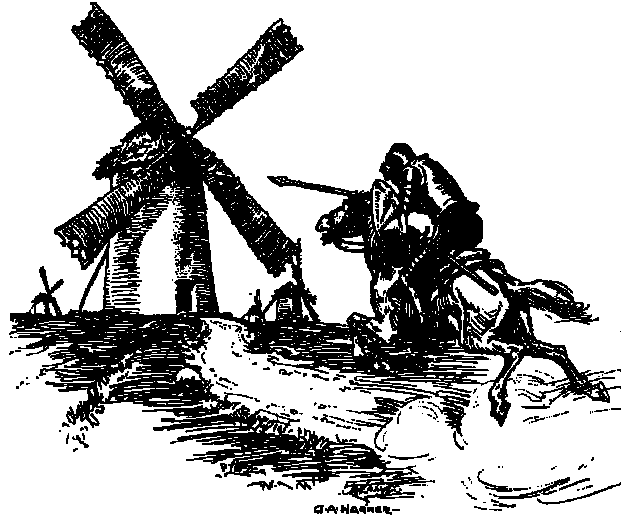


**SPANISH 543:  
DON QUIJOTE, A COMPARATIVE APPROACH**



**Professor Frédéric Conrod**

Humanities Center 315  
MWF 3.30-4.20pm  
FALL 2008

**Course Credits:** 3 (counting toward Major, Minor or Graduate Degree)

**Office:** HC #222

**Office Hours:** M- 3:30pm - 6:30pm

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**Course Objectives and Mission:**

In accordance with the Creighton mission statement, this course focuses on “developing critical thinking, reflective decision-making and service orientation to promote the general welfare of individuals in the local and global communities.” Cervantes’ masterpiece, as most printed and read book in the history of literature after the Bible, and first modern novel, is key “in a liberal arts program that provides a broad knowledge base, establishes values, and instills an appreciation of cultures all of which aid in the development of competence, wisdom, and compassion in future work and endeavors.” Students majoring or minoring in Spanish will become familiar with a work that is at the same time a cultural keystone of Spain and the Hispanic world, an inspiration for generation of artists and a treasure of critical thinking they can always go back to in the course of their existence.

Over the course of the semester, students will develop the following skills:

- understand the historical, social, political, geographical and literary contexts of *DQ*
- recognize and identify literary figures and criticism in the text
- discuss *Don Quixote*'s interaction with other works of art
- reflect upon the notion of modernity, literary genres and critical thinking
- identify connections between Cervantes, Don Quixote and Ignatius of Loyola
- research the incredible amount of literature on Cervantes' novel
- discover the relativity of madness and its true definition

### **Required Texts:**

- Cervantes, Miguel. *Don Quijote*. Edited by Tom Lathrop. Fourth Centenary Edition. Cervantes & Co, Juan de la Cuesta, 2005.
- Lathrop, Tom. *Don Quijote Dictionary*. Cervantes & Co, Juan de la Cuesta, 2005.
- Johnson, Carroll B. *Don Quixote: The Quest for Modern Fiction*. Waveland Pr, 2000

## **Course Requirements**

▪ Attendance: Perfect attendance is expected and only 3 absences of 50 minutes are permitted. More than 3 of these absences will adversely affect a portion of your class participation and it will constitute in a lowering of the grade by five points.

▪ Participation: A regular and active participation is required of every student. Students will systematically prepare the assigned chapters of the textbook PRIOR to class meetings. Students should cover all the material contained in the reading, including researching the vocabulary they do not understand. The use of cell phones, text messaging devices, iPods or other portable music players, and laptop computers IN CLASS will result in a significant 5-point drop in the final grade for each use.

▪ Homework: Students will have to read the assigned chapters and use a small notebook to write down their thoughts on the reading for each class period. Professor will ask students to share these thoughts during meetings. Every once in a while, the professor might collect the notebook to verify that students are writing a reflection for each class period.

\* Presentations: Each student will have to prepare two 15-minute presentations over the course of the semester. In the first half of the semester students will choose a critical reading of Don Quixote from the syllabus schedule and present it to the rest of the class, keeping in mind that not only should they recognize the main argument and points of the article, but also raise questions for class discussion. In the second half of the semester, students will work on a second in-class presentation about their final paper in which they will outline their research and share questions with the class in order to receive feedback.

▪ **Research Paper:** Each student will work on a project that will conclude in a 15/20-page paper. Students will turn in an initial version around midterm (7-8 pages), and will work on a final version with the professor during office hours. Students can write their term paper in English or in Spanish, depending on their level, skills and desire. All seniors must write their paper in Spanish.

▪ **Class Cancellation Procedure:** The instructor will notify students of a cancelled class via email or there will be a notice of the cancellation on the classroom door, together with the assignment for the next class meeting. This notice will be signed either by the instructor or the departmental administrative assistant. If the university closes due to bad weather, students should prepare for the next class what they would have prepared for that snow day.

▪ **Honesty:** Any evidence of plagiarism or academic dishonesty is unacceptable and will be dealt with in accordance with Creighton policy regarding this issue. See: <http://puffin.creighton.edu/ccas/Students/students/html>. When making citations in any assignments to be handed in for a grade, students must consult *MLA Style Manual*. Unless otherwise stipulated, all work turned in by the student must be his/her own.

<b>Grade Division:</b>	
PARTICIPATION TO CLASS DISCUSSION:	15%
READING NOTEBOOK:	10%
FIRST PRESENTATION:	15%
SECOND PRESENTATION:	15%
RESEARCH PAPER FIRST VERSION:	15%
RESEARCH PAPER FINAL VERSION:	30%

**Grading Scale:**

**A (100-90) B+ (89.9-87) B (86.9-80) C+ (79.9-77) C (76.9-70) D (69.9-60) F (>60)**

**CLASS SCHEDULE:**

**STUDENTS ARE RESPONSIBLE TO PREPARE ALL ASSIGNMENTS, READINGS AND PAPERS FOR THE FIRST CLASS PERIOD OF THE WEEK.**

**SEMANA 1: 27 AGOSTO:** Introducción del curso, de los estudiantes, del texto. Buscamos un horario de clase que funcione para todos. J-Stor, Noción de Modernidad.

**29 AGOSTO: PROLOGO DEL QUIJOTE:**

\*Leer Introducción de Tom Lathrop (ix-xl), Prólogo (pp. 7-12)

\*Charles Presberg, “This is not a Prologue: Paradoxes of Historical and Poetic Discourse, Part I.” MLN 110 (1995): 215-239

**3 de SEPTIEMBRE: CAPITULO 1 & 2: “En un lugar de la Mancha...”**

- \* Leer pp 21-32 de la novela
- \* Preparar debate: ¿Cómo se vuelve uno loco? Pensar en 5 ejemplos de personas que se volvieron locos. ¿Qué es la locura? ¿Cómo la definen Freud o Foucault en sus ensayos?

**5 de SEPTIEMBRE: EL MISTERIOSO MIGUEL DE CERVANTES**

- \* Veremos en clase un documental de 50 minutos sobre Miguel de Cervantes
- \* Adelantarse con la lectura de los capítulos para el lunes
- \* Pensar en la fecha de la presentación del artículo crítico

**8 de SEPTIEMBRE: PRIMERA SALIDA DE DON QUIXOTE**

- \* Leer Capítulos 3 a 7 (pp. 33-56)
- \* Presentación Artículo: Otis H. Green, “El Ingenioso Hidalgo.” Hispanic Review 25 (1957): 175-193
- \* Video: “The Renaissance: From Courtly Love to Loco Amor.” (50 min)

**15 de SEPTIEMBRE: SEGUNDA SALIDA DE DON QUIXOTE**

- \* Leer Capítulos 7 a 11 (pp. 56-77)
- \* Presentación Artículo: Bruce Wardropper, “Don Quixote: Story or History?” in El Saffar, Ed. Critical Essays on Cervantes. Boston: G.K. Hall, 1986. 80-94
- \* Video: “The Siglo de Oro Begins: Pícaros and Mystics.” (50 min)

**22 de SEPTIEMBRE: EDAD DE ORO Y DESEO PASTORIL**

- \* Leer Capítulos 11 a 15 (pp. 78-104)
- \* Presentación Artículo: René Girard, “Triangular Desire.” In Rikvin and Ryan, Eds. Literary Theory. Blackwell Anthologies, 2004
- \* Presentación Artículo: Ruth Anthony El Saffar, “In Marcela’s Case.” In El Saffar, Ed. Quixotic Desires: Psychoanalytic Perspectives on Don Quixote. Ithaca: Cornell University Press, 1993. 157-178
- \* Video: “Apogee of the Golden Age.” (50 min)

**29 de SEPTIEMBRE: EN LA VENTA DE JUAN PALOMEQUE**

- \* Leer Capítulos 15 a 20 (pp. 105-138)
- \* Presentación Artículo: George Shipley, “Sancho’s Jokework,” in El Saffar, Ed. Quixotic Desires: Psychoanalytical Perspectives on Don Quixote. Ithaca: Cornell University Press, 1993. 157-178
- \* Video: “Don Quixote, Part I.” (50 min)

### **6 de OCTUBRE: AVENTURAS EN CAMINOS ABIERTOS**

\* Leer Capítulos 20 a 28 (pp. 139-218)

\* Presentación Artículo: Ted Riley, "Don Quijote and the Imitation of Models," Bulletin of Hispanic Studies 31 (1954): 3-16

\* Presentación Artículo: Erich Auerbach, "Chapter on Don Quixote," Mimesis: the Representation of Reality in Western Literature. Princeton University Press, 2003.

### **13 de OCTUBRE: NOVELAS INSERTAS EN EL QUIJOTE**

\*Leer Capítulos 28 a 37 (pp. 219- 304)

\*Presentación Artículo: Carlos Feal, "Against the Law: Mad Lovers in Don Quixote." In El Saffar, Ed. Quixotic Desires. 179-199

\*Presentación Artículo: Jean Canavaggio, "Chapter II: Encounter with History (1569-1580)." Cervantes. N.Y.: WW Norton and Co, 1990. 48-96

\*Video: "A Discovery Channel University Perspective on Don Quixote" (50 min)

### **FALL BREAK: ACABAR LA LECTURA DE LA PRIMERA PARTE DE DON QUIXOTE**

### **27 de OCTUBRE: FINAL DE LA PRIMERA PARTE**

\*Leer Capítulos 37 a 52

\*Presentación de investigación # 1: \_\_\_\_\_

\*El Quijote representado I: Gustave Doré (Slide Show)

\*Entregar al profesor **la primera versión del trabajo de investigación**

### **3 de NOVIEMBRE: ¿QUIÉN ES EL AUTOR DEL QUIJOTE? DON QUIJOTE II**

\*Leer de la Portada al Capítulo 5 (pp. 425-465)

\*Lectura crítica: M. Bakhtin, "Epic and Novel: Toward a Methodology for the Study of the Novel." The Dialogic Imagination: Four Essays. Austin: University of Texas Press, 1981

\* Presentación de investigación #2: \_\_\_\_\_

\* Presentación de investigación #3: \_\_\_\_\_

### **10 de NOVIEMBRE: EN COMPAÑÍA DE SANSON CARRASCO**

\*Leer Capítulos 5 a 11 (pp. 465-500)

\*Lectura crítica: Ruth El Saffar, "The Function of the Fictional Narrador in Don Quijote." MLN 83 (1968): 164-177

\*Presentación de investigación #4: \_\_\_\_\_

\*Presentación de investigación #5: \_\_\_\_\_

**17 de NOVIEMBRE: DEL BARROCO A LA CUEVA DE MONTESINOS**

\*Leer Capítulos 12 a 25 (pp.500-591)

\*Lectura crítica: Heinrich Wöflin, "The Principles of the Baroque." In Minor, Vernon. Baroque and Rococo. N.J.: Prentice Hall, 1999

\*Presentación de investigación #6: \_\_\_\_\_

\*Presentación de investigación #7: \_\_\_\_\_

**24 de NOVIEMBRE: DESENGAÑOS AMOROSOS DEL QUIJOTE**

\* Leer Capítulos 25 a 40 (pp. 591-674)

\* Lectura crítica: George Haley, "The Narrador in Don Quixote: Maese Pedro's Puppet Show." MLN 80 (1965): 145-165

\*Presentación de investigación #8: \_\_\_\_\_

\*Presentación de investigación #9: \_\_\_\_\_

**1 de DICIEMBRE: ¿SUEÑOS CUMPLIDOS DE SANCHO?**

\* Leer Capítulos 40 a 55 (pp. 674-765)

\* Lectura crítica: Thomas Mann, "Voyage with Don Quixote." In Lowry, Nelson, Jr., Ed. Cervantes. A Collection of Critical Essays. N.J.: Prentice Hall, 1969. 49-72

\* El Quijote Representado II: Picasso, Dalí y la vanguardia (Slide Show)

**8 de DICIEMBRE: MUERTE Y CONCLUSIONES**

\* Leer Capítulos 55 hasta el final (pp. 765-866)

\* Lectura crítica: Michel Foucault, "Representing Don Quixote." In Harold Bloom, Ed. Modern Critical Views: Cervantes. N.Y.:Chelsea House, 1987. 71-75

\* Lectura crítica: Jorge Luis Borges, "Análisis del último capítulo del Quijote." Revista de la Universidad de Buenos Aires, 5ª ep. I (1956): 28-36

\* Conclusiones del curso

**15 de DICIEMBRE: Los estudiantes entregarán al profesor la versión final del trabajo de investigación.**

