

Nineteenth Century Spanish Narrative

Code: 106361
ECTS Credits: 6

Degree	Type	Year	Semester
2504211 Spanish Language and Literature	OT	3	1
2504211 Spanish Language and Literature	OT	4	1

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

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.

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

"Texts of Modern Spanish Narrative" is integrated into the subject of Contemporary Spanish Literature, and is part of the 54 optional credits which the student must attend during the fourth year of the Degree in Spanish Language and Literature. It's one of the subjects offered within the Spanish and Hispanic-American Literature category, acknowledgement that students receive if they attend at least 30 of the 54 optional credits among the subjects assigned specifically to the said category.

It is intended to offer an overview of the development of Spanish novel from the Revolution of 1868 to the end of the century. One of the basic specific objectives of the subject is that students know some novels of Benito Pérez Galdós and Emilia Pardo Bazán, as well as its main works, and is able to comment appropriately on any narrative text of the period. The course also includes the use of the methods and tools of textual criticism and related disciplines, as well as the annotated edition of texts and auxiliary instruments.

Competences

Spanish Language and Literature

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Demonstrate the ability to work autonomously and in teams in order to achieve the planned objectives in multicultural and interdisciplinary contexts.
- 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 must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Use digital tools and specific documentary sources to gather and organise information.
- Use the methodology and concepts of literary analysis taking into account sources and contexts.

Learning Outcomes

1. Analyse the features of 19th-century Spanish narrative.
2. Assess, through the analysis of literary productions, the prejudices and discriminations that may be included in actions or projects, in the short or long term, in relation to certain people or groups.
3. Comment on a text taking into account the figures of thought and expression.
4. Contextualise historically, socially and ideologically the literary production of 19th century Spanish narrative.
5. Critically interpret bibliography.
6. Critically interpret literary works taking into account their historical and social context.
7. Elaborate summaries or reviews of academic works.
8. Justify the characteristics of the texts and literary periods under study in different types of academic writing (written exams, academic papers, summaries and reviews).
9. Recognise the principles of the discipline of study and its main sources.
10. Use appropriate terminology in the construction of an academic text.
11. Use digital tools to obtain, classify, interpret and analyse relevant data related to the study of Spanish language and literature.
12. Use the appropriate terminology in the construction of an academic text and in the transmission of their knowledge.
13. Use traditional sources to obtain, classify, interpret and analyse relevant data related to the study of Spanish language and literature.
14. Write and present academic works.

Content

FEMALE CHARACTERS IN BENITO PÉREZ GALDÓS' AND EMILIA PARDO BAZÁN'S NOVELS

1. *La Fontana de Oro* and realistic novel. a novela realista. Female models and symbols

* Lectura obligatoria:

Pérez Galdós, Benito, *La Fontana de Oro*, Madrid, Alianza.

2. Pardo Bazán's *La Tribuna*. Female workers in the Spanish XIX century narrative.

* Mandatory reading:

Pardo Bazán, Emilia, *La Tribuna*

Ed. by Benito Varela Jácome, Madrid, Cátedra, 1989.

3. Pérez Galdós' *Tomento*. The study of temperament.

* Mandatory reading:

Pérez Galdós, Benito, *Tormento*.

Ed. by Teresa Barjau y Joaquim Parellada, Barcelona, Crítica (Clásicos y Modernos, 20), 2007.

Ed. by Teresa Barjau y Joaquim Parellada, Barcelona, Vicens Vives (Clásicos Hispánico, 29), 2010.

4. Pardo Bazán's *Los Pazos de Ulloa*. Provincial and rural spanish women.

*Mandatory reading:

Pardo Bazán, Emilia, *Los Pazos de Ulloa*.

Ed. by M^a de los Ángeles Ayala, Madrid, Cátedra (Letras Hispánicas, 425), 1997.

Ed. by Ermitas Penas, Barcelona, Crítica (Biblioteca Clásica, 111), 2000.

Ed. by Montserrat Amores, Teresa Barjau y Rebeca Martín, Vicens Vives (Clásicos Hispánicos, 35), 2015.

Methodology

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

- Directed activities. 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. These tutorials are programmed by the teacher, dedicated to correcting and commenting on problems at different levels of literary analysis.

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

- Evaluation activities. 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			
Master classes, seminars and classroom practices	52.5	2.1	1, 4, 12, 11, 13, 5, 6, 8, 9, 10, 2
Type: Supervised			

Programmed tutorials. Preparations and presentatio of works	19.5	0.78	3, 14, 7, 11, 13, 5, 10, 2
Type: Autonomous			
Autonomous work	75	3	1, 4, 12, 11, 13, 5, 9, 10

Assessment

In order to pass the course, it is compulsory to have completed all the course readings.

The evaluation of the course will be based on the following activities (the specific weight of each of them in the final grade is indicated in brackets):

- 1) The philological annotation of a fragment of one of the novels studied [20%].
- 2) A written test in the middle of the semester on the first two readings of the course [30%].
- 3) A written test at the end of the semester on the last two readings of the course [30%].
- 4) A paper on one of the topics related to the syllabus [20%] to be provided by the teacher at the beginning of the course.

In terms of written expression, the student must write paragraphs with full, coherent and well-developed content. Faults (spelling, syntax, punctuation errors, unnecessary repetitions, Anglicisms, Catalanisms, etc.) will be deducted 0.25 points each. With more than ten faults, the exam will be graded Fail.

The activities, practices and work presented in the course must be original and under no circumstances will total or partial plagiarism of other people's material published in any medium be allowed. The student must make the authorship of all quotations and the use of other people's materials explicit, according to the uses of bibliographic documentation. The eventual presentation of non-original material without adequately indicating its origin will automatically lead to a grade of failure (0), with no possibility of recovery. In the event that the student carries out any type of irregularity (plagiarism, non-indicated use of AI...) that may lead to a significant variation in the grade of a specific act of evaluation, this will be graded with 0, regardless of the disciplinary process that may result from it. In the event that several irregularities are verified in the assessment acts of the same subject, the final grade for this subject will be 0.

The review of the tests will take place in a previously agreed interview with the teacher, who will inform the students (Moodle) of the date of the grade review.

Students may resit the course if they fail two of the four tests and have a minimum overall mark of 3.5. The result of the recovery tests will replace the grade of the failed ones to calculate the final grade of the course.

It will be considered "Not evaluable" when the student does not take up to two of the four tests or activities. The completion of two activities implies the student's willingness to be assessed in the subject.

Single assessment

In order to pass the course, it is compulsory to have completed all the readings of the course. The evaluation will include the delivery of an exercise consisting of: the annotation of a fragment of one of the novels studied in the course [20%]; a written test on the first two readings of the course [30%]; a written test on the last two readings of the course [30%]; a paper on one of the topics related to the syllabus [20%] that will be provided by the teacher at the beginning of the course.

The same assessment method as continuous assessment will be used.

For the rest of the considerations regarding the correctness of written expression, plagiarism, revision of tests and the grade of "Not assessable", the rules of continuous assessment will be applied.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Delivery of paper	20%	0	0	1, 3, 4, 14, 7, 12, 11, 13, 5, 6, 8, 9, 10, 2
First written text	30%	1.5	0.06	1, 3, 4, 12, 11, 13, 5, 6, 8, 9, 10, 2
Philological annotations exercise	20	0	0	1, 4, 14, 12, 13, 5, 6, 10, 2
Second written text	30%	1.5	0.06	1, 3, 4, 12, 11, 13, 5, 6, 8, 9, 10, 2

Bibliography

SPANISH REALISM AND NATURALISM

The teacher will provide students with a specific bibliography (articles, book chapters, books, etc.) for each block. Most of these resources will be published on the Virtual Campus.

Aldaraca, B. (1992), *El ángel del hogar: Galdós y la ideología de la domesticidad en España*. traducción de Vivían Ramos, Madrid, Visor.

Alonso, Cecilio (2010), *Historia de la literatura española. 5: Hacia una literatura nacional. 1800-1900*, Barcelona, Crítica.

Arencibia, Yolanda, *Galdós. Una biografía*, Barcelona, Tusquets.

Armstrong, Nancy (1991), *Deseo y ficción doméstica. Una historia política de la novela*, Madrid, Ediciones Cátedra-Universitat de Valencia-Instituto de la Mujer.

Ayo, Álvaro A., *Conquistando la leyenda negra: imperio, fraternidad universal y el individuo moderno en Pardo Bazán y Blasco Ibáñez (1898-1914)*, New Jersey, Juan de la Cuesta.

Baquero Goyanes, M. (1986), *La novela naturalista española. Emilia Pardo Bazán*, Universidad de Murcia.

Blanco, Alda (2001), *Escritoras virtuosas: narradoras de la domesticidad en la España isabelina*, Granada, Universidad.

Burdiel, Isabel (2019), *Emilia Pardo Bazán*, Madrid, Taurus.

Burrow, John W. (2001), *La crisis de la razón. El pensamiento europeo, 1848-1914*, Barcelona, Crítica.

Clark, Linda L. (2008), *Women and Achievement in Nineteenth-Century Europe*, New York, Cambridge University Press.

Casalduero, Joaquín (1970), *Vida y obra de Galdós (1843-1920)*, Madrid, Gredos.

Caudet, Francisco (1995), *Galdós, Clarín. El Naturalismo en Francia y España*, Madrid, Ediciones de la Universidad Autónoma de Madrid.

Caudet, Francisco, y J.M. Martínez Cachero (1993), *Pérez Galdós y Clarín*, Madrid, Júcar.

Caudet, Francisco (2002), *El parto de la modernidad: la novela española de los siglos XIX y XX*, Madrid, Ediciones de la Torre.

Clémessy, Nelly (1981), *Emilia Pardo Bazán como novelista*, Madrid, Fundación Universidad Española, 2 vols.

- Charle, Christophe (2000), *Los intelectuales en el siglo XIX. Precursores del pensamiento moderno*, Madrid, Siglo Veintiuno de España Editores.
- Chevrel, Yves (1982), *Le naturalisme*, Paris, PUF.
- Correa, Gustavo (1977), *Realidad, ficción y símbolo en Galdós*, Madrid, Gredos.
- Díaz Lage, Santiago (2020), *Escritores y lectores de un día para todos. Literaturas periódicas en la España del siglo XIX*, Zaragoza, Prensas de la Universidad de Zaragoza.
- Dorca, Toni (2002), *Volverás a la región. El cronotopo idílico en la novela española del siglo XIX*, Madrid, Iberoamericana.
- Dubois, Jacques (2000), *Les romanciers du réel. De Balzac à Simenon*, Paris, Éditions du Seuil.
- Faus, Pilar (2003), *Emilia Pardo Bazán. Su época, su vida, su obra*, Fundación Pedro Barrié de la Maza.
- Frau, Juan (2028), *Poética del folletín. La fórmula del relato inacabable*, Sevilla: Editorial Universidad de Sevilla.
- Fuentes, Víctor (2019), *Galdós, 100 años después, y en el presente. Ensayos actualizadores*, Madrid, Visor.
- Gilman, Stephen (1985), *Galdós y el arte de la novela europea, 1867-1887*, Madrid, Taurus.
- Gullón, Germán (1976), *El narrador en la novela del siglo XIX*, Madrid, Taurus, 1976
- Gullón, Germán (1983), *La novela como acto imaginativo*, Madrid, Taurus, 1983.
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- Jagoe, Catherine, Alda Blanco y Cristina Enríquez de Salamanca, (1998) *La mujer en los discursos de género. Texto y contextos en el siglo XIX*, Barcelona, Icaria-Antrazyt.
- Jiménez Asensio, Rafael (2023), *El legado de Galdós. Los mimbres de la política y su 'cuarto oscuro' en España*, Madrid: Catarata.
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Software

Moodle, Teams