

16th Century Spanish Literature

Code: 100624
ECTS Credits: 6

Degree	Type	Year	Semester
2500248 Spanish Language and Literature	OB	2	1
2501801 Catalan and Spanish Studies	OT	3	0
2501801 Catalan and Spanish Studies	OT	4	0
2501910 English and Spanish Studies	OT	3	0
2501910 English and Spanish Studies	OT	4	0
2504386 English and Spanish Studies	OB	2	1
2504388 Catalan and Spanish Studies	OB	2	1

Contact

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Use of Languages

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

Prerequisites

By obtaining the minimum of credits *in basic training subjects*, students have demonstrated to have acquired the basic competences and they will be able to express themselves orally and in writing.

For this reason, any spelling and expression errors that may be committed will lead to a score decrease in the final grade.

Activities, practical sessions and papers submitted in the course must be original and under no circumstances will the total or partial plagiarism of third-party materials published on any medium be admitted.

Any submission of non-original material without properly indicating its origin will automatically result in a failure rating (0).

It is also expected that students know the general rules of submission of an academic work. However, students could apply the specific rules that the teacher of the subject may indicate to them, if they deem it necessary.

Objectives and Contextualisation

"Spanish Literature of the XVI Century" is part of the 108 credits of compulsory education, core training, integrated into the subject of Spanish medieval and Golden Age literature, attached to the second year of the Degree in Spanish Language and Literature.

The subject offers a specific vision of Spanish literature of the sixteenth century, first of the so-called Golden Centuries. Special attention will be paid to the description and development of the main genres of this century

of Spanish literature, its literary and aesthetic currents, focusing on the reading and analysis of some of the fundamental texts of this stage, with their respective subperiods (first and second Renaissance), movements or trends; the innovations, usually imported from Italy, the survival of popular tradition, in poetry and theater; the new narrative genres, fiction and thought (dialogue, epistle, essay). The history of the concepts of Humanism and Renaissance in historiography will also be explained. The new Philology: Nebrija and Luis Vives. The formation of the writer: his readings. The dramatic genres until Lope de Vega: eclogues, humanistic comedies, entremeses and tragedies. The prose: the narrative genres. Sentimental, chivalry, pastoral and adventure books.

Competences

Spanish Language and Literature

- Demonstrate knowledge of the history of Spanish and Latin American literature, with special attention to the evolution of genres, movements, trends, trends and styles, and relate them to their historical, artistic and ideological context.
- Master the techniques and methods of literary text analysis and critical analysis of works as a whole and its related disciplines: rhetoric and poetics.
- 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 to undertake further training with a high degree of autonomy.

Catalan and Spanish Studies

- Demonstrate knowledge of the history of Spanish and Latin American literature, with special attention to the evolution of genres, movements, trends, trends and styles, and relate them to their historical, artistic and ideological context.
- Master the techniques and methods of literary text analysis and critical analysis of works as a whole and its related disciplines: rhetoric and poetics.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- 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 Studies

- Demonstrate knowledge of the history of Spanish and Latin American literature, with special attention to the evolution of genres, movements, trends, trends and styles, and relate them to their historical, artistic and ideological context.
- Master the techniques and methods of literary text analysis and critical analysis of works as a whole and its related disciplines: rhetoric and poetics.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- 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. Comment text sixteenth century with figures of thought and expression.
2. Critically interpret literary works take into account the relationships between different areas of literature and its relationships with human, artistic and social areas.
3. Critically interpreting literary works taking into account the relationships between the different areas of literature and its relationships with human, artistic and social areas.
4. Discriminate and analyze the main features of the genres of Spanish literature of the sixteenth century.
5. Present works in formats tailored to the needs and personal styles, both individual and small group.

6. Relate different literary aspects of works of the Spanish literature of the sixteenth century.
7. Socially and ideologically the sixteenth century literary contextualizing.
8. Submitting works in accordance with both individual and small group demands and personal styles.
9. Use suitable terminology when drawing up an academic text.
10. Using suitable terminology when drawing up an academic text.

Content

1.The main genres of Renaissance Spanish literature

1.1. Poetry, theater and prose. Tradition and modernity.

2 The theater

2.1.The survival of the tradition. Compulsory reading: Juan del Encina, Egloga de Plácida y Vitoriano.

2.2. The origins of the humanist theater: Juan Timoneda and Torres Naharro.

3. Poetry

3.1. Traditional and Italian-style poetry

3.2.Garcilaso de la Vega and Petrarchism. Cetina and Aldana compulsory reading: Garcilaso de la Vega

3.3.The poetry of Fray Luis de León and San Juan de la Cruz.

4. Prose

4.1. The idealist fiction and its genres Compulsory reading: Jorge de Montemayor, La Diana

4.2. The so-called realistic fiction. The Lazarillo de Tormes and its projection until Don Quixote

4.3. The prose of thought. The dialogue, the epistle, the essay, the chronicle Compulsory reading: Juan de Valdés, Diálogo de la lengua.

Methodology

The learning of this subject by the students is distributed as follows:

Directed activities (35%). These activities are divided into master classes and seminars and classroom practices led by the faculty, in which theoretical explanation is combined with discussion of all types of texts.

Supervised activities (10%). These tutorials are programmed by the teacher, dedicated to correcting and commenting on problems at different levels of literary analysis.

Autonomous activities (50%). These activities include both time devoted to individual study and production of papers and analytical comments written, as well as oral presentations.

Evaluation activities (5%). The evaluation of the subject will be carried out through written tests.

Activities

Title Hours ECTS Learning outcomes

Type: Directed

Master classes 52,5 2,1 2, 3, 4, 5, 1, 7, 8

Autonomous activity 18 0,72 2, 3, 4, 5, 1, 7, 8

Programmed tutorials 75 3 2, 4, 7, 8

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes	52.5	2.1	1, 7, 4, 10, 8, 6
Students' autonomous workload	75	3	1, 4, 8, 6
Supervised Activities	18	0.72	1, 7, 4, 10, 8, 6

Assessment

Evaluation

At the end of the semester the knowledge of the themes and the suggested readings will be evaluated, requiring an assimilation of the themes equivalent to the reference manuals' content.

The final grade will be obtained from the note of two exams, which will average with a monographic work.

The written exams will serve to evaluate the theoretical content and will count for 25% each of the final grade. The monographic work will worth 50% of the final grade.

The student who does not write or deliver the exam or course work will be considered "Not Evaluable"; their presentation implies that the student wants to be evaluated and qualified.

The recovery of evaluable activities will be carried out during the *re-evaluation period*.

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.

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.

Evaluation activities

Title Weighting Hours ECTS Learning outcomes

Exams and

monographic work Exams (25% each) and

Monographic work (50%) 4,5 0,18 2, 3, 4, 5, 6, 1, 7, 8

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exams and essays	4.5	4.5	0.18	1, 7, 4, 10, 9, 3, 2, 8, 5, 6

Bibliography

General

Dresden, S, Humanismo y Renacimiento, Madrid, Guadarrama, 1968.

Garin, Eugenio, La revolución cultural del Renacimiento, Barcelona, Crítica, 1981.

Klein-Chastel, El humanismo, Barcelona, Salvat, 1970.

Martín Abad, Julián, Los primeros años de la imprenta en España (c. 1471-1520), Laberinto, Madrid, 2003.

Rico, Francisco, El sueño del humanismo, Barcelona, Destino, 2002.

Manuales

Gómez, Jesús, El diálogo renacentista, Laberinto, Madrid, 2002.

Huerta, Javier, El teatro breve en la Edad de Oro, Laberinto, Madrid, 2000.

*Jones, R. O., Historia de la literatura española, 2, Siglo de Oro: prosa y poesía, Ariel, Barcelona, 1974.

Pérez Priego, Miguel Ángel, El teatro del Renacimiento, Laberinto, Madrid, 2004.

Rico, Francisco, dir., Historia y Crítica de la literatura española, vol. II: Francisco López Estrada. Siglos de Oro: Renacimiento (y Primer suplemento, 1991).

Rallo, Asunción, Erasmo y la prosa renacentista en España, Laberinto, Madrid, 2002.

Ruiz Pérez, Pedro, Manual de estudios literarios de los Siglos de Oro, Castalia, Madrid, 2003.

*Wilson, E. M., y D. Moir, Historia de la literatura española, 3: Siglo de Oro: teatro, Ariel, Barcelona, 1974

Lecturas obligatorias

Antología de la poesía del Siglo de Oro, 1. Renacimiento [en el campus virtual]

Cervantes, Miguel de, El cerco [La destrucción] de Numancia. ed. Robert Marrast, Madrid, Cátedra, 1984

-----, -----, ed. Alfredo Baras, Zaragoza, Prensas Universitarias, 2009.

-----, -----, eds. Florencio Sevilla y Antonio Rey, Madrid, Alianza, 2005.

Encina, Juan del, Égloga de Plácida y Vitoriano, en Teatro completo, ed. Miguel Ángel Pérez Priego, Madrid, Cátedra, 1991.

-----, -----, Teatro, ed. Alberto del Río, Barcelona, Crítica, 2001

Mainer, José Carlos, *Historia de la literatura española, 2: García López, Jorge, Eugenia Fosalba y Gonzalo Pontón, La Conquista del clasicismo, 1500-1598*, Barcelona, Crítica, 2010.

Montemayor, Jorge de, La Diana, ed. Juan Montero, Crítica, Barcelona, 1996.

Valdés, Alfonso de, Diálogo de Mercurio y Carón, ed. Rosa Navarro, Madrid, Cátedra.

Valdés, Juan de, Diálogo de la lengua, ed. José F. Montesino, Espasa-Calpe, Madrid, 1971.

-----, ed. José Enrique Laplana, Crítica, Barcelona, 2010

Software

Word and pdf