



Western Arts & Humanities

Department of Languages and Cultures
Graduate Program in Hispanic Studies
Spanish 9028A

Course Outline for Fall 2021

Don Juan: Text, Performance, and Adaptation Fall 2021

Thursdays: 10AM-1PM in UC 3325



[Images are from Wikimedia Commons and are in the public domain.]

This seminar will study primary sources from Spain related to literary depictions of Don Juan. From the original seventeenth century text to today, students and professors will focus on a critical survey, as well as develop foundations in literary and cultural theory, theories of the theater, and adaptation and performance. Additionally, over the course of the semester, we will foster professional development skills, nurture academic research competences, advance teaching aptitudes, and engage with the wider community.



Course Professor: Dr. Victoria F. Wolff
vwolff@uwo.ca

Office Hours:

- Office hours will be held in person and remotely.
- In person – Wednesdays 10AM-12PM, UC 2307 or by appointment (please email me if you cannot meet during the scheduled in-person office hours for this course).
- There is an “open door” policy for office hours held in person.
- Zoom – by appointment. Please email me for a day, time, and zoom invitation. If we have to switch to online interactions only due to the pandemic, my in-person office hours will switch to Zoom and students will be able to sign up for a time slot using the tool on OWL.

About Me:

Education

Ph.D. in Hispanic Studies from McGill University (Montreal, Quebec); M.A. in Latin American Studies from the University of New Mexico (Albuquerque, USA); and B.A. in Romance Languages (Spanish) from the University of North Carolina at Chapel Hill (USA).

Biography

My personal experiences, studies, research, and teaching have opened doors for me to travel, meet interesting people of diverse backgrounds, and continue to learn and share knowledge.

I was born in Santa Fe, New Mexico, USA and spent the majority of my formative years in Albuquerque.

My mother is part of the ethnic group known as the *Hispanos de Nuevo México*. This group is descended from the Spanish-speaking settler-colonizers of the region. *Nuevomexicanos* share deep and sometimes painful historical and cultural ties with the diverse indigenous communities of the area.

My father is originally from Philadelphia, Pennsylvania. His arrival to New Mexico at the age of 18 is representative of twentieth-century waves of migration that have contributed to this unique state.

Growing up in the “Land of Enchantment” inspired me to pursue the formal study of Spanish. My studies at the undergraduate level at the University of North Carolina at Chapel Hill and at the masters level at the University of New Mexico have allowed me to live for extended periods of time in Seville, Spain and Guadalajara, Mexico.

My doctoral studies brought me to Montreal, Quebec, Canada, a wonderful cultural center and the largest French-speaking city in North America. After completing my Ph.D., I was thrilled to continue my research and teaching career in the Department of Modern Languages and Literatures (now Languages and Cultures) at Western.

Prior to entering academia, I was a licensed secondary High School teacher of Spanish and English as Foreign Language in New Mexico. I am not only a professor, but a professor-mom. My family keeps me happily occupied outside of the university.

Research Area: Transatlantic Studies.

My principal focus is on the intersections of music and literature in the Hispanic world. The main body of my research centers on literary works rewritten and adapted as *libretti* for musico-dramatic performance by writers, librettists, and composers. I have also written on the use of music in the writing of Peruvian author José María Arguedas. Finally, I have examined the El Sistema music education program and its reach into Canada. My research articles are published in *Decimonónica* (Journal of Nineteenth Century Hispanic Cultural Production), *Ars Lyrica* (Journal of the Lyrica Society for Word-Music Relations), and *Hispanic Journal*, among others.

Pronouns: *Self-expression and self-identification is one of my professional and personal values. One way to practice these values is to share personal gender pronouns. I use she, her, hers pronouns. What pronouns do you use?*



Image from: <https://www.forbes.com/sites/aaronkwittken/2021/04/06/whats-in-a-pronoun-when-how-and-why-to-create-a-space-for-gender-identity-and-expression-at-work/?sh=5999ade14658>

The pronouns listed in the image are some examples of many possibilities – it is by no means exclusive.

Land Acknowledgment: *I acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Attawandaron peoples. This land continues to be home to diverse Indigenous peoples who are vital contributors to society. I acknowledge historical and ongoing injustices that Indigenous Peoples endure, I accept the responsibility of revealing and correcting miseducation, and I will nurture respectful relationships with Indigenous communities through my teaching, research, and service.*



Image from: <https://indigenous.uwo.ca/initiatives/land-acknowledgement.html>

Diversity and Inclusion: This class values and celebrates diversity in all of its forms. An inclusive classroom is a space where all feel welcome and supported academically, regardless of identity, learning preferences, or education. The professor and students are expected to work together for thoughtfulness, respect, and academic excellence; the successes of all will be celebrated. Collaborative modes of learning that value the personal experiences of students are at the heart of this course.

Adapted from: <https://poorvucenter.yale.edu/ClassClimates>.

Accommodation for Religious Holidays: Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the Western Multicultural Calendar. The policy on Accommodation for Religious Holidays can be viewed here.

Accessibility Statement: Please contact the course professor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review The policy on Accommodation for Students with Disabilities.

Communication:

- Students should check the OWL site frequently throughout the week.
- Updates will be provided by OWL announcements. Please check for any announcements before each class session.
- Students may email the professor using OWL messages. Barring any unforeseen circumstances, messages will be monitored on the OWL site daily; students will receive a timely response M-F.

Correspondence Statement: The centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her/their official university address is attended to in a timely manner. You can read about the privacy and security of the UWO email accounts here.

Course Content:

Week 1: September 8-10.	Introduction:	Literary + Cultural Theory.
Week 2: September 13-17.	Historical, Critical, and Theoretical Perspectives of the Theater:	Theory + Theatre.
Week 3: September 20-23.	Cultural Considerations, Aesthetic Experience, and Values:	Print + Performance.
Week 4: September 27-October 1.	Theater in Spain:	A History.
Week 5: October 4-8.	Spanish Golden Age Theater:	<i>El burlador de Sevilla y convidado de piedra.</i>
Week 6: October 11-15.	Don Juan Recast in the Eighteenth Century:	<i>No hay plazo que no se cumpla, ni deuda que no se pague.</i>
Week 7: October 18-22.	Nineteenth Century Works:	<i>El estudiante de Salamanca</i> + <i>Don Juan Tenorio.</i>
Week 8: October 25-29.	Nineteenth Century Works (Continued):	<i>Cosas de Don Juan.</i>
Week 9: November 1-5.	Fall Reading Week.	<i>Don Juan Tenorio en la España del siglo XX.</i>
Week 10: November 8-12.	Twentieth Century Studies:	The Figure of Don Juan in Spanish Culture.
Week 11: November 15-19.	Don Juan from Feminist, Gender, and Sexuality Perspectives – 1912/1921:	<i>Las mujeres de Don Juan.</i>
Week 12: November 22-26.	The Fate of Don Juan – Health, Wellness, Illness, and Cultural Production, 1916/1918:	Don Juan and the Flu Epidemic in Spain.
Week 13: November 29-December.	Medicine, Sex (and Intersex), Masculinity (and Effeminacy) – 1920s and 1930s:	Don Juan and Gregorio Marañón.
Week 14: December 6-8.	Conclusions:	Spanish Classical Theater in Adaptation.

OWL Site: All course material and specific details will be posted to OWL:

<http://owl.uwo.ca>. Any changes will be indicated on the OWL site and discussed with the class. Google Chrome or Mozilla Firefox are the preferred browsers to optimally use OWL; update your browsers frequently. Students may be interested in evaluating their internet speed. If students need assistance, they can seek support on the [OWL Help page](#). Alternatively, they can contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

Graduate Student Learning Outcomes

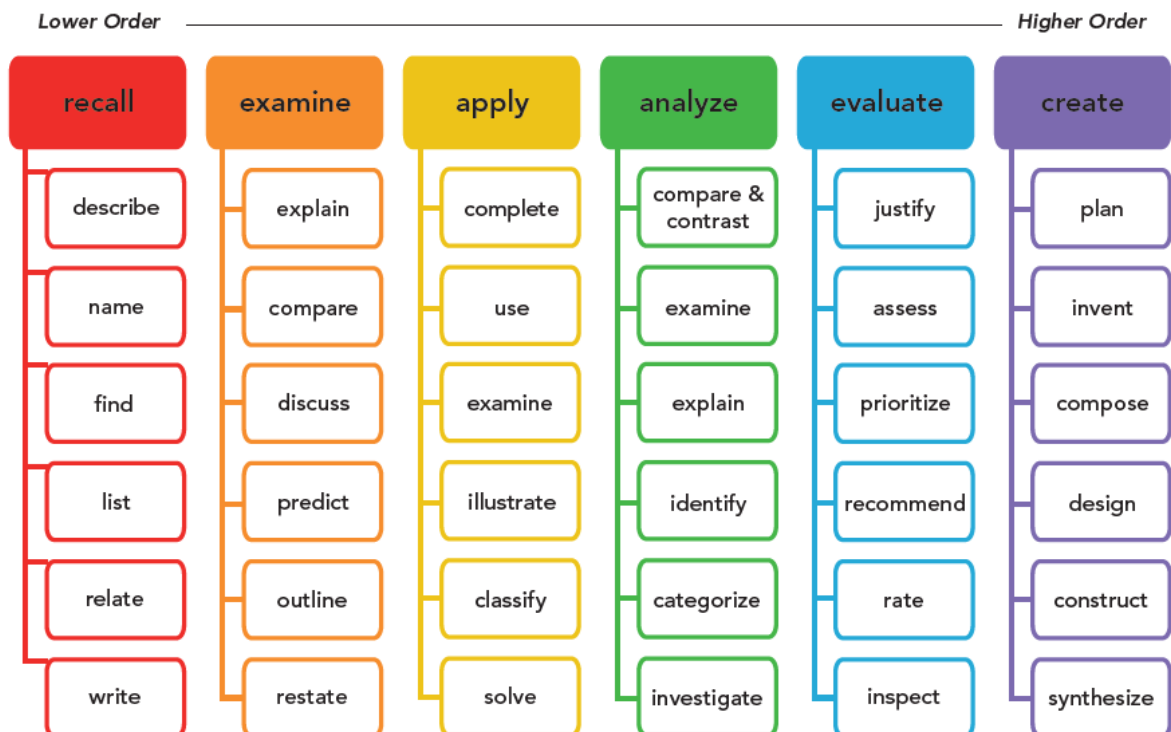
A Learning Outcome (LO) is a measurable, observable, and specific statement that clearly indicates what a student should know and be able to do as a result of learning. Course Learning Outcomes (CLOs) are central to the activities that students will complete inside and outside of class.

Upon successful completion of this course, students will have the enhanced ability (at the advanced level) to:

1. Communicate in oral and written form.
2. Articulate and address critical issues in the course and in field of study in general.
3. Apply knowledge, skills, and values appropriate to the discipline.
4. Think, analyze, and create critically.
5. Practice various methods as appropriate to the course and the discipline.
6. Recognize the importance of standards of academic and professional integrity.

Adapted from: <https://www.csusm.edu/assessment/studentlearning/slobydept/graduate-learning-outcomes.html>.

Generating LOs using *Bloom's Cognitive Taxonomy* (adapted 2019)



Retrieved from <http://maasd.edublogs.org/2012/26/linking-ipads-blooms-taxonomy/>

Source for the above: <https://www.mohawkcollege.ca/employees/centre-for-teaching-learning/curriculum-development/how-to-write-course-learning-outcomes>.

Upon successful completion of this course, graduate students will be able to:

Recall: **Describe** the primary and secondary sources studied. **Name** writers, characters, critics, etc. **Find** related information using library databases. **List** common characteristics and **relate** genres. **Write** at a high level in both English and Spanish.

Examine: **Explain** historical context, regional information, and language use. **Compare** with other cultural contexts. **Discuss** comprehension of primary sources. Make informed predictions (**predict**) for the direction of the area of study. **Outline** topics and subtopics. **Restate** and incorporate academic vocabulary in relation to cultural information.

Apply: **Complete** searches to learn to navigate research information at the highest level in both English and Spanish. **Use** the four skills of listening comprehension, reading, writing, and speaking at the advanced level in English and in Spanish. **Examine** the topic with breadth and depth. **Illustrate** information through timelines or other illustrations. **Classify** data with graphs or other visuals. (Re)**Solve** issues through discussion and debates.

Analyze: **Compare and Contrast** perspectives from featured primary or secondary sources. **Examine** new research possibilities or questions. **Explain** issues through oral presentations or written work. **Identify** barriers to analyzing, understanding, and communicating issues. **Categorize** previous studies. **Investigate** topics or issues further, individually and in small groups.

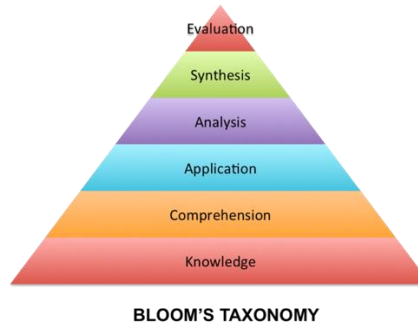
Evaluate: **Justify** academic opinions and **assess** results. Brainstorm and **prioritize** tasks to be completed. **Recommend** further areas for consideration, primary or secondary sources. **Rate** secondary sources through personal / academic reflections. **Inspect** (view closely and critically) your own academic perspectives and the viewpoints of others.

Evaluation

Areas of Expertise	Goals	Assessments
I. Professional Development		
	Goal 1: Create meaningful discussions and hone oral presentation skills.	
		1. Response papers + presentations (→discussions). [20%]
II. Research		
	Goal 2: Improve academic writing and integrate publishing and conference preparation into course.	
		2. Book review essay. [20%]
		3. Paper proposal. [20%]
III. Teaching		
	Goal 3: Incorporate curriculum development skills into the seminar.	
		4. Approaches to teaching essay. [20%]
IV. Community		
	Goal 4: Engage with the wider community.	
		5. Short article (or other contribution) for online venue. [20%]

I. PROFESSIONAL DEVELOPMENT

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



- 1. Brief Response Papers and Short Presentations (→ Discussions).** This seminar is conceived as an active learning opportunity in which students and professor collaborate to create knowledge together. In order to be a dynamic participant in the seminar, you must prepare for and contribute in a meaningful and ongoing manner to class activities. One way in which to do this effectively is to write brief response papers or short presentations after completing the readings. When required, the papers will be uploaded to the Assignments section of OWL. Further guidance on how to write a response paper and specific requirements will be provided. Short presentations based on readings will be shared during the seminar.

II. RESEARCH

Goal 2: Integrate academic publishing into the course. Offer skills and outcomes that go beyond course content; the objective is not just intellectual development, but professional participation as an academic: Writing, revising, submitting written work, publishing, and presenting. Complete “real work,” not just “dead end” assignments to complete class requirements. The desired outcomes of this process are individual publications and presentations.

- 2. Book Review.** 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 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 should be in relation to course concepts. Further guidance on how to write an academic book review and specific requirements will be provided.

- 3. Paper Proposal.** Students will write a proposal that lays the foundation for an original research paper. Students will work independently to develop a topic, assemble, read, and summarize a wide range of scholarly materials (articles, book chapters, etc.), and devise a focus (theoretical and methodological approaches) to complete a written proposal for an original contribution. This project not only serves to give students an overview of the current thinking in the field related to the course topic and a student's own individual interests, but also how to put together a bibliography, preliminary literature review, scope, relevance / contribution, and approach as part of a plan for a scholarly presentation or article. This assessment makes the tasks students normally complete in a graduate seminar (reading, critiquing, discussing, and writing) applicable, interesting, and relevant. Further guidance on how to write a proposal and specific requirements will be provided.

III. TEACHING

Goal 3: Incorporate teaching skills into the seminar. Assist graduate students to be more effective in the academic classroom (present and future); likewise, increase their success in non-academic jobs post-graduation as well. Expose students to scholarship on teaching and provide the framework for which students can learn and apply important lessons on andragogy and pedagogy.

- 4. Approaches to Teaching Essay.** In what ways were (are) you taught? What are the current teaching approaches in our field? In what ways is the subject matter of this course taught? How will you teach? Academic reflection on teaching methods (both ongoing and in written or conference presentation form) is an essential professional skill. This short essay will allow graduate students to become familiar with recognized teaching methods in our discipline and as related to our topic. This seminar is not only about knowledge development, but also understanding the basic theory of teaching theories and methods. This essay will help you to begin to articulate your own philosophy and activities. What are the transferable skills from teaching applicable to other professions or occupations?

IV. COMMUNITY

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

- 5. Short article or other contribution.** Each student will contribute to the local London Hispanic/Latino digital newspaper *La Jornada* or the new multimedia journal of the Department of Languages and Cultures *Footprints* in relation to course content.

La Jornada specifically has a monthly column entitled “Tendiendo Puentes” to facilitate dialogue between members of the Hispanics Studies program at Western and the community. <https://news.lajornada.ca>.

Footprints: Multimedia Multilingual Arts Journal – is a virtual space – a dynamic, hip and fresh site to showcase creative artifacts and projects from the Department of Languages and Literatures at Western. Further guidance and specific requirements will be provided.

Other venues or ideas will also be considered.

(This Evaluation section was inspired by and 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)

All assignments are to be submitted on OWL unless otherwise specified. No assignments are allowed to be submitted after the last day of class (December 8, 2021).

Any feedback (written comment and/or rubrics) used to evaluate assessments will be shared with students on OWL.

Academic Offenses: Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Additionally, all required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).”

Support Services for Graduate Students:

Graduate and Postdoctoral Studies: <https://grad.uwo.ca>.

Life and Community: https://grad.uwo.ca/life_community/index.html.

Study – Navigating Academia: https://grad.uwo.ca/life_community/study/index.html.

Play – Finding Friends and Fun: https://grad.uwo.ca/life_community/play/index.html.

Organize: Finances and Time: https://grad.uwo.ca/life_community/organize/index.html.

Connect – With Community: https://grad.uwo.ca/life_community/connect/index.html.

Self-Care – Prioritize Yourself: https://grad.uwo.ca/life_community/self/index.html.

Society of Graduate Students (SOGS): <http://sogs.ca>.

This is a tentative syllabus. It is stipulated that the course will be taught face-to-face. However, if the situation changes, we will switch to virtual / online delivery, following university guidelines.

Technical Requirements for Online Work:

Stable internet connection



Laptop or computer



Working microphone



Working Webcam



Western University is committed to a **thriving campus**. We encourage you to check out the Digital Student Experience website to manage your academics and well-being. Additionally, the following link provides available resources to support students on and off campus: <https://www.uwo.ca/health/>