

Federico García Lorca and Opera: Literature and Music

Fall 2019

Tuesdays, 10:30AM-1:30PM

University College 3305



<http://www.asturiasdiario.es/web/?p=13940>

Description: This graduate seminar will examine the life and writing of this canonical figure of Spanish literature from interartistic and transatlantic perspectives. Primary texts by Lorca will be studied in conjunction with opera libretti and writer and composer biographies. Issues such as adaptation, collaboration, and performance will provide insights into the social status of writers, composers, and performers. The topic will lead us from Spain to the Americas, where opera, in relation to Lorca, has found important audiences.

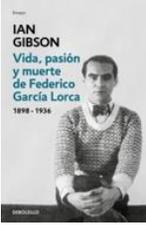
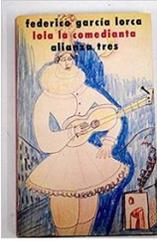
What is a seminar? A seminar refers to a course of intense study relating to a particular topic. It is a form of academic instruction in which a small group gets together for reoccurring meetings to learn about a particular topic and its related subtopics. Assigned readings are discussed, questions can be raised, and debates can be conducted. Everyone present is requested to participate in an equal manner. The seminar can take the form of ongoing dialogue, facilitated by the professor, or formal presentations of research.

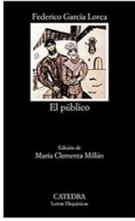
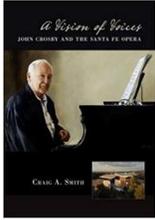
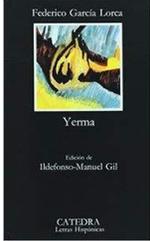
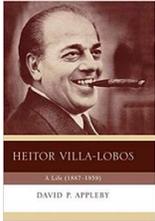
What are the objectives? This seminar proposes to examine...

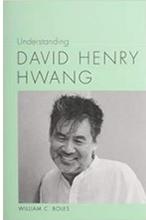
- 1) The life and theatrical work of Federico García Lorca, with a focus on the aesthetic and philosophical principals of the nineteenth and early twentieth centuries that linked literature and music. Works of opera were the most important collaborative and social artistic endeavors of the period.
- 2) The role of literature in the creation of opera. Under consideration is the adaptation of literary texts into performance texts (libretti), with an examination of the collaborations between librettists and composers.
- 3) An overview of the history of musico-dramatic works, particularly opera and zarzuela, in Spain, up until and during the lifetime of Federico García Lorca.

Who are the participants and what do they stand to learn from the seminar? This course is open to M.A. and Ph.D. Students in Hispanic Studies. Students come from a variety of backgrounds and experiences. In addition to intellectual growth and development, students will learn important skills in relation to academic discussions, publications, conferences, and teaching. The course facilitator is **Professor Victoria Wolff** (vwolff@uwo.ca). She holds office hours for this course on Thursdays from 12:30-1:30 in University College 2307.

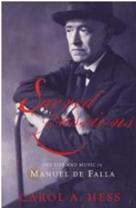
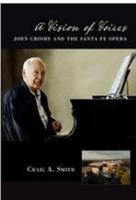
What is the agenda? The seminar is organized in the following manner:

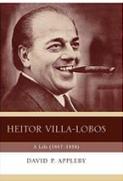
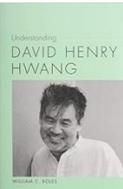
1.	Sept. 10	Introduction. 
2.	Sept. 17	Federico García Lorca: Life and Work (1898-1936). 
3.	Sept. 24	Collaboration and Musical Theater: <i>Lola, la comedianta</i> (1922-1924 - incomplete). 
4.	Oct. 1	Writers and Composers: Lorca and Manuel de Falla (1876-1946). 

5.	Oct. 8	<p><i>El público</i>: The Libretto as Literature.</p> 
6.	Oct. 15	<p>Opera and Opera Houses: Lorca in Santa Fe, New Mexico, USA.</p> 
7.	Oct. 22	<p><i>Yerma</i> (1934).</p> 
8.	Oct. 29	<p>The Composer as Librettist: <i>Yerma</i> by Heitor Villa-Lobos at the Santa Fe Opera (1971).</p> 
9.	Nov. 5	<p style="text-align: center;">Fall Reading Week.</p>

10.	Nov. 12	<p>Manuel de Falla's <i>La vida breve</i> at the Santa Fe Opera (1975). Libretto by Carlos Fernández Shaw (1865-1911).</p> 
11.	Nov. 19	<p><i>Mariana Pineda</i> (1923-1925; performed 1927; text from 1928?).</p>  <p><i>Ainadamar</i> at the Santa Fe Opera (2005). Music by Osvaldo Golijov.</p> 
12.	Nov. 26	<p>The Writer (Playwright) as Librettist: David Henry Hwang (1957-)</p> 
13.	Dec. 3	<p>Federico García Lorca: Death (1898-1936).</p> 

Course Materials
(Books to Procure)

1.	<p><i>Vida, pasión y muerte de Federico García Lorca</i> (revised edition).</p> <div style="text-align: center; margin: 10px 0;">  </div> <p><u>Note:</u> Other editions and related works of this book will be on reserve at Weldon Library.</p>
2.	<p>Federico García Lorca: <i>Teatro Completo</i> (2012).</p> <div style="text-align: center; margin: 10px 0;">  </div> <p><u>Note:</u> The complete works of Lorca from the Weldon Library collection will be on reserve.</p>
3.	<p><i>Sacred Passions: The Life and Music of Manuel de Falla</i> by Carol A. Hess (Oxford University Press).</p> <div style="text-align: center; margin: 10px 0;">  </div> <p><u>Note:</u> This book from the Music Library collection will be on reserve.</p>
4.	<p><i>A Vision of Voices: John Crosby and the Santa Fe Opera</i> by Craig A. Smith (University of New Mexico Press).</p> <div style="text-align: center; margin: 10px 0;">  </div> <p><u>Note:</u> This book from the Music Library collection will be on reserve.</p>

5.	<p><i>Heitor Villa-Lobos: A Life (1887-1959)</i> by David P. Appleby (Scarecrow Press).</p>  <p><u>Note:</u> This book from the Music Library collection will be on reserve.</p>
6.	<p><i>Understanding David Henry Hwang</i> by William C. Boles (University of South Carolina Press).</p>  <p><u>Note:</u> This book from the Weldon Library collection will be on reserve.</p>
7.	<p><i>Vida y muerte de Federico García Lorca</i> (Graphic Novel) by Ian Gibson and Quique Palomo.</p>  <p><u>Note:</u> This book from the Weldon Library collection will be on reserve.</p>

UWO Libraries: <https://www.lib.uwo.ca>

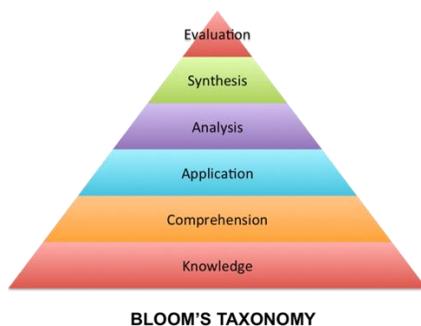
D.B. Weldon Library: <https://www.lib.uwo.ca/weldon/index.html>

Music Library: <https://www.lib.uwo.ca/music/index.html>

Learning Goals, Activities, and Evaluations for this Graduate Course

(adapted from “Teaching Graduate Students” from The Learning and Teaching Office at Ryerson University: https://www.ryerson.ca/content/dam/lt/resources/handouts/teaching_graduate_students_handout.pdf)

Goal 1: Create meaningful discussion following the levels of learning laid out in Bloom’s Taxonomy. Work together to ensure that the maximum number of individuals are involved in the conversation. Encourage thoughtful and complete academic work rooted in our weekly class meetings.



Evaluation 1: Work in class, discussions, mini-presentations = 26%. This seminar is conceived as an active learning opportunity in which students and professor collaborate and create knowledge together. In order to be a dynamic participant in the seminar, you must prepare for and contribute in an ongoing manner to class activities. Sometimes, individual students will be in charge of presenting material and/or leading discussions. In order to reflect on their contributions, for every two to three week period of the course, students will complete a self-evaluation. Additionally, the professor will conduct individual evaluations. These self and professor evaluations will merge to create the mark.

Goal 2: Integrate academic publishing and conference activities into the course. Complete “real work,” not just assignments for class. The desired outcomes of this process are individual and co-authored publications and presentations. Not only will students gain “hands on” experience, but they will also build their CVs, something crucial for graduate students seeking to enter academia (or even employment outside of academia). Our objective is not just intellectual development, but professional participation as an academic: working collaboratively, writing, revising, submitting, publishing, and presenting papers at conferences. The idea is that experiential learning gives students ownership of their learning, provides motivation to complete given tasks, and offers skills that go beyond course content.

Evaluation 2: Book review = 24%. A book review is a critical evaluation of a recently published scholarly text. It makes an argument and, importantly, it is a commentary (not simply a summary). Writing a book review allows you to enter into dialogue and discussion with recent advances in the field and with academic audiences. It can be a good entry point into publishing, as book reviews are a noteworthy component of graduate student and professional journals. The book you select will be in relation to course concepts.

Evaluation 3: Collective journal article writing (A “Review of the Literature” Paper) = 30%. Rather than following the standard graduate seminar format—reading and presenting on articles, culminating in a research paper at the end of the course—students will work individually and collectively to assemble, read, and summarize a wide range of scholarly materials (articles, book chapters, etc.) and devise a focus for a review of the literature article. This work not only serves to give students a complete overview of the current thinking in our field related to the course topic, but also how to put a literature review together from beginning to end, how to submit an article to a journal, and how to go through the peer review process. This approach makes the tasks student normally complete in a graduate seminar (reading, critiquing, discussing, and writing) applicable, interesting, and relevant.

Evaluation 4: Call for Papers / Panel Organization / Abstracts = 5%. The next meeting of the Canadian Association of Hispanists will take place at Western University (May 30 to June 5, 2020) as part of the annual Congress of the Humanities and Social Sciences. As members of the host institution and host department, our goal is to participate by collaboratively writing a call for papers, organizing a session, and writing abstracts to present papers for the conference.

Goal 3: Incorporate teaching skills into the seminar. This practice will not only make graduate students more effective in the academic classroom (present and future), but will also increase their success in non-academic jobs post-graduation as well. Students are not only exposed to scholarship (articles) on teaching, they are also learning and applying important lessons about how to teach.

Evaluation 5: Research, select, and present on pedagogy with handout = 10%. Each student will choose a teaching method or application based in an article to present and model for the rest of the class. A full half hour at the end of each class will be set aside to allow time for one presentation, application of ideas, and discussion. In addition to the presentation and modeling of a teaching pedagogy, each student must also summarize the pedagogical approach, exercises, and examples in a two-page handout for the class.

Goal 4: Engage with the community. Share course content, interests, reflections, ideas, and projects through digital media. Translating academic content for a more general public is an essential professional skill for academic, as well as a “transferable skill” for success in non-academic jobs post-graduation

Evaluation 6: As a group, write a short article for the local London Hispanic/Latino digital newspaper *La Jornada* in relation to the course subject matter = 5%. The newspaper specifically has a monthly column entitled “Tendiendo Puentes,” to facilitate dialogue between members of the Hispanics Studies program at Western University and the community. <https://news.lajornada.ca>

***More details on all of the above evaluations will be available step-by-step at the appropriate moments in the course. Please note that the professor reserves the right to change the course syllabus if necessary or as required.**