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I came to the Piedmont project meetings intending to develop a course on landscapes, architecture, and subjectivity in early modern Spain. The course, as I envisioned it before I came to the project meetings, sought to explore various correspondences between green spaces such as gardens, parks, and forests with aspects of culture in Spain from the tenth through the seventeenth centuries. I was particularly interested in exploring with students the development of urban spaces and the role that these green spaces played in such "cities" becoming central to certain cultural events and phenomena, such as chivalry, "cortesania" (courtiership), nobility, and honor.

However, the most significant impact that the course/project had was to help me think of these not as topical issues pertaining to the printed matter that we could consult in classes, the most conventional aspect of my teaching so far.

Rather, discussions with colleagues about communities, places, and people here in Atlanta made me think of raising these questions in relation to current subjects, especially in terms of the Hispanic demographic explosion here in the past ten years. As some of the cultural events that attracted me to the study of early modern Spanish culture still occur in Hispanic communities, at home and abroad (if the performance of chivalry, "cortesania" or courtiership, and honor show a different lustre at times than the one printed in documents from the early modern period in Spain), I began to think how is it that environmental issues might contribute to them changing, or not, through the ages. This question does not apply, then to a course on the topic I intended to plan, but to all my courses at Emory.

COURSE SYLLABUS

Jardines y maravillas. Paisaje, arquitectura y subjetividad en España.

Description: This course seeks to develop an awareness of the correspondences between landscapes, architecture, and subjectivity in early modern Spain. Students in the class will read and discuss the representation of green spaces such as gardens, sierras, parks, and forests in literary and historical texts from the twelfth through the seventeenth centuries, in an attempt to establish the relationship of these references with different aspects of culture in Spain.

Objectives: "Jardines y maravillas" is designed to trace the development of communitarian and urban spaces, and the role that these green spaces played in certain cultural events and phenomena, such as "caballería" (chivalry), "cortesania" (courtiership), nobility, and honor. The primary goal of these readings, however, will not be to underscore the distance in time and space that separates these people, events and places from us in 21st-century Atlanta, (thus considering them as mere exotic objects of study), but to imagine their correspondence as the basis for their sustainability (or lack thereof).

Evaluation: The final grade will be the average of grades assigned for class attendance and participation (including field trips to the Atlanta Botanical Gardens, Buford Highway, and Gwinnett High School), reports on those field trips, two partial exams, and a final paper.

Weekly reading assignments

Week 1: Introducción

Week 2: Antiguas filosofías de la naturaleza

Platón, Timeo

Aristóteles, De anima, De partibus animalium

Teofrasto, De Historia Plantarum, De Causis Plantarum

Dioscórides de Anazarba, Materia médica

Week 3: Maravillas y caballeros

Raimundo Llull, Libro de la orden de caballería

Raimundo Llull, Libro de maravillas

Tomás de Aquino, Los principios naturales

Week 4: Arboledas de conocimientos

Raimundo Llull, Arbol de ciencia

Raimundo Llull, Arbol de filosofía de amor

Alberto Magno, De Vegetabilis Plantis

Week 5: Mujer, salud y escritura

Teresa de Cartagena, Arboleda de los enfermos

Albucasis, Higiene

Week 6: Huerto, maternidad y virginidad

Gonzalo de Berceo, Milagros de Nuestra Señora

Week 7: El monte y la serranía

Anónimas, "Serranillas" de various Romanceros

Juan Ruiz (Arcipreste de Hita), Libro de buen amor

Week 8: El huerto de la perdición

Fernando de Rojas, La Celestina

Week 9: Renacimiento y cortesanía

Juan Boscán, El cortesano

Juan Huarte de San Juan, Examen de ingenios

Week 10: Urbe, naturaleza y mujer

Teresa de Jesús, El libro de la vida

Oliva Sabuco de Nantes

Week 11: Sueños, cuevas y almas poéticas

Miguel de Cervantes, Don Quijote de la Mancha

Week 12: Florilegios poéticos y dramáticos

Lope de Vega, Egloga a Amarilis

Lope de Vega, Fuente Ovejuna

Week 13: El jardín prohibido, la amistad entre mujeres

María de Zayas, La traición en la amistad

Week 14: El honor, huerto de la muerte

Calderón de la Barca, El médico de su honra