

Degree	Type	Year
2504211 Spanish Language and Literature	OB	3

Contact

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Teachers

Bienvenido Morros Mestres

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.

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

The specific and formative objectives of the subject are:

- Knowing and interpreting the 17th century authors and literary texts.
- Applying the knowledge acquired from the literary production environment (textual transmission, scenographic resources, audience, oral culture, living circumstances of the authors, historical and political circumstances, etc.) to the analysis of literary texts and to a specific text.

- Commenting fragments of texts or texts of the main literary genres and subgenres of the seventeenth century in Spain.
- Identifying the presence of classical or foreign poetic traditions in Spanish literary texts.
- Identifying the presence of previous Spanish literary traditions in seventeenth century Spanish literary texts.
- Identifying the presence of seventeenth century literary texts in later texts of Spanish or foreign literature.
- Analyzing and identifying the presence of aesthetic criteria in the historical evaluation of seventeenth century Spanish literature.

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 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. "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 digital tools to obtain, classify, interpret and analyse relevant data related to the study of Spanish language and literature.
15. Use the appropriate terminology in the construction of an academic text and in the transmission of their knowledge.
16. Use the techniques of textual criticism and its related disciplines: ecdotics, book history, palaeography and codicology.

17. Use traditional sources to obtain, classify, interpret and analyse relevant data related to the study of Spanish language and literature.

Content

1. Introduction and generalities
2. The prelopesco theater
3. The text and the theatrical performance in the 17th century
4. The XVII century theater: lope de vega and the new comedy
5. The fiction prose
6. Introduction to the poetry of the xvii: diffusion, new genres and generations
7. Poetry of the XVII. Aragonese and andalusian classicism
8. Lope and gongora in their poetic beginning
9. Gongora: his new poetry and the arguments about it
10. Francisco de Quevedo
11. The prose of ideas
12. Calderón de la Barca

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes and seminars	46	1.84	1, 2, 3, 13, 8, 4, 9, 15, 5, 6, 10, 11, 12, 7, 16
Type: Supervised			
Preparation of a written paper on the Golden Age literature	45	1.8	1, 2, 3, 13, 8, 4, 9, 15, 5, 6, 10, 11, 12, 7, 16
Type: Autonomous			
Preparation of a commentary on the Golden Age literature	28	1.12	1, 2, 3, 13, 8, 4, 9, 15, 5, 6, 10, 11, 12, 7, 16
Preparation of a written test about theory	28	1.12	1, 2, 3, 13, 8, 4, 9, 15, 5, 6, 10, 11, 12, 7, 16

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Comment a text	25	1	0.04	1, 2, 3, 13, 8, 4, 9, 15, 5, 6, 10, 11, 12, 7, 16
Coursework on some aspect related to the subject	50	1	0.04	1, 2, 3, 13, 8, 4, 9, 15, 5, 6, 10, 11, 12, 7, 16
a test to evaluate the assimilation theoretical contents	25	1	0.04	1, 13, 8, 15, 14, 17, 5, 6, 10, 11, 12, 16

The evaluation of the subject will be carried out starting from the realization of a series of activities in which the following aspects will be evaluated:

- The assimilation of theoretical contents;
- the practical application of the contents;
- attendance and participation in class.

The following activities are required for the evaluation:

- a test for evaluating the assimilation of theoretical contents (25%),
- a check to verify the practical application in text comments (25%) and
- a final work (50%).

The professor of the subject will establish minimum requirements on the basis of which the student will be able to overcome it.

Making mistakes in spelling, vocabulary and syntax will have a penalty of 0.25 on the final mark of each of the activities.

DELIVERY DATES AND REVIEW OF QUALIFICATIONS

The delivery dates of these proofs are to be agreed between the teacher and the students.

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

SINGLE ASSESSMENT

The single assessment will consist of the completion of the same exercises of the continuous assessment that must be recorded in the date agreed between the teacher and the students. The same system as for continuous assessment will be applied. The student will receive the grade of "Not assessable" as long as he has not delivered more than 1/3 of the assessment activities. The student will have the right to recover any of the evaluation parts and this right will be generated once two have been submitted or completed. Evaluation acts in which plagiarism or other irregularities have occurred are not recoverable.

PLAGIARISM AND OTHER IRREGULARITIES

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.

NOT ASSESSED/NOT SUBMITTED

Students will obtain a Not assessed/Not submitted course grade unless they have submitted more than 1/3 of the assessment items.

Bibliography

COMPULSORY AND OPTIONAL READINGS *

(These, or similar, will be discussed in class, optionals are marked with an asterisk).

Miguel de Cervantes:

Novelas ejemplares, ed. Jorge García López, RAE-Galaxia Gutenberg-Círculo de lectores, Barcelona, 2013.

Lope de Vega:

-*El perro del hortelano*, ed. Mauro Armíño, Cátedra, Madrid, 2001.

-*El caballero de Olmedo*, ed. Francisco Rico, Cátedra, Madrid, 1983.

-*El castigo sin venganza*, ed. Alejandro García Reidy, Crítica, Barcelona, 2010.

Andrés Fernández de Andrada, *Epístola moral a Fabio*, ed. D. Alonso, estudio preliminar Juan F. Alcina y Francisco Rico, Editorial Crítica (Biblioteca Clásica, 58), Barcelona, 1993. Reedición en RAE-Galaxia Gutenberg-Círculo de lectores, Barcelona, 2014.

Luis de Góngora:

Micó, José María, *El Polifemo de Luis de Góngora. Ensayo de crítica e historia literaria*, Península, Barcelona, 2001.

Alonso, Dámaso, *Góngora y el Polifemo*, Gredos, 1967, Madrid, 3 vols. Reed. 1974. [El tercer volumen incluye la edición ampliamente comentada del *Polifemo*]

Góngora, Luis de. *Fábula de Polifemo y Galatea*, ed. de Jesús Ponce Cárdenas, Cátedra, Madrid, 2010.

Francisco de Quevedo:

All the texts included in the student's book are mandatory readings, but the following editions of Quevedo are advisable:

"Un Heraclito cristiano", "Canta sola a Lisi" y otros poemas, ed. de Lía Schwartz e Ignacio Arellano, Crítica, Barcelona, 1998.

Arellano, Ignacio, *Poesía satírica burlesca*, EUNSA, Pamplona, 1984. Reed. revisada en Iberoamericana-Vervuert, Madrid-Frankfurt am Main, 2003.

Quevedo, *Los sueños*, ed. I. Arellano, Cátedra, Madrid, 2010. Pedro Calderón de la Barca: *La vida es sueño* (hay varias ediciones de calidad): - Ed. Ciriaco Morón, Cátedra, Madrid, 1978.

- Ed. Evangelina Rodríguez Cuadros, Espasa-Calpe, Madrid, 1990.

- Ed. José M. Ruano de la Haza, Castalia, Madrid, 1994.

- Ed. Enrique Rodríguez Cepeda, Akal, Madrid, 1999.

*El gran teatro del mundo**, ed. John Allen y D. Ynduráin, estudio preliminar D. Ynduráin, Crítica, Barcelona, 1997. (También puede utilizarse la ed. de Ynduráin en Alhambra, Madrid, 1981).

Libro del alumno.

All literary texts and complementary materials included in it are mandatory readings.

REFERENCE MANUALS

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

Rico, Francisco, dir., *Historia y Crítica de la literatura española*, Crítica, Barcelona, 1980-

---, vol. II: Francisco López Estrada. *Siglos de Oro: Renacimiento (y Primer suplemento, 1991)*;

---, Vol. III: Bruce W. Wardropper. *Siglos de Oro: Barroco (y Primer suplemento, editado por Aurora Egido, 1992)*.

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.

ESPECIALLY RELEVANT MANUALS

Arellano, Ignacio, *Historia del teatro español del siglo XVII*, Cátedra, Madrid, 1995.

Huerta Calvo, Javier, dir., *Historia del teatro español*, vol. I, Gredos, Madrid, 2003.

López Bueno, Begoña, *La poetica cultista de Herrera y Gongora*, Alfar, Sevilla, 1987. Reed. 2000.

López Bueno, Begoña, coord., *La renovación poética del Renacimiento al Barroco*, Síntesis, Madrid, 1996.

Pedraza Jiménez, Felipe B., *Manual de Literatura Española: Vol. 3, El Barroco: Introducción, Prosa, Poesía*, Cénlit Ediciones, Navarra, 1998.

Pedraza Jiménez, Felipe B., *Manual de Literatura Española: Vol. 4, El Barroco: Teatro*, Cénlit Ediciones, Navarra, 1981.

Ruiz Pérez, Pedro, *Historia de la literatura española*, dir. J.C. Mainer, vol. 3: *El siglo del arte nuevo (1598-1691)*, Crítica, Barcelona, 2010.

INSTRUMENTAL BIBLIOGRAPHY

-ABOUT THE HISTORICAL PERIOD

Elliott, John H., *España y su mundo*, Madrid, Alianza Editorial, 1990. Reed. Madrid, Taurus, 2007. García Cárcel, R., *Historia de España, siglos XVI y XVII: La España de los Austrias*, Madrid, Cátedra, 2003. Lynch, J., *Edad moderna: crisis y recuperación, 1598-1808*, Barcelona, Crítica, 2005.

-FOR THE COMMENTARY OF TEXTS

Azaustre, Antonio, y J. Casas Rigall, *Manual de retórica española*, Madrid, Ariel, 1997. Baehr, Rudolf, *Manual de versificación española*, Madrid, Gredos, 1969. Reed. 1973. Díez Borque, J. Ma, *Comentarios de textos literarios (teoría y prácticas)*, Madrid, Playor, 1977.

[For the specific bibliography of each one of the topics, please, consult the section of each didactic unit in the Student's Book]

Software

www.bne.es

www.rae.es

Language list

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