UAB
Universitat Autònoma de Barcelona

Spanish Literature: Enlightenment to Romanticism

Code: 100594
ECTS Credits: 6

2025/2026

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

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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 genes, 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.

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- 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. Contextualise the literary production of the Enlightenment and Romanticism from an ideological and social viewpoint.
4. Identify and analyse the main characteristics of literary genres from the Spanish Enlightenment and Romanticism.
5. Interpret literary works critically taking into account the relations between the different areas of literature and its relation to human, artistic and social areas.
6. Present work in formats adapted to demands and personal styles, both individual and in small groups.
7. Relate literary aspects of different works of Spanish literature from the Enlightenment and Romanticism.
8. Select and gather together the basic critical biography for the field of study with the main works and authors for the subject.
9. Use the adequate terminology in the construction of 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).

* *Poesia espanola 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.

* Angel of 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	
Type: Supervised			
Programmed tutorials. Preparations and presentatio of works	12	0.48	
Type: Autonomous			
Autonomus work	75	3	

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
Critical commentary	20%	1	0.04	1, 2, 3, 4, 8, 9, 5, 6, 7

Written test 1	40%	1	0.04	1, 2, 3, 4, 8, 9, 5, 6, 7
Written test 2	40%	1	0.04	1, 2, 3, 4, 8, 9, 5, 6, 7

Continuous assessment

To be eligible for a passing grade, it is mandatory to complete all the course readings and achieve a score of 5 or higher in the weighted average of the assessment activities. The evaluation of the course consists of three parts:

1. A text commentary or the development of a topic related to the subject of the course. The teacher will provide the content of this test on the first day of class, which will be carried out in a session dedicated to this activity. [20%].

2. A written test on the subject taught during the first half of the course [40%], which will cover the topics related to Enlightenment and their corresponding readings.

3. A second written exam on the subject taught during the second half of the course [40%], which will cover the topics related to Romanticism and the corresponding readings.

Erasmus students who wish to bring forward an exam must present the teacher with a written document from their home university justifying their request.

The written expression of the tests must be adequate. The student must write a well-structured speech, with complete, coherent and well-developed paragraphs. Faults (spelling, syntax, punctuation errors, unnecessary repetitions, Anglicisms, Catalanisms, etc.) will be deducted 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 partial or total plagiarism of other people's materials published in any medium will not be admitted under any circumstances. The person enrolled in the course must make the authorship of all quotations and the use of other people's materials explicit, according to the uses of bibliographic documentation. In the event that the teacher asks the student for the sources used (annotated articles and books,diagrams, notes, etc.), the student must present them. The presentation of non-original material without adequately indicatingits origin or the inappropriate or incorrect use of the bibliography will automatically result in a grade of failure (0), with no possibility of recovery.

In the event that the student commits any type of irregularity that may lead to a significant variation in the grade of an evaluation act, this will be graded with a 0, regardless of the disciplinary procedure that may result. In the event that several irregularities are verified in the assessment acts of the same subject, the final grade for that subject will be a 0.

This subject allows the use of Artificial Intelligence (AI) technologies exclusively in the process of preparing the text commentary or development of the topic. The use of Artificial Intelligence (AI) technologies to generate texts is not allowed. In case of resorting to this technology, the student must (i) identify the parts that have been generated with AI; (ii) specify the tools used; and (iii) include a critical reflection on how these have influenced the process and the final result of the activity. Lack of transparency in the use of AI in this assessable activity will be considered a lack of academic honesty and will result in the activity being assessed with a 0 and not being recoverable, or higher penalties in cases of severity.

At the time of each evaluation activity, the teacher will inform the students (Moodle) of the procedure and the date for the revision of the grades.

The student will be able to recover the subject as long as he/she fulfils the following requirements:

1. To have taken at least 2/3 of the assessment activities, that is, the two tests on syllabus and readings [40% + 40%].

2. To have obtained at least a 3.5 average in the continuous assessment of the course.

3. The commentary [20%] is not recoverable. If the student has not completed the text commentary, it will be graded with a zero in order to calculate the weighted average.

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

A student who has not completed more than 30% of the assessment activities will be considered "Not evaluable". The completion of two activities implies the willingness to be assessed in the subject.

Single assessment

The date of the single assessment will be announced during the first days of the course on the subject's Virtual Campus.

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

1. A text commentary or the development of a topic related to the subject of the course. The teacher will provide the content of this test on the first day of class, which will be carried out in a session dedicated to this activity. [20%].

2. A written test on the subject taught during the first half of the course [40%], which will cover the topics related to Illustration and their corresponding readings.

3. A second written exam on the subject taught during the second half of the course [40%], which will cover the topics related to Romanticism and its corresponding readings.

The same recovery system will be applied as for continuous assessment.

For the rest of the considerations regarding the correctness of written expression, plagiarism, revision of tests, remediation and the grade of 'Not evaluable', the rules of continuous assessment 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 / Fránkfurt, 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.

*Llorens, Vicente (1989), *El Romanticismo español. Ideas literarias. Literatura e historia*, Madrid, Castalia.

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*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.

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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.

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Biblioteca Virtual Miguel de Cervantes

(www.cervantesvirtual.com)

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Software

Moodle, TEAMS

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this link. To consult the language you will need to enter the CODE of the subject.

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