

Medieval Spanish Literature

Code: 106353
ECTS Credits: 6

Degree	Type	Year	Semester
2504211 Spanish Language and Literature	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: Yes
Some groups entirely in Spanish: Yes

Other comments on languages

If a pupil ask a question in Catalan, the answer can be given in Catalan

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

"Medieval Spanish Literature" is integrated into the subject of Spanish Medieval and Golden Age Literature, which is part of the 108 credits of compulsory education of the Spanish Language and Literature Degree, which the student attends along with other Spanish language subjects. Among the basic training objectives, the student is required to acquire a solid and broad-based knowledge of the literary creation in Spanish language during the thirteenth to fifteenth centuries. The main periods, the currents of thought and culture, the literary genres, the schools and authors, and the works of greater importance will be characterised. With regard to the latter, the course includes an in-depth analysis of five complete works and several fragmentary texts, on which information of a historical and artistic nature will be provided. On the other hand, students will apply their acquired specific competences in the realization of speeches, both oral and written, related to the area of Spanish literature by using the methods, concepts and literary theories they have acquired.

Competences

- Develop arguments applicable to the fields of Hispanic literature, literary theory, Spanish language and linguistics, and evaluate their academic relevance.
- Identify the most significant periods, traditions, trends, authors and works in Spanish-language literature in their historical and social context.

- Recognise the main theories, themes and genres of literature in the different Spanish-speaking countries.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Use the methodology and concepts of literary analysis taking into account sources and contexts.

Learning Outcomes

1. "Recognise the historical-literary series from the early Middle Ages to the end of the 17th century, so that continuity can be established between the different literary genres and their projection; for example, traditional lyric poetry in the work of Lope de Vega, or medieval storytelling in Cervantes."
2. Characterise literary phenomena taking into account the different levels of analysis.
3. Comment on literary texts from different periods.
4. Determine the stylistic features of the main authors of medieval and golden age literature.
5. Identify the main characteristics of the genres of medieval and Golden Age literature.
6. Justify the analysis of data from a literary point of view using appropriate terminology.
7. Know how to carry out individual or group work applying the theoretical knowledge acquired and facing new challenges and cultural realities.
8. Know the periods of Medieval and Golden Age literature (16th-17th centuries) in all their genres, trends, tendencies and most representative authors.
9. Make literary predictions and inferences about the content of a text.
10. Recognise the different types of poetry (lyric, narrative, song, Italianate, etc.) and their metrical forms.
11. Recognise the forms of prose (brachylogy and paremiologic, popular or cultured, fiction (sentimental, chivalrous, pastoral, Moorish, Byzantine, picaresque, etc.) and thought (epistle, chronicle, dialogue, essay, prayer, etc.) and their evolution throughout the two periods.
12. Recognise the theatrical forms: religious, pastoral, tragic and the so-called New Comedy.
13. Understand the relationship between text and discourse.
14. Use the appropriate terminology in the construction of an academic text and in the transmission of their knowledge.
15. Use the techniques of textual criticism and its related disciplines: ecdotics, book history, palaeography and codicology.

Content

1. The Hispanic epic and the Romancero: history and poets, epic cycles, heroic models, transfer to other channels
 2. The clergy and their survival: models of culture, pious worlds, universes of roman, false autobiographies
 3. The prose of the thirteenth and fourteenth centuries: historiography, exempla, mirrors of princes
 4. The lyric: traditional pieces, troubadour patterns, late-medieval songbooks
 5. Prose of ideas and prose fiction in the autumn of the Middle Ages: new influences, new audiences, new genres:
 6. Perspectives about the theater: liturgical traditions, courtly splendors, metamorphosis of the shepherd, humanistic comedy

Methodology

The learning time of this subject by the students is approximately 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 (45%). These activities include both time devoted to individual study and production of reviews, papers and analytical comments written, as well as oral presentations. - Evaluation activities (10%). The evaluation of the subject will be carried out through written tests.

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			
Monographic work	40	1.6	8, 9, 14, 7

Assessment

50% of the grade depends on the final exam, proving the knowledge of the fundamental contents. During the course there will be two short essays (around 5 pages), the first one about one of the mandatory readings, considered in its entirety and the second on any other work of medieval Spanish literature, from the guidelines that the teacher will indicate in due course. The value of these exercises is 20% each. The remaining 10% depends on active participation in text comments classes. Failing that, the student can present the review of one of the works included in the recommended bibliography, or other related ones Very important: it is necessary to pass in the first instance at least 40% of the subject. That is to say: it is admissible only the re-evaluation either of the exam or of the works. The grade obtained is counted for the final average. The student who does not perform one of the three tests will be considered "Not evaluated". 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.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
class participation	10%	10	0.4	1, 2, 3, 13, 8, 4, 9, 14, 5, 6, 10, 11, 12, 7, 15
essay I	20%	25	1	1, 2, 3, 13, 8, 4, 9, 14, 5, 6, 10, 11, 12, 7, 15
essay II	20%	25	1	1, 2, 3, 13, 8, 4, 9, 14, 5, 6, 10, 11, 12, 7, 15
final exam	50%	50	2	1, 2, 3, 13, 8, 4, 9, 14, 5, 6, 10, 11, 12, 7, 15

Bibliography

Mandatory readings

Cantar de Mio Cid, ed. Alberto Montaner, Centro para la Edición de los Clásicos Españoles-Galaxia 4 Cantar de Mio Cid, ed. Alberto Montaner, Centro para la Edición de los Clásicos Españoles-Galaxia Gutenberg-Círculo de Lectores (Biblioteca Clásica), Barcelona, 2007; o bien Crítica (Clásicos y modernos), Barcelona, 2007. J

uan Ruiz, arcipreste de Hita, Libro de buen amor, ed. Alberto Blecua, Cátedra (Letras hispánicas), Madrid, 1992; o bien Crítica (Clásicos y modernos), Barcelona, 2001; also in <https://www.cervantesvirtual.com..>

Don Juan Manuel, El conde Lucanor, ed. Guillermo Serés, Centro para la Edición de los Clásicos Españoles-Galaxia Gutenberg-Círculo de Lectores (Biblioteca clásica), Barcelona, 2006; o bien Crítica (Clásicos y modernos), Barcelona, 2001; o bien ed. José Manuel Blecua, Castalia (Clásicos Castalia), Madrid, 19793.

Jorge Manrique, Poesía, ed. Bienvenido Morros, Vicens Vives, Barcelona, 2005.

Diego de San Pedro, Carcel de amor, ed. Carmen Parrilla, Crítica (Biblioteca clásica), Barcelona, 1995; o bien ed. Keith Whinnom, Castalia (Clásicos Castalia), Madrid, 1972.

Anthology of literary texts prepared by the teacher.

Essential bibliography

Maña Jesús Lacarra y Juan Manuel Cacho, Entre oralidad y escritura: la Edad Media, en José-Carlos Mainer (dir.), Historia de la literatura española, vol. 1, Crítica, Barcelona, 2012.

Francisco Rico (dir.), Historia y crítica de la literatura española, I, Alan Deyermond (ed.), Edad Media, Crítica, Barcelona, 1980; Primer suplemento, íbid., 1991.

Alberto Várvaro, Literatura románica de la Edad Media. Estructuras y formas, Ariel, Barcelona, 1983.

Mora Sánchez, Rosabel, Apuntes de literatura española medieval, Sevilla, 2013.

Literatura hispánica medieval: "libros, lecturas y relecturas", coord. María Jesús Lacarra, San Millán de la Cogolla, 2019.

Other references of interest

Gian Mario Anselmi (ed.), Mapas de la literatura europea y mediterránea, Crítica, Barcelona, 2002.

Erich Auerbach, Mimesis, Fondo de Cultura Económica, Madrid, 1983.

Ernst Robert Curtius, Literatura europea y Edad Media latina, Fondo de Cultura Económica, Madrid, 1999.

Peter Dronke, La lírica en la Edad Media, Ariel, 1995.

Otis H. Green, España y la tradición occidental, Gredos, Madrid, 1969.

Erich Köhler, La aventura caballeresca, Sirmio, Barcelona, 1991.

Ramón Menéndez Pidal, Poesía juglaresca y juglares: orígenes de las literaturas románicas, Espasa-Calpe, Madrid, 1990. Howard Patch, El otro mundo en la literatura medieval, Fondo de Cultura Económica, Madrid, 1983. Marín de Riquer, Cantares de gesta franceses, Gredos, Barcelona, 2009. Giuseppe Sergi, La idea de la Edad Media, Crítica, Barcelona, 2001. Leo Spitzer, Estilo y estructura en la literatura española, Crítica, Barcelona, 1980. Paul Zumthor, La letra y la voz de la literatura medieval, Cátedra, Madrid, 1989.

Software

word, pdf, teams