

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

## Contact

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## Teaching groups languages

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

## Prerequisites

Since the student has demonstrated, by obtaining the credits corresponding to the basic training and compulsory subjects, having acquired the basic skills, they must be able to express themselves correctly orally and in writing. For this reason, any spelling and expression errors that may be made will lead to a decrease in the score in the final grade.

The activities, practices and works presented in the course must be original and under no circumstances will the total or partial plagiarism of external materials published in any medium be admitted. The eventual presentation of non-original material without adequately indicating its origin will automatically carry the suspense rating (0).

It is also considered that the student knows the general rules for the presentation of an academic work. However, you can apply the specific rules that the teacher of the subject may indicate, if you deem it necessary.

## Objectives and Contextualisation

The specific and formative objectives of the subject are:

Know and interpret the Spanish authors and literary texts in prose and poetry from the 17th centuries.

Apply the acquired knowledge of the environment of prose and poetry literary production to the analysis of literary texts and a specific text.

Comment fragments of texts or texts of the main literary genres and subgenres in prose and poetry of the seventeenth centuries in Spain.

Identify the presence of classical or foreign traditions in Spanish poetry and prose literary texts.

Identify the presence of previous Spanish literary traditions in Spanish literary texts in poetry and prose from the 17th centuries.

Identify the presence of literary texts in poetry and prose from the seventeenth centuries in later texts of Spanish literature or foreign literature.

Analyze and identify the presence of aesthetic criteria in the historical evaluation of Spanish literature in Golden century prose.

## Competences

### Spanish Language and Literature

- 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. El Guzmán de Alfarache y/o la evolución de la picaresca en el siglo XVII.
2. La Segunda parte del Quijote: la historia entra en la novela y el nacimiento del héroe moderno. ¿Hacia el Persiles?
3. La prosa satírica y la sátira menipea. Fantasías morales y prosas burlescas. Los sueños de Quevedo.
4. Entre la sátira, la novela y la alegoría. Fusiones de géneros y temas. La prosa moral y de ideas. El Criticón, de Baltasar Gracián, y Las empresas políticas, de Saavedra Fajardo.
5. La novela cortesana o la literatura de evasión. Tirso de Molina, María de Zayas

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
MASTER CLASSES AND SEMINARS	39	1.56	1, 2, 8, 4, 14, 5, 6, 10, 11, 12, 15
PREPARATION OF DOCUMENTATION, ANALYSIS AND COMENTARY OF AN AUTHOR OR OF A PROSE TEXT OF SPANISH GOLDEN AGEN	8	0.32	3, 13, 4, 9, 14, 5, 10, 15
Type: Supervised			
PREPARATION OF ABSTRACTS, REVIEWS AND MONOGRAPHIC WORKS	11	0.44	3, 13, 4, 9, 14, 5, 7
Type: Autonomous			
DOING RESUMES, REVIEWS, TEXT COMENTARIES AND MONOGRAPHIC WORKS	26	1.04	3, 13, 8, 4, 9, 14, 5, 6, 11, 7

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

- Directed activities. These activities are divided into master classes and practices and seminars led by the teacher, in which the theoretical explanation will be combined with the discussion of all kinds of texts.
- Supervised activities. These are tutorials scheduled by the teacher, dedicated to correcting and commenting on problems at different levels of literary analysis.
- Autonomous activities. These activities include both the time spent on personal study and the making of reviews, work and analytical comments, as well as the preparation of oral presentations.
- Evaluation activities. The evaluation of the subject will be carried out through oral presentations and written tests.

IMPORTANT, PLEASE NOTE. The definition and execution of the different types of activities proposed may be adapted to virtual teaching circumstances, if necessary, reaching an agreement with the students.

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
ARTICLE OR BOOK REVIEW OR COMENTARY TEXT ABOUT A PROSE	25	17	0.68	3, 13, 8,

WORK OF SPANISH GOLDEN AGE DE ORO				4, 9, 14, 5, 7
MONOGRAPHIC WORK ABOUT AN SPECIFIC ASPECT OF AUTHOR, TEXT OR LITERARY PROSE PHENOMENON OF SPANISH GOLDEN AGE	50	33	1.32	1, 2, 3, 13, 8, 4, 14, 5, 6, 10, 11, 7
RESUME ABOUT AN AUTHOR OR WORK OF PROSE OF SPANISH GOLDEN AGE	25	16	0.64	2, 3, 13, 4, 14, 5, 6, 10, 12, 7, 15

The evaluation of the subject will be carried out based on the completion of a series of activities in which the following aspects will be assessed:

- The assimilation of theoretical contents,
- the practical application of the contents and
- Attendance and participation in class and tutorials.

For the evaluation, the following will be taken into account three pieces of evidence that will consist of:

(1) SUMMARY ON AN AUTHOR OR WORK OF PROSE FROM THE GOLDEN CENTURY of 3 to 5 pages (25%);

(2) a REVIEW OR COMMENT ON AN ARTICLE OR A TEXT RELATING TO THE PROSE OF THE GOLDEN AGE of 3 to 5 pages (25%);

and (3) MONOGRAPHIC WORK ON A SPECIFIC ASPECT OF AN AUTHOR, TEXT OR PHENOMENON RELATIVE TO THE PROSE OF THE GOLDEN AGE of 10 to 15 pages (50%).

These pieces of evidence may be thematically compatible with each other, but not repeat entire fragments.

The teacher will establish minimum requirements from which the student will be able to pass it.

To pass, all activities must be carried out and delivered within the established period. The minimum grade that will be required to pass each of the practices and consider it in the average must be equal to or greater than 4 points.

It will be considered "Not presented" when the student does not perform any of the activities. The elaboration of an activity supposes, then, the student's will to be evaluated in the subject and, therefore, his presentation to the evaluation and corresponding call.

It will be possible to opt for recovery only in the event that the student has not carried out or has failed activities whose percentage does not exceed 35% of the total evaluation. In no case can the final work in the recovery be repeated.

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

Total or partial plagiarism implies an evaluation of 0 in the corresponding evidence or, if recurring in more than one evidence, of the matter, as well as a possible sanctioning file after informing the Degree Coordination.

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 evaluation

Students who take this type of evaluation will have to hand in the two activities (which we will refer to later) on the day of the final exam, in addition to taking this test together with the rest of their classmates. The activities that must be presented on the day of the final exam are

First activity: writing a short essay (about 5 pages) on one of the required readings considered in its entirety. The activity will have 25% of the total grade.

Second activity: writing another essay on any other work of Poetry and Prose from the Golden Age (a story by Castillo Solórzano, for example), based on the guidelines that the teacher indicates at the time. Like the previous activity, this one will also be worth 25% of the final grade.

Final exam: five-question test on the subject matter of the subject. The exam will count 50% of the final grade.

In the case of reevaluations, the same procedure will be followed if the entire subject has to be recovered. If it is only a part, the activity not passed will be delivered on the day of the reevaluation or the final exam will be taken.

## **Bibliography**

### Required readings

Alemán, Mateo, Guzmán de Alfarache, ed. Luis Gómez Canseco, RAE-Espasa, Madrid, 2012; ed. José María Micó, Madrid, Cátedra, 1987.

Cervantes, Miguel de, Don Quijote de la Mancha, ed. Francisco Rico y otros, RAE-Espasa, Madrid, 2015, o cualquier otra edición anotada.

Gracián, Baltasar, El Criticón, ed. Carlos Váillo, Círculo de Lectores, Barcelona, 2000; ed. Arturo del Hoyo, en Obras completas, Aguilar, Madrid, 1967. [selection]

Novelas cortas de siglo XVII, ed. Rafael Bonilla, Cátedra, Madrid, 2010. [selection]

Quevedo, Francisco de, Los sueños, ed. Ignacio Arellano, Madrid, Cátedra, 1991; Obras completas en prosa, dir. Alfonso Rey, Castalia, Madrid, 2005, vols. I-V [selection]

Saavedra Fajardo, Diego, Empresas políticas, ed. Sagrario López Poza, Cátedra, Madrid, 1999; ed. Javier Díez de Revenga, Planeta, Barcelona, 1988. [selection]

### Additional optional readings

Gracián Dantisco, Lucas, Galateo español, ed. Margherita Morreale, CSIC, Madrid, 1968

Vélez de Guevara, Luis, El diablo Cojuelo, ed. R. Valdés, Crítica, Barcelona, 1999.

### Reference and context manuals

Bouwsmá, William J., El otoño del Renacimiento 1550-1640, Crítica, Barcelona, 2001.

García López, Jorge, Eugenia Fosalba y Gonzalo Pontón, Historia de la literatura española, dir. José Carlos Mainer, 2: La conquista del Clasicismo (1500-1598), Crítica, Barcelona, 2013.

Guillén, Claudio, El primer Siglo de Oro. Estudios sobre géneros y modelos, Crítica, Barcelona, 1982.

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

Kamen, Henry, Imperio. La forja de España como potencia mundial, Santillana, Madrid, 2003.

Lázaro Carreter, Fernando, Estilo barroco y personalidad creadora, Cátedra, Madrid, 1974.

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

Rico, Francisco, dir., Historia y crítica de la literatura española, Crítica, Barcelona, 1980; 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.

Ruiz Pérez, Pedro, Historia de la literatura española, dir. José Carlos Mainer, 3: El siglo del Arte nuevo (1598-1691), Crítica, Barcelona, 2010.

#### Secondary bibliography

Artaza, Elena, El "ars narrandi" en el siglo XVI español, Universidad de Deusto, Bilbao, 1989.

Baranda, Nieves, Cortejo a lo prohibido: lectoras y escritoras en la España moderna, Arco Libros, Madrid, 2005.

Bouza, Fernando, Del escribano a la biblioteca. La civilización escrita en la alta Edad Moderna (siglos XV-XVII), Akal, Madrid, 2008.

Castillo Gómez, Antonio, El placer de los libros inútiles y otras lecturas en los Siglos de Oro, CSIC, Madrid, 2018

Chevalier, Maxime, Lectura y lectores en la España del siglo XVI y XVII, Turner, Madrid, 1976

Chartier, Roger, "Lecturas y lectores 'populares' desde el Renacimiento hasta la época clásica", en Historia de la lectura en el mundo occidental, eds G. Cavallo y R. Chartier, Taurus, Madrid, 1998, pp. 413-44.

Colón, Isabel, La novela corta en el siglo XVII, Laberinto, Madrid, 2001.

Colón, Isabel, D. Caro, C. Marías y A. Rodríguez de Ramos, eds., Los viajes de Pampinea: "novella" y novela española en los Siglos de Oro, SIAL, Madrid, 2013.

Dadson, Trevor J., Libros, lectores y lecturas, Arco/Libros, Madrid, 1998.

Ferreras Tascón, Juan Ignacio, La novela en el siglo XVII, Taurus, Madrid, 1988.

González, David, "La novela corta en su campo literario. La legitimación de un género de consumo", en Ámbitos artísticos y literarios de sociabilidad en los Siglos de Oro, eds. E. Martínez Carro y A. Ulla, Reichenberger, Kassel, 2020, pp. 309-338.

González Rovira, Javier, La novela bizantina de la Edad de Oro, Gredos, Madrid, 1996.

Ife, Barry Ife, Lectura y ficción en el Siglo de Oro. Las razones de la picaresca, Crítica, Barcelona, 1992.

López Grigera, Luisa, La retórica en la España del Siglo de Oro, Universidad, Salamanca, 1994.

Menéndez Pelayo, Marcelino, Orígenes de la novela [1905], CSIC, Madrid, 1943.

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Núñez Rivera, Valentín, ed., Ficciones en la ficción. Poéticas de la narración inserta (siglos XV-XVII), Studia Aurea, Gerona-Bellaterra, 2007.

<ahref="https://ddd.uab.cat/pub/lilibres/2013/112761/stuarmon\_a2013n4.pdf">https://ddd.uab.cat/pub/lilibres/2013

Palomo, Pilar, La novela cortesana (forma y estructura), Planeta, Barcelona, 1976

Rallo, Asunción, La prosa didáctica en el siglo XVII, Taurus, Madrid, 1988.

Rabell, Carmen, El arte nuevo de hacer "novellas", Tamesis, Londres, 1992

Rodríguez Cuadros, Evangelina, "Novela cortesana, novela barroca, novela corta: de la incertidumbre al canon", Edad de Oro, XXXIII (2014), pp. 9-20.

<https://revistas.uam.es/edadoro/issue/view/edadoro2014.33> [es un monográfico sobre novela corta]

Rodríguez de la Flor, Fernando, Barroco. Representación e ideología en el mundo hispánico (1580-1680), Cátedra, Madrid, 2002.

Vega Ramos, María José, La teoría de la "novella" en el siglo XVI. La poética neoaristotélica ante el "Decameron", Johannes Cromberger, Salamanca, 1993.

## Software

[www.bne.es](http://www.bne.es)

word

pdf

<https://dialnet.unirioja.es/>

<https://www.cervantesvirtual.com/>

## Language list

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