

**COURSE TITLE:** Pràctiques de Literatura Clàssica II

**SEMESTER:** B

**CREDITS:** 5

**COURSE TEACHER:** Joan Curbet

**METHOD OF ASSESSMENT:**

Class presentation (35%), class participation (25%) and critical essay (40%).

**BRIEF DESCRIPTION OF CONTENT:**

This course should be seen as compatible with the theoretical Literatura Anglesa Clàssica II but also as a subject in its own right. It is intended as an introduction to the concepts of love that were the key subject matter of Renaissance poetry, and to the various transformations that these concepts underwent, from Petrarch's *Canzoniere* to John Donne's poetry. The emphasis of the course will be placed on late 16th-century and 17th-century English poetry, but the discussion of the English texts will be preceded by an approach to Continental Renaissance poetry, and especially to the theoretical texts on love (by Plato, Castiglione or Ficino) which provided that tradition with several of its motifs and contents. The curious interplay between forms of profane and sacred love that occurred in the 16th-century Catholic tradition, most notably in the work of the Spanish mystics, will also be briefly taken into account.

The discussion of the English texts will focus on the models of love that they present or promote, from the introduction of Neo-Platonism to the English development of Petrarchist poetry (also related to the rediscovery of courtly love) in the court of Queen Elizabeth I. Special attention will be given to the religious interpretations of eroticism, from the Protestants and Puritan conceptions of love and marriage, to Milton's own approach to these matters in *Paradise Lost*.

**BASIC BIBLIOGRAPHY:**

Ovid, *The Metamorphosis* (selection)

Plato, *The Symposium*

Francesco Petrarca, *Canzoniere* (selection)

Baldassare Castiglione, *The Book of the Courtier* (selection)

Philip Sidney, *Astrophil and Stella* (selection)

Edmund Spenser, *Amoretti/Epithalamion*

*The King James Bible* (selection)

William Shakespeare, *Romeo and Juliet*.

John Donne / George Herbert, *Poems*.

**OBSERVATIONS AND COMMENTS:**

The introduction to the corresponding social contexts which will take place in class (together with the use of further secondary material that will be distributed through the course) should make the texts more accessible and open to debate. The students will also have to contribute oral presentations on particular aspects of the subject.