

University of Oregon Department of Romance Languages
SPAN 607 Medieval Sephardic studies (Fall 2017)
Thursdays 4:00-6:50 in Villard 201 (CRN 16180)
Instructor: Prof. David Wacks (wacks@uoregon.edu)
Office hours: by appointment online at <http://bit.ly/1ZIQjn3>

Description:

Students will read a variety of narrative and poetic texts written by Sephardic (Spanish) Jews during the middle ages (1200-1500) alongside more canonical works by Christian Iberian authors working in the same time period. We will read these works through the interpretative framework of diaspora studies, with a focus on explaining the effects of diaspora on cultural production. By reading the Sephardic works alongside their Christian counterparts and focusing on the literary strategies used by Sephardic authors we will gain insight into how these authors were in dialogue with the literature of the dominant Christian majority. **MA students: Period 1.**

Learning objectives: By the term end, students will be able to:

- summarize secondary literature on primary texts
- apply analytical concepts from secondary literature to original analyses of medieval texts
- summarize and analyze medieval texts on the basis of close readings and short argumentative essays grounded in textual example
- identify and catalog peer-reviewed publications in Modern Language Association format
- document a critical argument with primary sources and peer-reviewed secondary essays

Rule: All electronic devices must be powered off and stowed before entering classroom. Any student operating an electronic device during class will be asked to leave.

Requirements:

- 20% **Comentario de texto (close reading)** (any 3) Analysis of key passage from primary literary text. Contains summary of content, context of passage within the work, significance of the passage for the work as a whole. (min 600 words). Hand in a paper copy at end of class on day due.
- 10% **Presentación teórica:** Synthesis/analysis of a primary Sephardic text and a secondary critical text about Diaspora (Baer, Clifford, Tölölyan, Boyarin and Boyarin)

- 15% **Annotated bibliography.** A bibliography of at least 10 peer-reviewed scholarly studies in MLA format (critical monograph, critical essay in edited volume, peer-reviewed journal articles only). Each entry accompanied by a summary and evaluation. Submit paper copy in class.
- 15% **Conferencia:** Preliminary version of the critical essay delivered orally in format of brief academic conference paper. Maximum 1500 words. Performance only. No textual version needs to be submitted.
- 40% **Ensayo critico:** MLA Format, convincing and documented argument responding to a question focusing on a primary text. Focus on interpretation of key passages of primary text. Extensive use of peer-reviewed secondary sources to provide historical, theoretical, and literary critical contexts of argument. Email to professor.

MLA Format: <http://style.mla.org>

Spanish Dictionary: <http://buscon.rae.es/diccionario/drae.htm> This is the dictionary of the Real Academia Española de la Lengua (Dicc. RAE). It contains many definitions for words found in the readings, especially usages from the medieval and early modern periods (1200-1700) that do not appear in most student dictionaries. When using definitions in your writing, enclose within quotation marks and cite properly.

Syllabus:

1.	R Sep 28	Menocal, Dagenais, Gerber (chapter 3)
2.	R Oct 05	Baer, Clifford, Tölölyan, Boyarin and Boyarin
3.	R Oct 12	Ibn Sahula; Wacks, "Don Yllán; Flory; Juan Manuel, <i>Conde Lucanor</i>
4.	R Oct 19	Shem Tov Arduziel de Carrión, <i>Proverbios</i> ; Díaz Mas and Mota, "Introducción"; Mas, "Género; Wacks, "Vernacular Anxiety"
5.	R Oct 26	Ruiz, <i>Libro de buen amor</i> ; Haywood; Wacks, <i>Framing</i>
6.	R Nov 02	Class does not meet (conference travel); Gerber, chapter 4; Targarona; Benvenist; Wacks, "Efer ve-Dinah"
7.	R Nov 09	<i>Celestina</i> , Hamilton, "Rereading; Wacks, "Translations"
8.	R Nov 16	Gómez Bravo visit. Gitlitz and Davidson; Ben Isaac et al.
9.	R Nov 23	Thanksgiving
10.	R Nov 30	Conferencias
11.	R Dec 07	Ensayo crítico 19.00h Canvas

Books available for purchase at the UO Duckstore and on reserve at Knight Library:

- Arduziel, Shem Tov ben Isaac. *Proverbios morales*. Madrid: Cátedra, 1998. ISBN 978-8437616407
- Don Juan Manuel. *El Conde Lucanor*. Madrid: Cátedra, 1988. ISBN 978-8437600789
- Rojas, Fernando de. *La Celestina*. Ed. Dorothy S. Severin. Madrid: Cátedra, 2006. ISBN 978-8437607009
- Ruiz, Juan. *Libro de buen amor*. Ed. Alberto Blecua. Madrid: Cátedra, 2006. ISBN 978-8437610115

Readings available on Canvas:

- Baer, Yitzhak. *Galut*. New York: Schocken Books, 1947. 9-26.
- Benvenist, Vidal. *Efer ve-Dinah*. Excerpted in Navarro Peiro, Angeles. *Narrativa Hispanohebraica (Siglos XII-XV)*. Cordoba: Ediciones el Amendro, 1988. 195-207.
- Boyarin, Jonathan, and Daniel Boyarin. *Powers of Diaspora: Two Essays on the Relevance of Jewish Culture*. Minneapolis: University of Minnesota Press, 2002. ISBN 9780816635962. 1-33.
- Carpenter, Dwayne. "A Converso Best-Seller: Celestina and Her Foreign Offspring." *Crisis and Creativity in the Sephardic World*. Ed. Benjamin R. Gampel. New York: Columbia University Press, 1997. 267-281.
- Clifford, James. "Diasporas." *Cultural Anthropology* 9.3 (1994): 302-338.
- Dagenais, John. "Medieval Spanish Literature in the Twenty-first Century." *The Cambridge History of Spanish Literature*. Cambridge: Cambridge University Press, 2004. 39-57.
- Díaz-Mas, Paloma. "Un género casi perdido de la poesía castellana medieval: la clerecía rabínica." *Boletín de la Real Academia Española* 73.259 (1993): 329-346.
- Flory, David. *El Conde Lucanor: Don Juan Manuel En Su Contexto Histórico*. Madrid: Pliegos, 1995. 123-50.
- Gerber, Jane S. *The Jews of Spain: A History of the Sephardic Experience*. New York: The Free Press, 1992. Print.
- Gitlitz, and Linda Kay Davidson. *A Drizzle of Honey: The Lives and Recipes of Spain's Secret Jews*. New York: St. Martin's Press, 1999. Introduction.
- Hamilton, Michelle M. "Rereading the Widow: A Possible Judeo-Iberian Model for the pseudo-Ovidian *De Vetula* and the *Libro de buen amor*." *Speculum* 82.1 (2007): 97-119.
- . *Representing Others in Medieval Iberia*. New York: Palgrave Macmillan, 2007. 47-87.
- Hamilton, Michelle. "Joseph Ben Samuel Sarfati's *Tratado de Melibea y Calisto*: A Sephardic Jew's Reading of the *Celestina* in Light of the Medieval Judeo-Spanish Go-between Tradition." *Sefarad* 6 (2002): 329-347.
- Haywood, Louise M. "Juan Ruiz and the *Libro de Buen Amor*: Contexts and Milieu." *A Companion to the Libro De Buen Amor*. Woodbridge, UK: Tamesis, 2004. 21-38.

- Isaac, Ben, Yossi Ziegler, and Miriam Eliav-Feldon. *The Origins of Racism in the West*. Cambridge: Cambridge University Press, 2009.
- Menocal, María Rosa. "Beginnings." *The Cambridge History of Spanish Literature*. Cambridge: Cambridge University Press, 2004. 58–74.
- Targarona Borrás, Judit. "Los últimos poetas hebreos de Sefarad: Poesía hebrea en el mundo románico." *Revista de Filología Románica* 19 (2002): 249–268.
- Tölölyan, Khachig. "Rethinking Diaspora(s): Stateless Power in the Transnational Moment." *Diaspora* 5.1 (1996): 3–36.
- Wacks, David A. "Don Yllán and the Egyptian Sorcerer: Vernacular Commonality and Literary Diversity in Medieval Castile." *Sefarad* 65.2 (2005): 413–433.
- . *Framing Iberia: Maqamat and Frametale Narratives in Medieval Spain*. Leiden: Boston: Brill, 2007. 158-93.
- . "Ibn Sahula's Tale of the Egyptian Sorcerer: A Thirteenth Century Don Yllán." *eHumanista* 4 (2004): 1–12.
- . "Vernacular Anxiety and the Semitic Imaginary: Shem Tov Isaac Ibn Arduziel de Carrión and His Critics." *Journal of Medieval Iberian Cultural Studies* 4.2 (2012): 167–184.
- . "Vidal Benvenist's *Efer ve-Dinah* between Hebrew and Romance." *A Sea of Languages: Literature and Culture in the Pre-modern Mediterranean*. Ed. Suzanne Akbari and Karla Mallette. Toronto: University of Toronto Press, 2013. 217-31.

Academic Misconduct (including plagiarism):

Note: all written work for this course is to be completed individually. There are no collaborative assignments in this course. Any significant similarity between student assignments will be considered an example of Academic Misconduct.

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. **Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor.** If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at www.libweb.uoregon.edu/guides/plagiarism/students.

Documented Disability:

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see <http://ds.uoregon.edu/> or contact Hilary Gerdes, 346-1155. If you are not registered with Disability Services and would still like to share with me any limitations you may have in meeting course requirements please do not hesitate to do so.