

Degree	Type	Year
2504012 Spanish and Chinese Studies: Language, Literature and Culture	OT	4
2504386 English and Spanish Studies	OB	2
2504388 Catalan and Spanish Studies	OB	2

## Contact

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## 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

The subject aims to offer an overview of Spanish literature at the beginning of modernity, from the mid-18th century to the mid-19th century. Special attention will be paid to the description and development of the main stages of literature and its literary and aesthetic currents.

Special attention will be given to the description of the different currents and aesthetic tendencies that intersect with the stages called Enlightenment and Romanticism, concerning the historical period in which they have developed. For this reason, the focus will be mainly on the reading and analysis of some of the fundamental texts of those stages, periods, movements or trends.

## Competences

Spanish and Chinese Studies: Language, Literature and Culture

- Apply knowledge of Spanish and Latin American literature to the identification of genres, movements, tendencies and styles.
- Comment on literary texts in Spanish and in Chinese, situate them historically and relate them to the literary trends to which they belong.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.

- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- 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.
- Use techniques for compilation, organisation and use of information and documentation with precision.

## Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Comment on a text from the period of the Enlightenment or Romanticism with the figures of thought and expression.
3. Comment text Enlightenment and Romanticism with the figures of thought and expression.
4. Contextualise the literary production of the Enlightenment and Romanticism from an ideological and social viewpoint.
5. Critically interpret literary works take into account the relationships between different areas of literature and its relationships with human, artistic and social areas.
6. Critically interpreting literary works taking into account the relationships between the different areas of literature and its relationships with human, artistic and social areas.
7. Discriminate and analyze the main features of literary genres of the Enlightenment and Romanticism Spanish.
8. Identify and analyse the main characteristics of literary genres from the Spanish Enlightenment and Romanticism.
9. Interpret literary works critically taking into account the relations between the different areas of literature and its relation to human, artistic and social areas.
10. Present work in formats adapted to demands and personal styles, both individual and in small groups.
11. Present works in formats tailored to the needs and personal styles, both individual and small group.
12. Relate different literary aspects of works of the Spanish literature of the Spanish Enlightenment and Romanticism.
13. Relate literary aspects of different works of Spanish literature from the Enlightenment and Romanticism.
14. Select and gather together the basic critical biography for the field of study with the main works and authors for the subject.
15. Social and ideologically contextualize the literary production of the Enlightenment and Romanticism.
16. Submitting works in accordance with both individual and small group demands and personal styles.
17. Use suitable terminology when drawing up an academic text.
18. Use the adequate terminology in the construction of an academic text.
19. Using suitable terminology when drawing up an academic text.

## Content

1. Cross-currents in eighteenth century Spanish literature: Rococo, Enlightenment, Neoclassicism, Enlightened Sensibility.
2. The prose in the Enlightenment, between the essay and the novel.
  - \* Required reading: *Cartas marruecas. Noches lugubres* by José Cadalso.
3. General features of neoclassical theater: from heroic tragedy to sentimental comedy and comedy of manners. The popular theater.
4. Enlightened poetry: didacticism and sentimentality.
  - \* Required reading: Anthology of eighteenth-century poetry.
5. The reception of European Romanticism in Spain.

6. Romantic poetry: from Espronceda to Bécquer.

\* Required reading: *El estudiante de Salamanca* by José de Espronceda.

7. The prose during Romanticism: historical novel, Costumbrism and fantastic tales.

8. The romantic drama.

\* Required reading: *Don Alvaro o la fuerza del sino* by Ángel de Saavedra, Duque de Rivas.

Mandatory readings

\* José Cadalso, *Cartas marruecas. Noches lugubres*, by Emilio Martínez Mata y estudio preliminar de Nigel Glendinning, Barcelona, Crítica (Biblioteca Clásica); *Cartas marruecas. Noches lúgubres*, ed. by Joaquín Arce, Cátedra (Letras Hispánicas).

\* *Poesía española del siglo XVIII*, edition by teacher.

\* José de Espronceda, *El estudiante de Salamanca. El diablo mundo*, ed. by Robert Marrast, Madrid, Castalia (Classics Castalia, 81), 1978.

\* Ángel de Saavedra, Duke of Rivas, *Don Alvaro o la fuerza del sino*, ed. by Miguel Ángel Lama and preliminary study of Ermanno Caldera, Barcelona, Crítica (Biblioteca Clásica, 91); *Don Álvaro o la fuerza del sino*, ed. by Alberto Sánchez, Cátedra (Letras Hispánicas), *Don Álvaro*, ed. by Enrique Baltanás, Alianza.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes, seminars and classroom practices	60	2.4	3, 15, 7, 12
Type: Supervised			
Programmed tutorials. Preparations and presentatio of works	12	0.48	3, 16
Type: Autonomous			
Autonomus work	75	3	3, 15, 7, 16, 12

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.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Active participation in class	10%	0	0	3, 15, 7, 19, 17, 6, 5, 16, 11, 12
Written tests	90%	3	0.12	1, 2, 3, 4, 15, 8, 7, 14, 19, 17, 18, 6, 5, 9, 16, 11, 10, 13, 12

#### Continuous evaluation

In order to obtain a passing grade, 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) A text commentary or the development of a topic related to the subject of the course. The teacher will provide on the first day of class the content of this test, which will be carried out in a session dedicated to that activity. [20%].
- 2) A written test on the subject taught during the first half of the course [35%], which will cover the topics related to the Enlightenment and its corresponding readings.
- 3) A second written test on the subject taught during the second half of the course [35%], which will cover the topics related to Romanticism and its corresponding readings.
- 4) Attendance and active participation in class [10%]. For its evaluation, the results of learning manifested in the classroom should be appreciated from some activities proposed by the teacher.

In the case of written expression, the student must write a correctly structured speech, with paragraphs with full content, coherent and well developed. Faults (spelling, syntax, punctuation errors, unnecessary repetitions, Anglicisms, Catalanisms, etc.) will deduct 0.25 points each; with more than ten faults the test will be graded Fail.

The activities, practices and works presented in the course must be original and plagiarism, total or partial, of other people's materials published in any support will not be admitted under any circumstances. The person enrolled in the course must explain conveniently, according to the uses of bibliographic documentation, the authorship of all quotations and the use of other people's materials. The eventual presentation of non-original material without adequately indicating its origin will automatically result in a failing grade (0), with no possibility of recovery. In case the student carries out any type of irregularity that may lead to a significant variation in the grade of a given evaluation act (plagiarism, unacknowledged use of AI...), this will be graded with 0, regardless of the disciplinary process that may result from it. In case several irregularities are verified in the evaluation acts of the same subject, the final grade of this subject will be 0.

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

Students who, once the weighted average of the various tests has been made, do not obtain a grade equal to or higher than 4.9, may be submitted to the recovery, provided they meet the following requirements:

- a) To have completed the first three evaluation activities (two tests on the syllabus and readings [35% + 35%] and the text commentary or development of the topic provided by the teacher [20%]).
- b) To have obtained, at least, an average of 3.5 in the continuous evaluation of the course.

c) To have passed at least one of the two tests on the syllabus and compulsory readings [35%]. If the final average grade is between 3.5 and 4.8, but the student has failed both tests on the syllabus and readings [35% + 35%], he/she will not be able to take the recovery.

d) Under no circumstances can the whole course be made up.

The result of the make-up test will replace the grade of the failed test to calculate the final grade of the course.

Not taking any or only one of the activities or tests will be considered "Not evaluable". The completion of two activities implies the willingness to be evaluated in the subject.

Single evaluation

In order to obtain a passing grade, 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) A text commentary or the development of a topic related to the subject of the course. The teacher will provide on the first day of class the content of this test, which will be carried out in a session dedicated to that activity. [30%].

2) A written test on the material taught during the first half of the course [35%], which will cover the topics related to the Enlightenment and its corresponding readings.

3) A second written test on the material taught during the second half of the course [35%], which will cover the topics related to Romanticism and its corresponding readings.

The same recovery system will be applied as for the continuous evaluation.

For the rest of the considerations about the correctness of the written expression, plagiarism, the revision of the tests, the recovery system and the grade of "Not evaluable", the rules of the continuous evaluation will be applied.

## Bibliography

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.

Aguilar Piñal, Francisco (1991), *Introducción al siglo XVIII*, Madrid, Júcar.

Albiach Blanco, María-Dolores (2011), *Historia de la literatura española. 4. Razón y sentimiento (1692-1800)*, Barcelona, Crítica.

Alborg, Juan Luis (1980), *Historia de la literatura española, IV: El Romanticismo*, Madrid, Gredos.

Alonso, Cecilio (2010), *Historia de la Literatura Española. Vol. 5. Hacia una literatura nacional (1808-1898)*, Barcelona, Crítica.

Álvarez Barrientos, Joaquín (1991), *La novela del siglo XVIII*, Madrid, Júcar.

\*Álvarez Barrientos, Joaquín (2005), *Ilustración y Neoclasicismo en las letras españolas*, Madrid, Síntesis (*Historia de la Literatura Universal. Literatura Española*, 18).

Álvarez Barrientos, Joaquín (2008), *Los hombres de letras en la España del siglo XVIII. Apóstoles y arribistas*, Madrid, Castalia.

- Amorós, Andrés (ed.) (1998), *Antología comentada de la Literatura española. Siglo XVIII*, Madrid, Castalia.
- Arce, Joaquín (1980), *La poesía del siglo ilustrado*, Madrid, Alhambra.
- Bolufer, Mónica (2019), *Arte y artificio en la vida en común: Los modelos de comportamiento y sus tensiones en el Siglo de las Luces*, Madrid, Marcial Pons Historia.
- \*Caldera, Ermano (2001), *El teatro español en la época romántica*, Madrid, Castalia.
- Cantos Casenave, Marieta (ed.) (2022), *Mitos e imaginarios de España (1831-1879)*, Madrid, Vervuert.
- \*Carnero, Guillermo (coord.) (1995), *Siglo XVIII (I y II)*, Tomo 6 y 7 de la *Historia de la literatura española* dirigida por Víctor García de la Concha, Madrid, Espasa Calpe.
- \*Carnero, Guillermo (coord.) (1996), *Siglo XIX (I)*, Tomo 8 de la *Historia de la literatura española*, dirigida por Víctor García de la Concha, Madrid, Espasa Calpe.
- Caso González, J.M. (ed.) (1983), *Ilustración y Neoclasicismo. Historia y crítica de la literatura española*, Barcelona, Crítica
- \*Checa, J., J.A. Ríos e Irene Vallejo (1992), *La poesía del siglo XVIII*, Madrid, Júcar.
- Domínguez Ortiz, Antonio (1976), *Sociedad y Estado en el siglo XVIII español*, Barcelona, Ariel.
- Enciso, Luis Miguel (2001), *La Europa del siglo XVIII*, Barcelona, Península.
- Establier Pérez, Helena (2023), *Damas del siglo ilustrado: la escritura de las mujeres españolas en el XVIII*, Madrid / Fráncfurt, Iberoamericana Vervuert.
- García Hurtado, Manuel (coord.) (2009), *La vida cotidiana en la España del siglo XVIII*, Madrid, Sílex. Fontana, Josep (2015), *La época del liberalismo*, en Josep Fontana y Ramón Villares (dirs.), *Historia de España*, vol. 6, Barcelona, Crítica / Marcial Pons.
- Gies, David T. (ed.) (1989), *El Romanticismo*, Madrid, Taurus («El escritor y la crítica», 197).
- Gies, David T. y Sebold, Russell P. (eds.) (1992), *Ilustración y Neoclasicismo. Primer Suplemento. Historia y crítica de la literatura española*, Barcelona, Crítica.
- \*Gies, David T. (1998), *El teatro en la España del siglo XIX*, Cambridge, Cambridge University Press.
- Lilti, Antoine (2023), *La herencia de la Ilustración. Ambivalencias de la modernidad*, Barcelona, Gedisa.
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- Molina, Álvaro (2013), *Mujeres y hombres en la España ilustrada. Identidad, género y visualidad*, Madrid, Cátedra (Ensayos Arte Cátedra).
- \*Navas Ruiz, Ricardo (1990), *El Romanticismo español*, Madrid, Cátedra.
- Navas Ruiz, Ricardo (1971), *El Romanticismo español. Documentos*, Salamanca, Anaya.
- Palacios Fernández, Emilio (2002), *La mujer y las letras en la España del siglo XVIII*, Madrid, Arcadia de las Letras.

Payán, Juan Jesús (2022), *Los conjuros del asombro: Expresión fantástica e identidad nacional en la España del siglo XIX*, Newark, Juan de La Cuesta-Hispanic Monographs.

Pérez Magallón, Jesús (2001), *El teatro neoclásico*, Madrid, Ediciones del Laberinto.

\*Romero Tobar, Leonardo (1994), *Panorama crítico del Romanticismo español*, Madrid, Castalia.

Sánchez-Blanco, Francisco (1991), *Europa y el pensamiento español del siglo XVIII*, Madrid, Alianza.

Sánchez-Blanco, Francisco (1992), *La prosa del siglo XVIII*, Madrid, Júcar.

Sánchez-Blanco, Francisco (1997), *La Ilustración en España*, Madrid, Akal.

Sánchez-Blanco, Francisco (ed.) (1998), *El ensayo español. 2. El siglo XVIII*, Barcelona, Crítica.

Sánchez-Blanco, Francisco (1999), *La mentalidad ilustrada*, Madrid, Taurus.

Sebold, Russell P. (1989), *El rapto de la mente. Poética y poesía dieciochesca*, Barcelona, Anthropos.

Tuñón de Lara, Manuel (2000), *La España del siglo XIX*, 2 vols., Madrid, Akal.

Zavala, I.M. (1971), *Ideología y política en la novela del siglo XIX*, Salamanca, Anaya.

\*Zavala, Iris (ed.) (1982), *Romanticismo y realismo. Historia y crítica de la literatura española*, Barcelona, Crítica.

\*Zavala, Iris, (ed.) (1994), *Romanticismo y realismo. Primer suplemento. Historia y crítica de la literatura española*, Barcelona, Crítica.

Biblioteca Virtual Miguel de Cervantes

([www.cervantesvirtual.com](http://www.cervantesvirtual.com))

Bibliotecas de Autor:

*Gustavo Adolfo Bécquer*

*José Cadalso*

*José de Espronceda*

*Leandro Fernández de Moratín*

*Tomás de Iriarte*

*Juan Meléndez Valdés*

*Ángel de Saavedra, Duque de Rivas*

*Félix María de Samaniego*

## **Software**

Moodle, TEAMS

## Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Spanish	second semester	morning-mixed
(PAUL) Classroom practices	2	Spanish	second semester	morning-mixed
(TE) Theory	1	Spanish	second semester	morning-mixed
(TE) Theory	2	Spanish	second semester	morning-mixed

PROVISIONAL