



LTAH358 READING THE CITY: LITERATURE AND ART IN SALAMANCA

IES Abroad Salamanca

DESCRIPTION:

Students in this course will study in detail the main literary and artistic movements linked to Salamanca and, especially, to the history of its university. As the University of Salamanca is one of the oldest universities in the world (founded in 1218), we will, logically, go back to the Middle Ages as the starting point for the analysis of the topics studied. We will examine the development of local literature and art throughout history in comparison with the changes undergone by this university throughout the centuries. In this course we will cover the most brilliant exponents of literature in Salamanca from the Middle Ages up to the present day, paying special attention to the works by Fernando de Rojas, Fray Luis de León, Diego de Torres Villarroel or Miguel de Unamuno. We will also study the most valuable art and architecture of Salamanca, a city that is listed as a World Heritage Site by the UNESCO on account of its historical riches and its contribution to the Spanish culture.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: Spanish

INSTRUCTOR: María Elisa Núñez

TUTORING SCHEDULE: Tuesday 12:30-13:30 h IES Center.

PREREQUISITES: none

METHOD OF PRESENTATION:

- Lectures
- Readings
- Individual and group tasks
- Oral presentations
- Class discussions
- Field study activities
- Class materials will be available on the Moodle platform: <https://moodle.iesabroad.org>

REQUIRED WORK AND FORM OF ASSESSMENT:

- Midterm: 20%
- Final: 20%
- Research paper: 20%
- Course-related excursions: 15%
- Activity journal: 15%
- Class participation: 10%

COURSE PARTICIPATION:

This includes class activities and homework assignments such as individual exercises, group tasks, summaries, text commentaries, reports, Internet research, etc. Instructors will also value students'



positive and participatory attitude in class as well as in programmed activities carried out outside the classroom.

MIDTERM EXAM:

Midterm written exams will consist of 2 brief essay questions and a text commentary, related to the topics studied in class.

FINAL EXAM:

Final written exams will consist of 2 brief essay questions and a text commentary, related to the topics studied in class.

RESEARCH PAPER:

Based on the Salamanca Sensible project, students will write a paper on one of the monuments studied in class. The chosen topic must be related to sustainability and accessibility, and must be accompanied by a literary text related to Salamanca. The topic must be agreed between the student and the teacher. Characteristics of the research work:

After the historical and artistic research on the monument and accessibility resources, a short paper will be written about it (length: 6-8 pages).

Once the text has been chosen and analysed, the students will have to complete their research work with images (photos, drawings, photomontages, web pages, videos, etc.) that refer to the monument and the theme of the text. The aim is to create a critical, artistic and creative project with images, describing the most important features of the chosen building, monument or work.

If agreed by the students, their research work will be uploaded to Moodle or a blog so that students can use it to create a discussion giving their opinion, news, latest information, etc. This will promote a continuous exchange of ideas between instructors and students and among students.

COURSE-RELATED TRIPS:

1.- Renaissance artistic-literary tour: Visit to selected monuments and streets of Salamanca to observe, with the help of instructors, how the tracks of culture, literature and art are still present in the streets and heritage of the city.

Pre-activity:

Students will prepare a group presentation on the cultural, literary and/or artistic meaning of a specific place of the city, previously assigned in class.

Post-activity: They will also submit an album where they will include pictures and a brief description of each Renaissance element.

Learning outcomes:

- Familiarize students with the aesthetics of the Renaissance/Baroque in Salamanca.
- Reflect on the Eros concept and the idea of death in the Renaissance and Baroque.
- Encourage debate on pre- and post-Counter-Reform freedom.
- Relate spaces of the city with the work and authors studied in class.

2.- Franco remains in Salamanca: Students will visit some of the Franco remains in the city of Salamanca.

Pre-activity: In groups they will research and present those remains to the other students.

Post-activity: They will also write an essay consisting of a personal reflection on the controversial issue about removing or not Franco remains, the need for respecting the historical memory.

Learning outcomes:

- Familiarize students with an episode in the history of Spain: The Civil War and its relationship with the city of Salamanca.
- To direct the student's attention to events unrelated to writing, but important in the sociology of Francoism, which survive today.



- Relate historical events of the past (the Civil War and Francoism) with recent historical events (controversy over Franco's vestiges) and their relationship with the city of Salamanca
- Put the students in contact with the historical realities (civil architecture of the city) related to the texts of the subject.
- Encourage research on the city of Salamanca and on the Franco era.
- Encourage the debate on historical memory, the right to be forgotten and the memory of victims and executioners.

ACTIVITY JOURNAL:

Students will write a personal journal that includes all course activities outside the classroom: outings, visits, excursions, performances, exhibitions, etc. Students can choose if they prefer their journal to be private (submitted to the instructor) or public (posted on a student blog).

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Analyze the connection of the city with art and literature, demonstrating a broad knowledge of the main artistic-literary representatives and landmarks related to Salamanca
- Demonstrate a profound knowledge of the importance of Salamanca in Spanish culture
- Understand and critically assimilate the historical implication of the University of Salamanca in the national and international education scene as well as its undeniable connection with the cultural life of Salamanca
- “Read” the city, identifying the tracks of culture on the streets and monuments of Salamanca
- Critically read and adequately contextualize the literary and artistic works studied in class, demonstrating progress in their knowledge of Spanish art and literature

SUSTAINABLE DEVELOPMENT GOALS (SDGs) - “Salamanca Sensible”:

Summary / Description:

During the semester, we held 15 sessions outside the classroom. On these outings, we visited natural spaces, urban centers, and various monuments. We are aware that our visits focus on knowledge through visual perception. And that many monuments are not accessible to people with reduced mobility.

Our proposal, based on integration, will consist of making an inventory of resources that promote accessibility and also of those spaces and monuments that do not offer support to people with disabilities. Based on this, the students will produce a series of podcasts, in Spanish and English, with many details about the aesthetic experience of these visits. In this way, other students with disabilities will be able to learn about the characteristics of spaces that they cannot appreciate for themselves.

These products will be created following the principles of universal design for learning.

Sustainable Development Goal 11: Sustainable cities and communities

ATTENDANCE POLICY:

As a member of our academic community, students are expected to be present and on time to class every day. Attending class has an impact on learning and academic success. For this reason, attendance is required for all IES Abroad Salamanca classes, including course-related trips and activities. Each student will be allowed a certain number of unexcused absences for each course which will depend on the type of course (see chart below). For each unexcused absence beyond these there will be a reduction of one third of a letter grade in the final grade (i.e., A to an A-). Students who are late to class on a regular basis may also receive a reduction in their final grade. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled if the absence is excused by the academic staff. Absences will only be excused for documented medical issues, family emergencies, specific religious observances, or other extenuating circumstances. Students need to request approval for excused



absences within ONE WEEK of the absence by sending all documentation to the Academic Coordinator (mtabarez@iesabroad.org). No approvals will be granted after the one-week deadline.

IES Abroad Salamanca Course	Maximum Number of Unexcused Absences
Area course (45 contact hrs.)	2

CONTENT:

Week	Content	Assignments
Week 1 9 -11 sept	Session 1: Course presentation, introducing instructors and students. 1. Syllabus presentation, including tasks and readings. 2. Brief introduction of the cultural importance of Salamanca, pointing out some of its main landmarks and representatives, including important figures and institutions.	
	Session 2: Middle Age: Marquis of Villena and the Cave of Salamanca. 1. Medieval legends 2. Witchcraft and superstition 3. Medieval science 4. The tower of the Marquis of Villena Course-Related Activity: Visit to the Cave of Salamanca	READING: Egido, Luciano, "La Cueva de Salamanca", 1994 (approx. 5 pages) Activity journal

Week 2 16 -18 sept	Session 3: The Old Cathedral and its chapels: the germ of the University.	READING: Cathedrals Dossier, available in Moodle. (approx. 17 pages)
	Session 4: Middle Age: Fernando de Rojas and <i>La Celestina</i> (1499) 1. Courtly love and the new Renaissance love 2. The power of money 3. New social classes 4. Urban settings for the action: the garden, the street, the brothel, the church, the manor house Course-Related Activity: Visit to the Garden of Calixto and Melibea, reading some extracts in situ.	READING: Extracts from <i>La Celestina</i> (approx. 40 pages) Activity journal

Week 3 23 -25 sept	Session 5: Renaissance: <i>El Lazarillo de Tormes</i> and the birth of a new genre in Salamanca, the Picaresque novel Course-Related Activity: Visit to the riverside of the Tormes for the last part of the session.	READING: <i>El Lazarillo de Tormes</i> (approx. 50 pages) Activity journal Presentation project: Making an inventory of resources that promote accessibility and also of those spaces and monuments that do not offer support to people with disabilities. Based on this, the students will produce a series of podcasts, in Spanish and English, with many details about the aesthetic experience of these visits. These products will be created following the principles of universal design. Sustainable Development Goals 11.
	Session 6: Renaissance: Humanism, poetry, and university: the case of Fray Luis de León. The poetry of San Juan de la Cruz Course-Related Activity: Visit to the university historical building and old classrooms.	READING: Poems by Fray Luis de León, San Juan de la Cruz (approx. 8 pages) Activity journal
Week 4 30 sept -02 oct	Session 7: Renaissance: Need of a new cathedral, the origin of the New Cathedral Course-Related Activity: Visit to the New Cathedral of Salamanca and the Ieronimus exhibition.	READING: Dossier on the New Cathedral (approx. 8 pages) Activity journal

	Session 8: Salamanca the city that illuminates Teresa's word. Presence of women and writing from the convent. Course-Related Activity: Guided tour of the symbols and monuments related to Santa Teresa in the city.	READING: Dossier: Santa Teresa (approx. 5 pages). Activity journal
Week 5 07-09 oct	Session 9 : Baroque : Royal College of the Holy Ghost, of the Society of Jesus, in Salamanca La Clerecía Course-Related Activity : Visit to La Clerecía : Scala Coeli exhibitions.	Activity journal
	Session 10 : A typical art from Salamanca. The Churrigueras and their works (Plaza Mayor, Altarpiece of the Dominican Convent...) Course-Related Activity: Visit to Plaza Mayor and the Dominican Convent	
Week 6 14-16 oct	Session 11: Midterm Exam	
	Session 12: Tutoring. Midterm review	

Week 7 21-23 oct	Session 13: Renaissance Course-Related Activity: Renaissance artistic-literary tour. Visit to some Renaissance monuments and artistic elements in the city of Salamanca that are related to legends and literary topics studied in class. In groups students will research and present those monuments and elements to the other students during 10 minutes.	READING: Guía de Salamanca entre dos siglos (1870-1960) (approx. 8 pages) Oral presentation Photo album READING: <i>El licenciado Vidriera</i> (approx. 40 pages)
	Session 14: Baroque: Salamanca in the works of Miguel de Cervantes Saavedra. History, culture, and insanity in one of his "Novelas ejemplares".	Review of the first outputs Salamanca Sensible. Activity journal
Week 8 28 -30 oct	Session 15: Baroque: Theater in Salamanca Presence and reflection of Salamanca in the New Comedy	READING: Extracts: <i>Arte Nuevo de hacer comedias</i> by Lope de Vega and <i>Vivir es sueño</i> by Calderón de la Barca (approx. 20 pages)

	Session 16: 18th-19th Centuries: Birth of the Modern Age 1. Effects of the earthquake in Lisbon in 1755 2. Spanish War of Independence 3. Dreams and reason for the Spanish Enlightenment 4. Torres Villarroel and the almanacs.	READING: <i>Salamanca desconocida</i> (approx. 30 Pages)
Week 9 04-06 nov	Session 17: 18th-19th Centuries University Don Juanes: <i>El estudiante de Salamanca</i>, by José Espronceda	READING: <i>El estudiante de Salamanca</i> (approx. 40 pages) Review of the second outputs Salamanca Sensible.
	Session 18: 20th Century: Unamuno, between the national consciousness and the existential crisis the 98 Course-Related Activity: Visit to the Unamuno House and city tour visiting the symbols and monuments related to the writer for the last part of the session.	READING: Extracts from <i>Niebla</i> by Unamuno (approx. 20 Pages) Activity journal
Week 10 11-13 nov	Session 19: 20th Century: Spanish Civil War and Salamanca 1. The incident at the Paraninfo 2. The third Spain Salamanca, Franco's headquarters 3. Works by the rebellious side: Agustín de Foxá	READING: Extracts from <i>Las armas y las letras</i> by Andrés Trapiello (approx. 10 Pages)

	Session 20: 20th Century Course-Related Activity: Tour: Franco remains in Salamanca. Students will visit some of the Franco remains in the city of Salamanca. In groups they will research and present those remains to the other students for 10-15 minutes.	Oral presentation Write an essay consisting of a personal reflection on the controversial issue about removing or not Franco remains, the need for respecting the historical memory. DEADLINE RESEARCH PAPER
Week 11 18 -20 nov	Session 21: 20th Century: The novel in Salamanca 1. Salamanca as a space for creation and fiction Martín Gaité, Torrente Ballester 2. Postwar gray city and the 50s Course-Related Activity: Visit to squares, monuments and some other places in Salamanca related to 20th-century writers.	READING: <i>Los usos amorosos de la posguerra</i> (Carmen Martín Gaité) y <i>El golpe de estado de Guadalupe Limón</i> (Gonzalo Torrente Ballester) (approx. 20 pages) Review of the final outputs Salamanca Sensible
	Session 22: Session 21 20th Century: Transition to democracy and poetry 1. The dark side of the Transition Salamanca “canalla” 2. Dark and forgotten hideouts of Anibal Núñez 3. The city as a hallucinated space Casa Lis Course-Related Activity: Visit to Casa Lis, reading some poems by Aníbal Nunez	READING: Poems by Aníbal Núñez (approx. 10 pages) Extracts from <i>La vida dañada</i> de Aníbal Núñez (approx. 5 pages) Activity journal

Week 12 25-27 nov	Session 23: 21st Century: The new names, young literature, poetry and music in the city, new forms of cultural management, the story, the micro-story, the blogs, pop poetry, perform-poetry. 1. Today's authors: Maribel Andrés Llamero, Juan Antonio González Iglesias, Ben Clark, Antonio Portela, María Ángeles Pérez López. 2. Street art Course-Related Activity: Visit to some street murals in different places of Salamanca	READING: Extracts from works by new authors (approx. 10 pages)
	Session 24: .Review	
Week 13 02-04 dic	Final Exam	

COURSE-RELATED TRIPS/ACTIVITIES:

- Visit to the Cave of Salamanca
- Visit to the Garden of Calixto and Melibea
- Visit to the riverside of the Tormes
- Visit to the university historical building and old classrooms
- Visit to the New Cathedral of Salamanca and the Ieronimus exhibition
- Guided tour of the symbols and monuments related to Santa Teresa in the city
- Visit to La Clerecia : Scala Coeli exhibitions
- Renaissance artistic-literary tour
- Visit to Plaza Mayor and the Dominican Convent
- Visit to the Unamuno House and city tour visiting the symbols and monuments related to the writer for the last part of the session
- Franco remains in Salamanca Tour
- Visit to squares, monuments and some other places in Salamanca related to 20th-century writer
- Visit to Casa Lis
- Visit to some street murals in different places of Salamanca.

REQUIRED READINGS:

- ANÓNIMO, *El Lazarillo de Tormes*, Madrid: Cátedra, 2011 [some chapters (approx. 75 pages)]
- CERVANTES, Miguel de, *El licenciado Vidriera* (in *Novelas ejemplares II*, Madrid: Cátedra, 2009). (approx. 30 pages).
- ESPRONCEDA, José de, *El estudiante de Salamanca*, Madrid: Cátedra, 2010. (approx. 70 pages).



- GARCÍA FIGUEROLA, Miguel. *Guía de Salamanca entre dos siglos (1870-1960)*. Fundación Salamanca Ciudad de Cultura: Salamanca, 2007. (83 pages, with pictures).
- ROJAS, Fernando de, *La Celestina*, Madrid: Castalia, 2001 [some chapters (approx. 60 pages)]

Provided in class:

- Selection of Renaissance poetry: Fray Luis de León, Santa Teresa de Jesús, San Juan de la Cruz...
- Selection of scenes from *Arte Nuevo de hacer comedias* and from comedies by Lope de Vega and Calderón de la Barca.
- Extracts from *Niebla* and from other works by Miguel de Unamuno.
- Selection of narrative and poems by contemporary authors: Juan Antonio González Iglesias, Carmen Martín Gaité, Aníbal Núñez, Gonzalo Torrente Ballester.
- Extracts from *Las armas y las letras*, by Andrés Trapiello.
- Extracts from *La vida dañada de Aníbal Núñez*, by Fernando R. de la Flor.

RECOMMENDED READINGS:

- Azofra, E. y Rupérez, N. *El arte en la Salamanca contemporánea*. Salamanca: La Gaceta Regional de Salamanca, 2009.
- Álvarez Villar, J. *El Patio de Escuelas de la Universidad de Salamanca*. Salamanca: Ediciones Universidad de Salamanca, 2001.
- Álvarez Villar, J. *Salamanca monumental*. Salamanca: Grupo Promotor Salmantino, 1996.
- Flórez Miguel, C. *La fachada de la Universidad de Salamanca: interpretación*. Salamanca: Ediciones Universidad de Salamanca, 2001.
- García Jambrina, L. *El manuscrito de piedra*. Salamanca, Alfaguara, 2007.
- Martínez Frías, J. M. *El arte románico en Salamanca*. Salamanca: La Gaceta, 2004.
- Martínez Frías, J. M. *El Renacimiento en Salamanca: tradición y renovación*. Salamanca: La Gaceta, 2007.
- Martínez Frías, J. M., Pérez Hernández, M. y Lahoz, L. *El arte Barroco en Salamanca*. Salamanca: Gruposa, 2008.
- Martínez Frías, J. M., Pérez Hernández, M. y Lahoz, L. *El arte Gótico en Salamanca*. Salamanca: Gruposa, 2005.
- Muñoz Pérez, L. *Arte, cultura y prensa en Salamanca: una panorámica del siglo XX*. Salamanca: Centro de Estudios Salmantinos, 2010.
- Nieto González, J. R. *La Universidad de Salamanca: Escuelas Mayores, Menores y Hospital de Estudio*. Salamanca: Gruposa, 2002.
- Pereda, F. *La arquitectura elocuente: el edificio de la Universidad de Salamanca bajo el reinado de Carlos V*. Madrid: Sociedad Estatal para la Conmemoración de los Centenarios de Felipe II y Carlos V, 2000.
- Rodríguez G. de Ceballos, A. *Estudios del barroco salmantino: El Colegio Real de la Compañía de Jesús (1617-1779)*. Salamanca: Centro de Estudios Salmantinos, 2005.
- Rodríguez G. de Ceballos, A. *Estudios sobre arquitectura y arte en Salamanca y su provincia*. Salamanca: Fundación Salamanca Ciudad de Cultura, 2005.
- Rodríguez G. de Ceballos, A. *La Plaza Mayor de Salamanca*. Salamanca: Centro de Estudios Salmantinos, 2005.
- Álvarez Villar, J. *La Universidad de Salamanca y sus tradiciones*. Salamanca: Universidad de Salamanca, 1985.



- Barrientos, J. *Fray Luis de León y la Universidad de Salamanca*. Madrid: Ediciones Escorialenses, 1996.
- Cortés, L. *Salamanca en la Literatura*. Salamanca: Cervantes, 1973.
- García Blanco, M. *Siete ensayos salmantinos*. Salamanca: Centro de Estudios Salmantinos, 1961.
- Egido, L. *Agonizar en Salamanca*. Barcelona: Túsquets, 2006.
- Egido, L. *Salamanca, la gran metáfora de Unamuno*. Salamanca: Universidad de Salamanca, 1983.
- Oliva, C. y Torres Monreal, F., *Historia básica del arte escénico*, Cátedra, Madrid, 2003.
- Rodríguez Cáceres, M. y Pedraza Jiménez, F. *Las épocas de la literatura española*. Barcelona: Ariel, 1997.
- Rodríguez Cacho, L. *Manual de historia de la literatura*. Madrid: Castalia, 2009.
- Rodríguez-San Pedro Bezares, L. E. *Bosquejo histórico de la Universidad de Salamanca*. Salamanca: Universidad de Salamanca, 2004.
- Rico, F. *Historia y crítica de la literatura española*. Barcelona: Crítica, 2001.
- Salcedo, E. *Vida de Don Miguel*. Salamanca: Anaya, 1964.
- Trías, E. *El artista y la ciudad*. Barcelona: Anagrama, 1996.

INSTRUCTOR BIOGRAPHY:

María Elisa Núñez holds a degree in Hispanic philology from Universidad Central de Venezuela, a master's in Hispanic American literature from Universidad Simón Bolívar, and a Diploma de Estudios Avanzados from the University of Salamanca. She specialized in linguistics for teaching Spanish as a foreign language at the Fundación Universitaria Iberoamericana of UNAM. Currently, she coordinates the R+D+i Projects Unit at the Vice-Rectorate for Research at the Catholic University of Avila and is a professor in the Faculty of Humanities and Education. Since 2017, she has taught at IES Abroad Salamanca, offering courses like "Love, Sex, and Death in the Spanish Golden Age: 16th and 17th-century Drama and Poetry," "Reading the City: Art and Literature in Salamanca," and Spanish language courses in summer programs. Prof. Núñez has also taught at universities in Latin America, including Universidad Simón Bolívar, Universidad Metropolitana, Universidad Andina Simón Bolívar, and Universidad de Antioquia.