aesthetical interpretations of the Spanish cultural heritage through its literature in genres such as Picaresque, italian novella, morisque, celestinesque, pastoral fiction, colonial relations of service, logbooks, autobiographies, etc.. Furthermore the analysis of this visual production sorrounding the novels of early modern Spain, helps to investigate our own personal filosofies and beliefs, as well as the cultural productions we are living in today.	All my lectures are based on PowerPoints including maps, engravings, paintings, sculptures, and architerual works that help to understand concepts such as picaresque, idealistic novel, chivalry values, courtly love, piracy wars, gender/sex systems in early modern Europe, friendship-patronage discourses, etc., that are absolutly necessary to understand, Lazarillo, Celestina, Abecerraje, Don Quijote, etc and the cultural context where it was produced. Movies are included too.

<p>1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.</p>	<p>Don Quixote is produced in a moment where many belief systems were changing. The pathology that Quixote suffers from is actually a manifestations of those changes.</p>	<p>Most of the books from the early modern Spain are concerned with ethics, believes, aesthetic experiences, and spiritual compromises, since fiction and any published book had to pass through the censorship of the Inquisition.</p>
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# PROSE OF GOLDEN AGE

## Spanish 431

### Instructor

Name: Dr. Juan Pablo Gil-Oslé  
Office: LL 414A  
Phone: (602) 965-4586  
Email: jgilosle@asu.edu

### Required Texts

Diego de San Pedro. *Cárcel de amor*. Cervantes and Co. ISBN 9781589770607  
*La Celestina*. Cervantes and Co.  
*La vida de Lazarillo de Tormes*. Cervantes and Co. ISBN 1589770021  
*El abencerraje*. Cervantes and Co. ISBN 9781589770331  
Cervantes. *Novelas ejemplares I*. Cervantes and Co. ISBN 9781589770393  
María de Zayas. *Desengaños amorosos*. Cervantes and Co.

### Lesson plan

Week 1-2      Novela sentimental: *Cárcel de Amor*  
Week 3-4      Género picaresco: *Lazarillo de Tormes*  
Week 5-7      Género celestinesco: *La celestina*  
Week 8        Novela morisca: *El abencerraje*  
Week 9-12    Novella italiana: Novella 10.8 *Decameron*  
                  Renovación cervantina del género: *Novelas ejemplares*  
Week 13-15   Novela cortesana: María de Zayas, *Desengaños amorosos*

### Course Objectives

**Course Learning Outcomes – At the end of the course, students will be able to demonstrate the following skills:**

- Oral Proficiency: Narrate and describe, as well as state and support opinions and hypotheses related to a wide range of topics with only infrequent errors that do not interfere with communication or distract native speakers from the message
- Reading and Writing Proficiency: Read, narrate and describe, as well as state and support opinions and hypotheses related to a wide range of topics in all major time frames using paragraph-length discourse so as to be understood by listeners not used to dealing with non-native speakers of Spanish
- Critical Thinking: Identify, analyze, evaluate, and compare themes, ideas, and perspectives related to the cultural products of speakers of the target language

## **Papers: out lines, drafts, and format**

2 PAPERS: Minimum length of 6 pages and maximum length of 8 pages each.

OUT LINES, AND DRAFTS: A out-line and a draft must be turned in, please see the calendar for the dates. The out-line 2 weeks before the paper, and the draft 1 week before.

FORMAT using 12pt Times New Roman font and double spacing, with 1” margins. Papers must include an original title, a list of works cited and must follow the *MLA Handbook for Writers of Research Papers* rigorously, especially with regard to parenthetical citations, endnotes and list of works cited. Papers are evaluated according quality and originality of content, organization, grammar, and MLA format. As this is not a grammar course, extensive grammar corrections will not be made. Grammar and correct vocabulary is important for the grade because they are necessary for comprehension.

### **IN-CLASS PRESENTATIONS**

In pairs, you will each present an article. The duration of the presentation will be 10 minutes. The bibliography of articles is below. The presentation constitutes 20% of the final grade. At least, two days before the presentation the students must come to see me in my office hours and discuss about their presentation.

NB: The articles are posted **in Blackboard**, in the Assignment Folder.

### GRADING:

PARTICIPATION IN CLASS	10%
PAPERS, PRESENTATIONS, EXAMS	90%

### GRADING SCALE:

97%-100%	A+
93%-96%	A
90%-92%	A-
87%-89%	B+
83%-86%	B
80%-82%	B-
75%-79%	C+

70%-74%	C
60%-69%	D
59%-0%	E

**Code of conduct**

The students should follow these ASU codes

- USI 104-01: *Student Code of Conduct*  
(<http://www.asu.edu/aad/manuals/usi/usi104-01.html>)
- ACD 125: *Computer, Internet, and Electronic Communications*  
(<http://www.asu.edu/aad/manuals/acd/acd125.html>)
- *ASU Student Academic Integrity*  
(<http://provost.asu.edu/academicintegrity/students>)

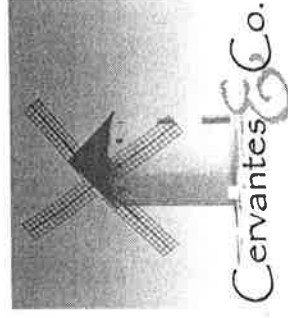


General Editor: Tom Lathrop

DIEGO DE SAN PEDRO  
**Cárcel de amor**

Edited and with notes by

JOSÉ MANUEL HIDALGO  
MICHAEL J. McGRATH  
*Georgia Southern University*



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ISBN: 978-1-58977-060-7



**Table of Contents**

INTRODUCTION TO STUDENTS .....9  
*Cárcel de amor*..... 23

SPANISH-ENGLISH GLOSSARY .....93

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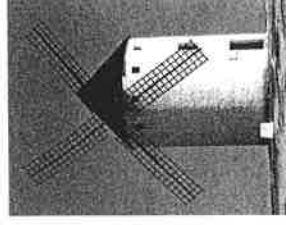
GENERAL EDITOR:  
John Lathrop  
Georgia State University of Delaware

# La vida de Lazarillo de Tormes y de sus fortunas y adversidades

Edited and with notes by  
ANNETTE GRANT CASH  
and

JAMES C. MURRAY  
*Georgia State University*

Drawings by  
HAL BARNELL



Cervantes & Co.

## Table of Contents

INTRODUCTION TO STUDENTS .....	7
Language Notes .....	10
FIRST PAGES OF KNOWN EDITIONS .....	19
TEXT.....	23
Prólogo .....	23
Tratado 1 .....	25
Tratado 2 .....	40
Tratado 3 .....	54
Tratado 4 .....	75
Tratado 5 .....	76
Tratado 6 .....	83
Tratado 7 .....	84
GLOSSARY .....	89
BIBLIOGRAPHY .....	111

ST EDITION

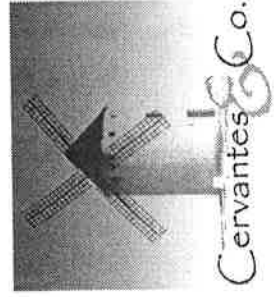
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N 1-58977-002-1

## El Abencerraje

Edited and with notes by  
MARK GROUNDLAND  
*Tennessee Technological University*



## Table of Contents

INTRODUCTION TO STUDENTS .....	11
Versions .....	12
Historical Context .....	14
Historicity .....	18
Literariness .....	20
Literary Influence .....	22
Language Notes .....	24
SELECTED BIBLIOGRAPHY .....	29
<i>El Abencerraje</i> .....	33
SPANISH-ENGLISH GLOSSARY .....	65

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ISBN 1-58977-033-1

MIGUEL DE CERVANTES SAAVEDRA

Four Stories from  
Cervantes' *Novelas ejemplares*

Edited and with notes by  
MICHAEL J. MCGRATH  
*Georgia Southern University*



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MANUFACTURED IN THE UNITED STATES OF AMERICA

ISBN: 978-1-58977-039-3



Table of Contents

INTRODUCTION TO STUDENTS ..... 9

*Novelas ejemplares*

La gitánilla .....	21
El amante liberal.....	97
El celoso extremeño .....	149
Rinconete y Cortadillo .....	191

SPANISH-ENGLISH GLOSSARY .....235