

**Harriet L. Wilkes Honors College
Florida Atlantic University
Honors Don Quijote**

SPW 4604 (3 credits)
T/ R 11:00 – 12:20 am
SR 283
Spring 2020

Prof. Vázquez
Office: HA 114 (tel. 799-8654)
Hours: T/ R 10:00 am – 11:00 am
3:30 pm – 5:30 pm
e-mail: mvazquez@fau.edu

Course Description

Don Quijote stands as one of the foundational texts of Modern literature, and it is considered to be one of the most important books of all time. It is the second most translated book after the Bible, and it has inspired countless film adaptations, theater dramas, a ballet, and a Broadway play. Richard Strauss was inspired to compose a poem for cello and orchestra, and the image of the thin, gaunt knight errant, riding side by side his faithful esquire found its way into the art of Picasso and Dalí. In this course, students will read *El ingenioso hidalgo Don Quijote de la Mancha* (*The Ingenious Gentleman Don Quixote of La Mancha*) in its entirety. Through class discussions, papers, and articles students will understand its place in the history of Spanish literature, its significance to world literature, and its presence in the popular imaginary. Throughout the semester, prior to every class, students will submit critical reactions, article *précis*, and several papers which will help their understanding of Cervantes's masterpiece.

Prerequisites: SPN 3400 and SPW 3030 or professor's permission.

Course Objectives: By the end of the course, students will:

- demonstrate knowledge of the most important themes and topics of the novel.
- demonstrate knowledge of the different critical approaches and debates about the novel.
- be able to define what are "novelas ejemplares," "relato caballeresco," "novela sentimental," "novela pastoril," among other literary genres of the period which Cervantes used in his novel.
- be able to write an academic critical paper about *Don Quijote* specifically, and about Spanish Golden Age literature in general.

Assessment

Homework (including <i>précis</i>)	15%
Participation	15%
Midterm exam	20%
4 essays	25%
Compulsory final exam	25%

A = 94 - 100
A- = 90 - 92
B+ = 88 - 89

B = 84 - 87
B- = 80 - 82
C+ = 78 - 79

C = 74 - 77
C- = 70 - 72
D+ = 68 - 69

D = 66 - 67
D- = 64 - 65
F = 0 - 63

Required text:

Cervantes Saavedra, Miguel de. *El ingenioso hidalgo don Quijote de la Mancha*. Ed. Tom Lathrop. Newark: Cervantes & Co., 2012.

Recommended texts:

Lathrop, Tom. *Don Quijote Dictionary*. Newark: Juan de la Cuesta, 1999.

Modern Language Association. *MLA Handbook for Writers or Research Papers*. 8th ed. New York: MLA, 2016.

Foster, David William. *The Writer's Reference Guide to Spanish*. Austin: The U of Texas P, 1999.

Note on Honors Distinction: This Honors course differs substantially from a non-Honors course in the amount of work expected from students. They will read *Don Quijote* in its entirety in its original 17th-century Spanish, whereas when this class is taught at the undergraduate level, only selections from the novel are assigned. Students will also be required to understand and apply different concepts of literary theory, and to be able to discuss, compare, and contrast, different interdisciplinary approaches to interpreting *Don Quijote* (art, sociology, anthropology, history, linguistics, philosophy). In addition, standards and expectations for written expression, including editing and revision, will be demanding.

COURSE POLICIES

Homework (*Diario crítico* and *Précis*): In order to facilitate class discussion, students will submit prior to every class a *diario crítico* in which they will critically react to the day's assigned pages. Each *diario crítico* will be at least 200 words in length, and will be submitted through Canvas. As for the *précis*, students will select two critical articles in consultation with the professor, write a two-page *précis* about each one, which will be presented orally to the class and given to the entire class in hand out format. The day of the presentation of each article will be chosen in consultation with the professor. Please, read carefully this guide on how to write a good *précis*: <https://writemyessay4me.org/blog/critical-precis>; and check the sample *précis* found under "Files" in Canvas.

Class etiquette and participation: Preparation for class and class discussion are interdependent; an essential part of any literature course is dialogue and discussion of the assigned material. Daily participation is expected, evaluated, and recorded. This grade includes (but is not limited to): a student's level of participation in activities, willingness to answer questions and be an active class participant, and avoidance of English. In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and tablets, are to be disabled in class sessions. The use of recording devices is not permitted.

Papers: Students will hand in four papers of at least 6 double-spaced pages in length (not including the bibliography page), using "Times New Roman" 12-point font, and following carefully the guidelines of the *MLA Handbook for Writers of Research Papers*. Papers will be submitted via Canvas no later than the time of the class of the due date. After receiving the first three graded papers with my corrections and comments, students will have the option of re-writing these papers for a higher grade. The final grade for each paper will be the average between both versions according to the following proportions: papers 1 and 2: 50/50, paper 3: 60/40. The fourth paper will not be subject to re-writing. Five points will be deducted off the final grade of the paper for each day the paper is late.

Attendance Policy: Students are allowed only three free absences. Subsequent absences are deemed excessive and will count against the final grade. For each of these absences over three, **one percentage** point will be deducted off the final grade. Every two late arrivals (arriving any time after the professor starts the class) will equal one absence. Students must present documentation for any of these absences above three if they wish to make up missed assignments due to absence. No extra credit assignments will be given. Emergencies are handled on an individual basis.

Academic Integrity Policy: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001 (https://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf). Please also see the Honors College's academic Honor Code (<https://www.fau.edu/honors/academics/honor-code/>).

Student Accessibility Services: In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Counseling and Psychological Services (CAPS) Center: Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Last day to drop / add the course: _____; **to drop without a "W":** _____; **and to drop without an "F":** _____.

Course Calendar

WEEK	DON QUIJOTE	WRITTEN WORK
Week 1	Introduction to the class. The Life and Times of Cervantes.	
	<i>Preliminares</i> and <i>Prólogo</i> ; Chaps I-II	Diario crítico.
Week 2	III-VII	Diario crítico.
	VIII-XIII	Diario crítico.
Week 3	XIII-XVII	Diario crítico.
	XVIII-XXI	Diario crítico.
Week 4	XXII-XXIII	Diario crítico.
	XXV-XXVII	Diario crítico.
Week 5	XXVIII-XXX	Diario crítico.
	XXXI-XXXIII	Diario crítico. Paper 1 due
Week 6	XXXIII-XXXVI	Diario crítico.
	XXXVII-XL	Diario crítico.
Week 7	XLI-XLV	Diario crítico.
	XLVI-LII	Diario crítico.
Week 8	Midterm Exam	
	<i>Preliminares</i> y <i>Prólogo</i> ; I	Diario crítico. Paper 2 due
Week 9	II-VII	Diario crítico.
	VIII-XII	Diario crítico.
Week 10	XIII-XVII	Diario crítico.
	XVIII-XXII	Diario crítico.
Week 11	XXIII-XXVI	Diario crítico.

	XXVII-XXXII	Diario crítico.
Week 12	XXXIII-XXXVIII	Diario crítico. Paper 3 due
	XXXIX-XLIII	Diario crítico.
Week 13	XLV-XLVIII	Diario crítico.
	L-LIV	Diario crítico.
Week 14	LV-LVIII	Diario crítico.
	Thanksgiving Break	
Week 15	LX- LXXVIII	Diario crítico.
	After Cervantes: Don Quijote's Legacy.	Paper 4 due
Finals Week	Final Exam 10:30 am – 1:00 pm	

Selected Bibliography on *Don Quijote*

- Allen, John J. *Don Quixote: Hero or Fool? A Study in Narrative Technique*. Gainesville: U of Florida P, 1969.
- Auerbach, Erich. "The Enchanted Dulcinea." In González Echevarría (2005): 35-61.
- Byrne, Susan. *Law and History in Cervantes' Don Quixote*. Toronto: U of Toronto P, 2012.
- Canavaggio, Jean. *Cervantes*. New York: W. W. Norton and Co., 1990.
- Cascardi, Anthony J. "Romance, Ideology and Iconoclasm in Cervantes." *Cervantes and His Postmodern Constituencies*. Ed. Anne J. Cruz and Carroll B. Johnson. New York: Garland Publishing Inc., 1999: 22-42.
- Castillo, David R. *(A)Wry Views: Anamorphosis, Cervantes, and the Early Picaresque*. West Lafayette, Indiana: Purdue UP, 2001.
- Close, Anthony J. *The Romantic Approach to 'Don Quixote': A Critical History of the Romantic Tradition in 'Quixote' Criticism*. Cambridge: Cambridge UP, 1978.
- Eisenberg, Daniel. *A Study of Don Quixote*. Newark: Juan de la Cuesta, 1987.
- Fuchs, Barbara. *Passing for Spain. Cervantes and the Fictions of Identity*. Urbana. U of Illinois P, 2003.
- Garcés, María Antonia. *Cervantes un Algiers. A Captive's Tale*. Nashville: Vanderbilt UP, 2002.
- González Echevarría, Roberto (ed). *Cervantes' Don Quixote. A Casebook*. Oxford: Oxford UP, 2005.

- Haley, George. "The Narrator in *Don Quijote*: Maese Pedro's Puppet Show." *MLN* 80.2 (March 1965): 145-65.
- Johnson, Carroll B. "A Second Look at Dulcinea's Ass: Don Quijote, II.10." *HispanicReview* 43.2 (1975): 191-98.
- _____. *Don Quijote. The Quest for Modern Fiction*. New York: Twayne, 1996.
- Lathrop, Thomas A. "Cide Hamete Benengeli y su manuscrito." *Cervantes: Su obra y su mundo: Actas del I congreso internacional sobre Cervantes*. Ed. Manuel Criado de Val. Madrid: Edi-6, S.A., 1981: 693-97
- _____. "Contradictions in the *Quijote* Explained." *Jewish Culture and the Hispanic World: Essays in Memory of Joseph H. Silverman*. Ed. Samuel G. Armisted et al. Newark: Juan de la Cuesta, 2001: 297-301.
- Márquez Villanueva, Francisco. "El morisco Ricote o la Hispana razón del Estado." *Personajes y Temas del Quijote*. Madrid: Taurus (1975): 229-335.
- Menéndez Pidal, Ramón. "The Genesis of *Don Quijote*." In González Echevarría (2005): 63-94.
- Montero Reguera, José. *El Quijote y la crítica contemporánea*. Alcalá de Henares: Centro de Estudios Cervantinos, 1997.
- Spitzer, Leo. "Perspectivismo lingüístico en *El Quijote*." *Lingüística e historia literaria*. Madrid: Gredos (1955): 161-225.
- Sullivan, Henry W. *Grotesque Purgatory: A Study of Cervantes's 'Don Quixote', Part II*. University Park: Pennsylvania State University P, 1996.
- Terrero, José. "Las rutas de las tres salidas de Don Quijote de la Mancha." *Anales Cervantinos* 8 (1959): 1-49.
- Wardroper, Bruce W. "*Don Quixote*, Story or History." In González Echevarría (2005): 141-61.