

Galician Literature

Code: 103386
ECTS Credits: 6

Degree	Type	Year	Semester
2501801 Catalan and Spanish	OT	3	0
2501801 Catalan and Spanish	OT	4	0
2501902 English and Catalan	OT	3	0
2501902 English and Catalan	OT	4	0
2501907 English and Classics	OT	3	0
2501907 English and Classics	OT	4	0
2501910 English and Spanish	OT	3	0
2501910 English and Spanish	OT	4	0
2501913 English and French	OT	3	0
2501913 English and French	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Alba Losada Cuquejo
Email: Alba.Losada@uab.cat

Use of Languages

Principal working language: (glg)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

Not required.

Objectives and Contextualisation

Analysis of the construction process of the Galician Literature system, as well as attaining a satisfactory knowledge of the most representative texts, authors, aesthetics and literary movements in current Galician Literature.

Competences

- Catalan and Spanish
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.

- Expressed in Galician language fluently and spontaneously without much obvious effort to find the right expression, whether oral or in writing.
- Identify key literary trends and aesthetic tendencies in the history of Galician literature.
- Interpret a variety of texts in any medium (oral, printed, audiovisual) in Galician.
- Respect the diversity and plurality of ideas, people and situations.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

English and Catalan

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Expressed in Galician language fluently and spontaneously without much obvious effort to find the right expression, whether oral or in writing.
- Identify key literary trends and aesthetic tendencies in the history of Galician literature.
- Interpret a variety of texts in any medium (oral, printed, audiovisual) in Galician.
- Respect the diversity and plurality of ideas, people and situations.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

English and Classics

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Expressed in Galician language fluently and spontaneously without much obvious effort to find the right expression, whether oral or in writing.
- Identify key literary trends and aesthetic tendencies in the history of Galician literature.
- Interpret a variety of texts in any medium (oral, printed, audiovisual) in Galician.
- Respect the diversity and plurality of ideas, people and situations.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

English and Spanish

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Expressed in Galician language fluently and spontaneously without much obvious effort to find the right expression, whether oral or in writing.
- Identify key literary trends and aesthetic tendencies in the history of Galician literature.
- Interpret a variety of texts in any medium (oral, printed, audiovisual) in Galician.
- Respect the diversity and plurality of ideas, people and situations.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

English and French

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Expressed in Galician language fluently and spontaneously without much obvious effort to find the right expression, whether oral or in writing.
- Identify key literary trends and aesthetic tendencies in the history of Galician literature.
- Interpret a variety of texts in any medium (oral, printed, audiovisual) in Galician.
- Respect the diversity and plurality of ideas, people and situations.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

Learning Outcomes

1. Analyze and interpret literary texts at a basic level in Galician.
2. Apply the acquired knowledge in order to improve the general knowledge of linguistic and cultural diversity.
3. Assess the position of Galician literature in world literature.
4. Communicate in Galician on issues related to the Galician Literature.
5. Describe the historic and thematic evolution of the Literature of Galicia.
6. Describe the historical and thematic evolution of the Galician Literature.
7. Distinguish main ideas from secondary and synthesize their content in literary texts in Galician.
8. Do oral presentations on Galician Galician Literature.
9. Effectively communicate and apply the argumentative and textual processes to formal and scientific texts.
10. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
11. Galician communicate on topics related to the Galician Literature.
12. Generate strategies to facilitate the increase and improvement of mutual respect in multicultural environments.
13. Identify key literary trends, authors and texts of contemporary Galician Literature.
14. Locate and organize relevant information available on the Internet, databases, etc.
15. Students must be capable of comprehending advanced academic or professional texts in their own language or the another acquired in the degree.
16. Students must be capable of precisely arguing ideas and opinions in their own language or another acquired in the degree.
17. Use new technologies for capture and organize information, applied itself to continuing training and troubleshooting in professional and / or research activities.
18. Work independently and responsibly in a professional environment or researcher to achieve the previously planned objectives.
19. Work individually and / or in teams effectively in multicultural and interdisciplinary applying of a culture of peace and own a degree in foreign languages that form the student for intercultural communication environments democratic values.
20. Write texts expressing an opinion, arguing an idea or a text commenting on issues related to the Galician Galician Literature.
21. Write texts expressing an opinion, arguing an idea or text in Galician commenting on issues related to the Galician Literature.

Content

- Reading and comprehension of literary texts in Galician language.
- Analysis and interpretation of basic literary texts in Galician language.
- Separating main ideas from secondary ones and synthesizing contents in Galician literary texts.
- Identification of the main literary movements, authors and texts in contemporary Galician Literature.
- Description of historical and thematic evolution of Galician Literature.
- Critical evaluation of the position of Galician Literature within Universal Literature.

Methodology

Overall, learning will be conducted by the following techniques and actions:

- 1) ICT-supported master classes and group debates.
- 2) Session opening, text presentation, assessment and collective critical discussion.
- 3) Group or individual presentations followed by round of assessments.

- 4) Tutorial support for assignment preparation (presentations, critical text commentary, information research).
- 5) Comprehensive reading of literary texts.
- 6) Making diagrams, concept maps, text summaries and annotations.
- 7) Brief (individual) critical essays, including guidelines.
- 8) Participation in open debates in the virtual classroom.
- 9) Bibliographic research using library and internet resources.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
ICT-supported tutorial classes, assignment performance in virtual classroom, and document analysis, assessment and discussion	52	2.08	11, 10, 9
Textbooks, dossiers, and texts readings; reviewing grammar, lexicon, written expression techniques, etc.; and assignment performance	80	3.2	10, 9
Type: Autonomous			
Coursework preparation and tutorial classes	12	0.48	10, 9

Assessment

The score marks of assignments assessed and final exam will require achieving a sufficient skill level, according to the expected learning outcomes, described in this teaching guide.

The assessment system will be divided into three modules:

- 1) Written tests on the theoretical contents of the subject.
- 2) Submission of individual assignments.
- 3) Public presentations and text debates in virtual classroom.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

NOT ASSESSABLE: It will be accounted 'not assessable' when the student has completed less than 30% of the work assigned per course, as less than 30% of the tests. Therefore, the student will only be evaluated when doing more than 30% of each part.

Make-up process: To participate in make-up work and/or exams, the student must have been previously assessed on a set of activities weighing at least 2/3 on the overall grade. Students with an average grade equal or higher than 3.5 will have access to make-up exam.

PLAGIARISM: In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

SPECIAL CASES: Students with prior training in Galician language, literature and/or culture will have to fulfil the same evaluation criteria as regular students, even when considered as exempt from attending class. The responsibility for the monitoring and the assessment of training activities lies exclusively with the student.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Public presentations and text debates in virtual classroom	25%	1.5	0.06	1, 2, 16, 15, 11, 4, 5, 6, 7, 10, 9, 12, 13, 14, 8, 21, 20, 18, 19, 17, 3
Submission of individual assignments	45%	3	0.12	1, 2, 16, 15, 11, 4, 5, 6, 7, 10, 9, 12, 13, 14, 8, 21, 20, 18, 19, 17, 3
Written tests on the theoretical contents of the subject	30%	1.5	0.06	1, 2, 16, 15, 11, 4, 5, 6, 7, 10, 9, 12, 13, 14, 8, 21, 20, 18, 19, 17, 3

Bibliography

AA.VV. (1996-1999), *Historia da literatura galega*. Vigo: ASPG, A Nosa Terra.

Abuín González, A. e Tarrío Varela (eds.) (2004), *Bases metodolóxicas para unha historia comparada das literaturas na Península Ibérica*. Santiago de Compostela: USC.

Blanco, Carmen (1991), *Literatura galega da muller*, Edicións Xerais de Galicia.

Blanco, Carmen (1995), *O contradiscurso das mulleres. Historia do feminismo*. Vigo: Nigra.

Blanco García, Carmen (1995), *Nais, damas, prostitutas e feirantas*, Vigo: Xerais.

Blanco García, Carmen (2006), *Sexo e lugar*, Vigo: Xerais.

Blanco García, Carmen (2009), "Imaxes de mulleres na literatura galega: Penélopes de poetas. Rosalía, Penélope, Xohana Penélope e Olga Penélope" en Carlos Andrés González Paz (ed.), *As voces de Clío: a palabra e a memoria da muller na Galicia*, Santiago de Compostela/Madrid: Seminario de Estudos Galegos Padre Sarmiento/Consejo Superior de Investigaciones Científicas.

Borrazás, Xurxo (2007), *Arte e parte. Dos patriarcas á arte suicida*. Vigo: Galaxia.

Carballo Calero, R. (1981), *Historia da Literatura galega contemporánea*. Vigo: Galaxia.

Casares, C. (1984), *Conversas con Ánxel Fole*. Vigo: Galaxia.

Castro, Rosalía de (1963), *Cantares Gallegos*, ed. Andrés Pociña e Aurora López (1992), Barcelona: Sotelo Blanco.

Castro, Rosalía de (1963), *Cantares Gallegos*, ed. María Xesús Lama López (1995), Vigo: Galaxia.

Carro, X. (1993), *A obra Literaria de Eduardo Blanco Amor*. Vigo: Galaxia.

Davies, Catherine (2005), "Rosalía de Castro: aislamiento cultural en un contexto colonial", *Literatura y feminismo en España (ss. XV - XXI)*, Lisa Wollendorf (ed.), Barcelona: Icaria.

Davies, Catherine (1987), *Rosalía de Castro no seu tempo*, Vigo: Galaxia.

Figuroa, Antón. (1988), *Diglosia e Texto*. Vigo: Xerais.

- Figuroa, Antón. (2001), *Nación, literatura, identidade. Comunicación literaria e campos sociais en Galicia*. Vigo: Xerais.
- Forcadela, Manuel. (1997). *Guía de Lectura de Á lus do Candil*. Vigo: Edicións do Cumio.
- Forcadela, Manuel. (1991). *Guía de lectura de A Esmorga de Eduardo Blanco Amor*. Vigo: Edicións do Cumio.
- Forcadela, Manuel. (1995), *Manual e Escolma da Nova narrativa Galega*. Santiago de Compostela: Sotelo Blanco.
- García Negro, Pilar (2007), *María Mariño no ronsel das escritoras galegas*, Laiovento.
- González Fernández, Helena (2001), *A tribo das baleas. Poetas de arestora = Antología de la poesía gallega última = An Anthology of the Latest Galician Poetry*. Vigo: Xerais.
- González Fernández, Helena (2002), "As mulleres sostemos a metade do ceo: Xohana Torres ingresa na Real Academia Galega", Lectora: Revista De Dones i Textualitat, 8.
- González Fernández, Helena (2005), *Elas e o paraugas totalizador. Escritoras, xénero e nación*. Vigo: Xerais.
- González Fernández, Helena (2009), "La mujer que no es sólo metáfora de la nación. lecturas de las viudas de vivos de Rosalía de Castro", Lectora: Revista De Dones i Textualitat, 15.
- González Fernández, Helena (2012), *La ausencia y la espera de la mujer sola como afirmación en Rosalía de Castro y Xohana Torres. Del instante a la eternidad, exégesis sobre la "espera" en la escritura de mujeres*, Alicante: Universidad de Alicante.
- González Millán, Xoán. (1991), *Álvaro Cunqueiro: os artificios da fabulación*. Vigo: Galaxia.
- González Millán, Xoán. (1991), *Silencio, Parodia e Subversión, Cinco ensaios sobre a narrativa galega contemporánea*. Vigo: Xerais.
- González Millán, Xoán. (1996), *A narrativa galega actual (1975-1984) Unha historia social*. Vigo: Xerais.
- Gonçalves, Elsa (ed.) (1983), *Lírica galego-portuguesa*, Lisboa: Comunicação.
- Lama López, María Xesús (2002), "O mundo artúrico na obra de Álvaro Cunqueiro". *Anuario de Estudios Literarios Galegos 2001*.
- Lama López, María Xesús (2009), "Para que escriben as poetas dos 90?". *Novas achegas ao estudo da cultura galega. Enfoques literarios e socio-históricos*. Eds. Olivia Rodríguez González e Laura Mariño Sánchez. A Coruña: AIEG/Universidade da Coruña.
- Lama López, María Xesús (2017), *Rosalía de Castro. Cantos de Independencia e liberdade (1837-1863)*. Vigo: Galaxia.
- Lojo Rodríguez, Laura María (2011), "O espírito da nación: visións arquetípicas, nacionalidade e feminidade na poesía irlandesa actual", Boletín Galego de Literatura, 45.
- Magalhaes, Isabel (1995), *O sexo dos textos*. Lisboa: Caminho.
- Marco, Aurora (2007), *Diccionario de mulleres galegas: das orixes a 1975*. Vigo: A Nosa Terra.
- Moure, Teresa (2005), *Outro idioma é posible: na procura dunha lingua para a humanidade*. Vigo: Galaxia.
- Moure, Teresa (2012), *Queer-emos un mundo novo. Sobre cápsulas, xéneros e falsas clasificacións*. Vigo:Galaxia.
- Noia Campos, C. (1992), *A Nova Narrativa Galega*. Vigo: Galaxia.

- Queixas Zas, Mercedes (1997), *Os trobadores do Reino de Galiza*, Vigo: A Nosa Terra.
- Queixas Zas, Mercedes; Gómez Sánchez, Anxo (2001), *Historia xeral da literatura galega*. A Nosa Terra.
- Queixas Zas, Mercedes (2016), *De pergamiños, follas voadeiras e libros ao .gal. Breve historia da literatura galega*, Vigo: Xerais.
- Queixas Zas, Mercedes (2016), *Labrego con algo de poeta. Biografía de Manuel María*, Vigo: Galaxia.
- Requeixo, Armando. (1996). *Ánxel Fole, Aproximación Temática á súa obra narrativa en galego*. Edicións do Cumio, Vigo.
- Rodríguez Fer, Claudio. (1981), *A Galicia Misteriosa de Ánxel Fole*. A Coruña: Edicións do Castro.
- Rodríguez Fer, Claudio (1989), *Poesía galega*. Vigo: Xerais.
- Rodríguez Vega, Rexina., *Álvaro Cunqueiro* (1996), *Unha poética da recreación*. Santiago de Compostela: Edicións Laiovento.
- Segarra, Marta; Carabi, Àngels, eds (2000), *Feminismo e crítica literaria*. Barcelona: Icaria.
- Tarrío Varela, Anxo. (1989), *Álvaro Cunqueiro ou os disfraces da melancolía*. Vigo: Galaxia.
- Tarrío Varela, Anxo. (1994), *Literatura galega, Aportacións a unha Historia crítica*. Vigo: Xerais.
- Tato Fontaiña, Laura (1999), *Historia do teatro galego*. Vigo: A Nosa Terra.
- Vilavedra, Dolores, Salgado; X.M. (1991), *Álvaro Cunqueiro*. A Coruña: Xunta de Galicia.
- Vilavedra, Dolores (1995), *Manual e escolma do relato galego: unha ollada dende os nosos días*, Sotelo Blanco.
- Vilavedra, Dolores (1999), *Historia da literatura galega*. Vigo: Galaxia.
- Vilavedra, Dolores (coord.) (2000), *Diccionario da literatura galega. Vol. III, Obras*. Vigo: Galaxia.
- Vilavedra, Dolores (2010), *A narrativa galega na fin de século*. Vigo: Galaxia.
- Zavala, Iris (coord.) (2000), *Breve historia feminista de la literatura española (en lengua catalana, gallega y vasca)*. Barcelona: Anthropos.