What happens to our body and soul when we fall in love or find friendship? What good or bad does it to us as individuals and to society? Students will read novels, theatrical plays, poems, and even fragments of medical and psychological treatises that present us with the answers that 16th- and 17th-century individuals gave to questions like these. For some, love was a terminal illness. For others, the only path to happiness. Then like now, it tied in affection people of different but also of the same gender. Philosophers hailed friendship as the way to find another self with whom alone sincerity was allowed in a world that forced individuals to mask every feeling in order to dissimulate with others. Unfortunately, much like today, love and friendship took place under constraints of gender, class and race. They helped to create social ties as much as they operated through exclusion. Readings include La Celestina, Cervantes, María de Zayas, and Antonio Mira de Amescua.
Learning outcomes. By the end of the quarter, you will be familiar with …

♦ the way individuals in the past conceived of friendship and love as social bonds that tie individuals together in a community.

♦ how friendship was imagined to play a clear and even regulated role not only in the individual’s private life, but also in areas that we define today as belonging to the public sphere, such as politics.

♦ how early modern individuals held love and friendship to be necessary for the fulfillment of men’s and women’s lives and theorized that which feelings such as these provided to humans.

♦ how early modern scholars considered love to introduce alterations in the body, with symptoms that resembled those of sickness, thereby rendering a crucial object of medical theory at the time.

♦ how novels, plays and other works served as a laboratory to reflect upon, test, and experience with received notions about love and friendship, constantly redefining the nature and the effects that these were supposed to have on individuals and on the society.

♦ how seventeenth-century Spanish and Spanish-American individuals imagined the relation between love and friendship, understood as feelings sometimes may conflict with one another.

♦ how individuals in the past weighed the possibility of love taking place between individuals identifying with the same gender and what this can teach us about the present; how those involved would react at the situation, how society would look at it, and how authorities enforced a series of regulations with regard to it.

♦ a set of literary works belonging to different genres (from narrative to theater to lyric poetry), authored by some of the most well-known female and male authors in Spain’s seventeenth-century Atlantic Empire from Madrid to Mexico City, who strongly influenced ideas and taste in Europe and New World territories and who therefore are representative of a crucial moment in the shaping of today’s society and world.

Course requirements and final grade breakdown

Class attendance is mandatory. In addition to this, the following will be part of your grade:

A. Reading Responses and class participation [40% of the grade]:

A.1 For each class meeting, you will find a list of questions on CCLE (Reading Response). Please, pay careful attention to the questions before you start reading, since these are meant to help you focus on particular aspects of the text. Once you have finished reading, answer them and submit the assignment through CCLE at least two hours before the class meets—that is, by 2 pm. This will allow the professor to understand which parts of the reading have been problematic for a majority of students and focus on these accordingly. Failing to submit more than four reading responses might result in a failing grade. Late submissions defeat the purpose of the activity and repeatedly doing so will count as failing to submit at all.
A.2 You should engage in class discussions, showing that you have done your homework. You are not evaluated according to how much do you speak in class. What matters is that what you say is relevant and shows that you have carefully read the assignments and thought about them. Valid ways of engaging in class are participation in group exercises as well as in class discussions, or just asking questions about the materials we study.

A.3 You are expected to take part in a contest of creative writing (justa poética) that involves writing one sonnet and one emblem about love or friendship. By the time you start writing, you will be familiar with many examples of early modern sonnets of love and emblems, and the rules that govern the genre. This means that by then you will have a wealth of samples that you may imitate in a more or less creative way.

The last day of class, 03.14, students will vote a winner of the contest after reading all the sonnets and all the emblems. The names of the authors will be secret and you have the possibility of remaining anonymous through the end if the opposite makes you uncomfortable (although perhaps in case you win you may decide otherwise…).

B. Midterm Exam [25% of the grade]: It will take place during the class meeting on 02.14, covering contents from weeks 1-4. A list with every possible question you might be asked will be posted on CCLE one week in advance. This will considerably narrow the contents you need to study and will help you prepare. You cannot have any notes with you during the exam, for which you will have the entire duration (1h 50 minutes) of the class meeting of 02.14.

C. Final Paper [35% of the grade]: In the corresponding section on CCLE you will find instructions for writing a research paper of around 3,500 words and a list of research topics and bibliography. On 03.05 you will be required to submit a brief summary of three articles or book chapters related to the topic you are going to write about (Annotated Bibliography). The deadline for the paper is on 03.21 by 5pm.

You need to obtain a passing grade (60 or more) in each of the categories of reading responses and participation, midterm exam, and final paper.

Attendance

Attendance is mandatory in SPAN 135. You are expected to attend every class meeting and also to have read all materials assigned for each day and be prepared to engage in the discussion.

More than two absences might result in a failing grade in the course. However, note that justified absences do not count as absences. Therefore, if you are absent from class due to a family or work emergency, please notify the professor and provide the necessary documentation. Please do not arrive late or leave early. Doing so might count as half-absence.

Should you have any problem or difficulty, do not hesitate to contact the professor.
**Student’s responsibilities**

- You should **check your e-mail and CCLE announcements** at least every other day.
- You need to have **with you the materials** that are discussed in each class meeting.
- It is your responsibility to know **what is the homework** for the next class meeting. If there is something you do not understand you must **contact your instructor at least 24 hours before the due date** of the assignment. This includes the midterm exam.
- For critical doubts regarding **the final paper** you must contact the professor **at six ten days before the deadline.** You can contact the professor at any time for minor doubts that arise when working in your project.
- It is your responsibility to **behave appropriately** in class. Do not leave the class unless there is an emergency.
- The use of electronic devices is allowed in class. You can use your laptop, tablet or e-reader to read the materials discussed in class. You can use Internet when prompted by the instructor. However, it is **strictly forbidden to use your devices for matters unrelated to class activities,** such as checking text messages, e-mail, or browsing contents that are not connected with the class. Please be advised that doing so constitutes a **serious fault.**
- You cannot eat in class. Water, tea, coffee, fruits and cookies are fine.

**Plagiarism**

Plagiarism will not be tolerated. The Office of the Dean of students at UCLA defines it as follows:

“Plagiarism is a serious offense. It is **the presentation of another author's words or ideas as if they were your own.** University regulations require that any case of plagiarism be sent to the Dean of Students for review.”

Any use of printed or online sources should be acknowledged through citation.

For further guidance on what constitutes plagiarism, please refer to: [http://www.deanofstudents.ucla.edu/Video](http://www.deanofstudents.ucla.edu/Video)

If you have any doubt about whether particular actions might be considered plagiarism, please seek advice with your professor.

**Readings**

In the section “**Weekly outline of readings**” you may find the readings that have been assigned for each class meeting.

**All the readings are posted since the first day of class on CCLE.** You will find each of them in the section corresponding to the week for which it is due.

You **do not need to purchase any book** for SPAN 135.
Notice concerning the readings and trigger warning

All the primary readings of SPAN 135 date from the seventeenth century, in a variant of Spanish that is slightly different from the way the language is spoken today either in Spain or in Latin America. The language of the texts remains fully understandable for anyone able to read Spanish, yet you may need to look up for words that are new to you. A good resource to use for that is the online version of the *Diccionario de la Real Academia Española* ([http://dle.rae.es/?w=diccionario](http://dle.rae.es/?w=diccionario)).

If you want to use a dictionary specialized in the language of the period, you can also access the online version of the *Diccionario de Autoridades*, published in the eighteenth century ([http://web.frl.es/DA.html](http://web.frl.es/DA.html)).

All the primary readings of SPAN 135 are several centuries old, and as such they may occasionally contain language and references that by today’s standards are constitutive of race, gender or class discrimination, as well as include elements of violence, either sexual or of another kind. They will be treated as objects of study and analyzed from a critical and historical viewpoint. Our goal in reading them is to gain a better and more complex understanding of the problems that have shaped the world in which we live, and to be better informed to face present and future ills.

Weekly outline of readings:

**WEEK 1**

Tue, 01.08
Introduction to the course.

*Love as sickness, love as cure:*

Thu, 01.10

**WEEK 2**

Tue, 01.15
Fernando de Rojas, *La Celestina* (Part II).

Thu, 01.17

**WEEK 3**

Tue, 01.22
Fernando de Rojas, *La Celestina* (Part IV).
Thu, 01.24

**What is love?**

**WEEK 4**

Tue, 01.29
Jorge de Montemayor, *La Diana*, Excerpts.

Thu, 01.31
Selection of sonnets defining love: Garcilaso de La Vega, “De aquella vista pura y excelente”; Francisco de Aldana, “Cuál es la causa, mi Damón, que estando”; Lope de Vega, “Desmayarse, atreverse, estar furioso”; Sor Juana Inés de La Cruz, “Esta tarde, mi bien, cuando te hablaba” and others.

**Friendship vs. Love:**

**WEEK 5**

Tue, 02.05
María de Zayas, *La traición en la amistad*, Acto I.

Thu, 02.07
María de Zayas, *La traición en la amistad*, Acto II.

**WEEK 6**

Tue, 02.12
María de Zayas, *La traición en la amistad*, Acto III.

Thu, 02.14
Midterm Exam.

**WEEK 7**

Tue, 02.19
Miguel de Cervantes, *Novela del curioso impertinente*.

Thu, 02.21
Selection of emblems on love and friendship.
Hardly romantic: fake teeth, prostitution, and STD:

WEEK 8

Tue, 02.26
María de Zayas, *El castigo de la miseria*.

Thu, 02.28
Poems about syphilis.

Politics and homoeroticism:

WEEK 9

Tue, 03.05

Students submit Annotated Bibliography.

Thu, 03.07
Antonio Mira de Amescua, *El ejemplo mayor de la desdicha*, Act III.

Is this serious? Love and myth:

WEEK 10

Tue, 03.12
Selection of sonnets on Greek and Roman mythological love stories: Garcilaso de La Vega, “A Dafne ya los brazos le crecían”; Francisco de Quevedo, “Bermejazo platero de las cumbres; Garcilaso de La Vega, “Cruzando el mar Leandro el animoso”; and others.

Thu, 03.14
*Justa poética*: it’s time to write the best love sonnet and to create the best emblem in the class!

WEEK 11

Thu, 03.21
Submit Final Paper via CCLE.