

**Spanish Literature from the Enlightenment to the Avantgarde**

Code: 106347  
ECTS Credits: 6

**2025/2026**

| Degree  | Type | Year |
|---|------|------|
| Spanish and Chinese Studies: Language, Literature and Culture | FB   | 1    |
| Spanish Language and Literature                               | FB   | 1    |
| English and Spanish Studies                                   | FB   | 1    |
| Catalan and Spanish Studies                                   | FB   | 1    |

## Contact

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## Teachers

Lucia Cotarelo Esteban

Jose Ramon Lopez Garcia

## Teaching groups languages

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

## Prerequisites

This subject requires a command of written and oral expression in Spanish equal to that obtained by a highschool graduate. In order to pass the subject, students must demonstrate a correct level of oral and written expression in Spanish. Consequently, spelling mistakes and errors of wording will be penalised by a reduction from the mark awarded.

Obviously, all the practical activities must be original. Plagiarism refers to the process of students attempting to pass off another authors work as their own. The total or partial plagiarism is not allowed. 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.

It is considered that the student knows the general norms of presentation of academic work. However, you may apply the specific rules that the subject's professor may indicate, if it is deemed necessary.

## Objectives and Contextualisation

This subject is part of the basic training credits of the first year of the Spanish Language and Literature Degree, which the student attends along with other Spanish language subjects.

Among the basic training objectives, the student is required to acquire a solid and broad-based knowledge of the stages and the periodization of Spanish literature, the development of the main genres and authors, through careful reading of selected literary texts. On the other hand, students will apply their acquired specific competences in the realization of speeches, both oral and written, related to the area of Spanish literature by using the methods, concepts and literary theories they have acquired.

The subject aims to offer an overview of Spanish literature from the eighteenth century to vanguards. Special attention will be paid to the description and development of the main stages of literature and its literary and aesthetic currents, focusing 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.
- Demonstrate the capacity to work autonomously, engaging in self-analysis and self-criticism.
- 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 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.

### Spanish Language and Literature

- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Develop arguments applicable to the fields of Hispanic literature, literary theory, Spanish language and linguistics, and evaluate their academic relevance.
- 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.

### English and Spanish Studies

- Correctly use written and oral English and Spanish for academic and professional purposes, related to the study of linguistics, history, culture and literature.
- Critically analyse linguistic, literary and cultural production in English and Spanish, applying the techniques and methods of critical editing and digital processing.
- Develop arguments applicable to the fields of literature, culture, literary theory, language and linguistics, in Spanish and English, and evaluate their academic relevance.
- Recognize the most significant periods, traditions, trends, authors and works of literature in English and Spanish languages in their historical and social context
- 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.

### Catalan and Spanish Studies

- Carry out historical-type studies on tendencies, genres and authors of the Catalan and Spanish literary tradition.
- Demonstrate the ability to work autonomously and in teams with the aim of attaining the planned objectives in multicultural and interdisciplinary contexts.
- Recognise the most significant periods, traditions, tendencies, authors and works in Catalan and Spanish literature in their historical and social contexts.
- 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.
- 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.

## Learning Outcomes

1. Analyse complete works from modern literary production, from the literature of the Enlightenment and Neoclassical period to Modernism and the dawn of contemporary literature.
2. Apply different theories, methods and instruments of analysis more suitable for the different works and periods of Spanish literature.
3. Apply the techniques and methods of literary and linguistic commentary of texts and critical analysis of works as a whole.
4. Apply the theoretical knowledge acquired to carry out work.
5. Comment on literary texts, apply the acquired tools and take into account the historical and sociocultural context.
6. Comment on modern and contemporary texts.
7. Describe and explain generic concepts applied to modern and contemporary Spanish literature and their overlap between tradition and modernity.
8. Develop effective written work and oral presentations and adapted to the appropriate register.
9. Explain generic concepts applied Spanish literature.
10. Explain generic concepts applied to Spanish literature.
11. Explain the basic characteristics of comparative literary texts.
12. Explain the basic characteristics of the most significant works of Spanish literature.
13. Express oneself in English, orally and in writing, in an academic register, using terminology appropriate to the study of distinct genres of modern and contemporary English literature.
14. Identify and explain the basic characteristics of literary texts.
15. Identify the primary and secondary ideas and express them correctly.
16. Interpret and illustrate the main concepts of language and literature.
17. Interpret literary works critically taking into account the relations between the different areas of literature and its relation to human, artistic and social areas.
18. Justify the characteristics of the texts and literary periods under study in different types of academic writing (written exams, academic papers, summaries and reviews).
19. Place in their historical context the fundamental texts of Spanish literature.
20. Present written work or oral presentations on fundamental texts of Spanish literature.
21. Put into historical context literary production from the Enlightenment to the present day.
22. Recognise and know how to explain the basic characteristics of literary texts.
23. Recognise the aesthetic characteristics of Spanish literature from the Enlightenment to the present day.
24. Recognise the diversity and evolution of the aesthetic features and values of the different periods of Spanish literature.
25. Relate Spanish language resources of its literary function.
26. Strengthen the capacity of reading, interpretation and critical analysis of literary texts and language.
27. To carry out text commentaries with the ability to contextualise and deepen their understanding of rhetorical and poetic analysis.
28. To delimit the characteristics of literary language.
29. Understand the relationship between text and discourse.

30. Use the appropriate terminology in the construction of an academic text and in the transmission of their knowledge.
31. Use the English language with appropriate expression (correctness, fluency, pronunciation, communicative strategies) in both formal (presentations, debates, formal interactions) and informal (conversational) contexts, at proficient-user level C1.
32. Use traditional sources to obtain, classify, interpret and analyse relevant data related to the study of Spanish language and literature.
33. Write text commentaries from a critical standpoint.

## Content

### Schedule of the course

#### 1 The Spanish Enlightenment literature.

1.1. Aesthetic currents and their development in poetry, prose and theater of the 18th century.

1.2. The theatrical polemics: from Luzán to Leandro Fernández de Moratín.

\* Mandatory reading: *La comedia nueva*, by Leandro Fernández de Moratín.

#### 2. Spanish literature from romanticism to realism.

2.1. European romanticism and its development in Spanish literature.

2.2. The romantic prose. Mariano José de Larra and romantic journalism.

\*Mandatory reading: Anthology of Larra' articles.

2.3. The poetry of the 19th century: from Espronceda to Bécquer.

\* Mandatory reading: *Rimas* by Gustavo Adolfo Bécquer.

#### 2.4. The Spanish narrative of the Restoration. Realism and naturalism: Benito Pérez Galdós.

\* Mandatory reading: *La desheredada*, by Benito Pérez Galdós.

#### 3. Contemporary Spanish literature: the 20th century.

3.1. The Spanish theater, from modernism to the avant-garde. The avant-garde theatre of the twenties and the esperpentos of Valle-Inclán.

\* Mandatory reading: *Martes de carnaval*, by Ramón María del Valle-Inclán.

### Mandatory readings

Fernández de Moratín, Leandro, *El sí de las niñas. La comedia nueva*, ed. René Andioc. Madrid: Austral Editorial (Clásica), 1999. Also: *El sí de las niñas. La comedia nueva*. Ed. de Jesús Pérez Magallón. Madrid: Espasa (Biblioteca Clásica RAE), 2015.

Larra, Mariano José de, *Figaro*, ed. by Alejandro Pérez Vidal, Crítica, Barcelona, 1997 (selection indicated by the teacher).

Bécquer, Gustavo Adolfo, *Rimas*, ed. Francisco López Estrada y Mª Teresa López García-Berdoy, Espasa Calpe (Colección Austral), Madrid, 2010; *Rimas*, ed. Rafael Montesinos, Cátedra, Madrid, 2006; *Rimas*, ed. Mercedes Etreros, Castalia Didáctica, Madrid, 2012.

Pérez Galdós, Benito, *La desheredada*, ed. Germán Gullón, Càtedra (Letras Hispánicas, 502), Madrid, 2000.

Valle-Inclán, Ramón María del, *Martes de Carnaval*, ed. de Jesús Rubio Jiménez, Espasa Calpe (Colección Austral), Madrid, 2003; *Martes de Carnaval*, ed. Ricardo Senabre, Espasa Calpe (Clásicos Castellanos), Madrid, 1990.

These works may be supplemented by independent texts or files that the teacher deems appropriate, and which will also be mandatory reading if indicated.

## Activities and Methodology

| Title   | Hours | ECTS | Learning Outcomes                                 |
|---|-------|------|---|
| Type: Directed  |       |      |   |
| Master classes and classroom practices                                    | 57    | 2.28 | 1, 6, 7, 23, 21                                   |
| Type: Supervised  |       |      |   |
| Tutorials   | 15    | 0.6  |   |
| Type: Autonomous  |       |      |   |
| Individual study and production of papers and analytical comments written | 75    | 3    | 1, 4, 5, 6, 7, 30, 32, 14, 17, 16, 20, 27, 22, 23 |

The learning of this subject by the students is 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 (50%). These activities include both times devoted to individual study and production of papers and analytical comments written, as well as oral presentations.

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

### Continuous Assessment Activities

| Title                        | Weighting | Hours | ECTS | Learning Outcomes   |
|------------------------------|-----------|-------|------|---|
| Attendance and participation | 15%       | 0     | 0    | 1, 2, 4, 3, 5, 6, 29, 28, 7, 9, 10, 12, 11, 13, 30, 32, 14, 15, 17, 16, 18, 26, 20, 27, 8, 22, 24, 23, 33, 25, 19, 21, 31 |
| Bibliography activity        | 15%       | 0     | 0    | 1, 2, 4, 3, 5, 6, 29, 28, 7, 10, 9, 12, 11, 13, 30, 32, 14, 15, 17, 16, 18, 26, 20, 27, 8, 22, 24, 23, 33, 25, 19, 21, 31 |

|               |     |   |      |  |
|---------------|-----|---|------|--|
| Written tests | 70% | 3 | 0.12 | 1, 3, 5, 6, 7, 10, 9, 12, 30, 32, 14, 17, 16, 18, 20, 22, 23, 21 |
|---------------|-----|---|------|--|

To pass the course, students will have to demonstrate a knowledge of the subject similar to that shown in the reference manuals. Also, it is essential that they do the mandatory readings.

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

- 1) A written test on the first part of the syllabus and the first three readings [35%].
- 2) A written test on the second part of the syllabus and the last two readings [35%].
- 3) Reading of the compulsory bibliography previously determined by the teaching staff on which an activity that will be carried out in class will be based on the day agreed upon at the beginning of the course [15%].
- 4) Attendance and participation: Delivery of brief questionnaires about the readings before discussing them in class [15%].

In the event that the student carries out any type of irregularity that could lead to a significant variation in the grade of a certain 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 evaluation acts of the same subject,

the final grade for this subject will be 0. The evaluation acts in which irregularities have occurred (copying, unauthorized use of AI, etc.) they are not recoverable.

This subject entirely prohibits the use of AI technologies in all of its activities. Any submitted work that contains content generated using AI will be considered academic dishonesty; the corresponding grade will be awarded a zero, without the possibility of reassessment. In cases of greater infringement, more serious action may be taken.

Misspellings, punctuation and speech structure will obviously be taken into account. Fouls will deduct 0.25 points each.

At the time of carrying out each evaluation activity, the teaching staff will inform the students (Virtual Campus) of the procedure and the date of revision of the qualifications.

The review of the evaluative evidence will be carried out in an interview previously arranged with the teacher.

Students who, once the weighted average of the various tests has been taken, do not obtain a grade equal to or greater than 5, may take the retake of the two tests on the syllabus and readings, provided they meet the following requirements:

- a) Have carried out the first two evaluation activities (two tests on the syllabus and readings).
- b) To have obtained, at least, a 3.5 average in the continuous evaluation of the course.

The result of the recovery test will replace the grade of the failed test to calculate the final grade for the subject. The student who does not appear for the tests and to carry out the planned activities will be considered Not Evaluable. Carrying out any of the programmed activities implies the student's willingness to be evaluated.

#### Single Evaluation

This subject does not include a single assessment method.

## Bibliography

Handbooks and other reference books

### XVIII Century

ALBIAC BLANCO, María Dolores, *Historia de la literatura española. 4. Razón y sentimiento (1692-1800)*, dirigida por José-Carlos Mainer, Barcelona, Crítica, 2015.

AGUILAR PIÑAL, Francisco, *Introducción al siglo XVIII* (en R. de la Fuente, ed., *Historia de la literatura española*, vol. 25), Madrid, Júcar, 1991.

ÁLVAREZ BARRIENTOS, Joaquín, *Ilustración y Neoclasicismo en las letras españolas*, Madrid, Síntesis («Historia de la Literatura Universal. Literatura Española», 18), 2005.

AMORÓS, Andrés, *Antología comentada de la Literatura española. Siglo XVIII*, Madrid, Castalia, 1999.

CARNERO, Guillermo (coord.), *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, 1995.

CASO GONZALEZ, José Miguel, *Ilustración y Neoclasicismo*, Tomo 4 de *Historia y crítica de la literatura española*, Barcelona, Crítica, 1983.

GIES, David T. y SEBOLD, Russell P., *Ilustración y Neoclasicismo. Primer Suplemento*, Tomo 4/1 de la *Historia y crítica de la literatura española*, Barcelona, Crítica, 1992.

### XIX Century

ALONSO, Cecilio, *Historia de la literatura española. 5. Hacia una literatura nacional (1800-1900)*, dirigida por José-Carlos Mainer, Barcelona, Crítica, 2015.

AMORÓS, Andrés, *Antología comentada de la Literatura española. Siglo XIX*, Madrid, Castalia, 1999.

CARNERO, Guillermo (coord.), *Siglo XIX (I)*, Tomo 8 de la *Historia de la literatura española*, dirigida por Víctor García de la Concha, Madrid, Espasa Calpe, 1996.

ROMERO TOBAR, Leonardo, *Panorama crítico del romanticismo española*, Madrid, Castalia, 1994.

---, (coord.), *Siglo XIX (II)*, Tomo 9 de la *Historia de la literatura española*, dirigida por Víctor García de la Concha, Madrid, Espasa Calpe, 1998.

ZAVALA, Iris (coord.), *Romanticismo y realismo, tomo 5 de Historia y crítica de la literatura española*, Barcelona, Crítica, 1982.

---, *Romanticismo y realismo. Primer suplemento, tomo 5/1 de Historia y crítica de la literatura española*, Barcelona, Crítica, 1994.

### XX Century

AZNAR SOLER, M., *Teatro, historia y política en Martes de Carnaval de Valle-Inclán*, Renacimiento, Sevilla, 2019.

GARCÍA DE LA CONCHA, Víctor (ed.), *Época contemporánea: 1914-1939, tomo 7 de la Historia y crítica de la literatura española*, Barcelona, Crítica, 1984.

GRACIA, Jordi (ed.), *Los nuevos nombres: 1975-2000. Primer suplemento, tomo 9/1 de la Historia y crítica de la literatura española*, Barcelona, Crítica, 2000.

GRACIA, Jordi y RÓDENAS DE MOYA, Domingo, *Historia de la literatura española. 7. Derrota y restitución de la Modernidad (1939-2000)*, Barcelona, Crítica, 2011.

MAINER, José-Carlos, *La edad de plata (1902-1939). Ensayo de interpretación de un proceso cultural*, Madrid, Cátedra, 19812<sup>a</sup>.

---, (ed.), *Modernismo y 98*, tomo 6 de la *Historia y crítica de la literatura española*, Barcelona, Crítica, 1979.

---, (ed.), *Modernismo y 98. Primer suplemento*, tomo 6/1 de la *Historia y crítica de la literatura española*, Barcelona, Crítica, 1994.

---, *Historia de la literatura española. 6. Modernidad y nacionalismo (1900-1939)*, dirigida por José-Carlos Mainar, Barcelona, Crítica, 2010.

SÁNCHEZ VIDAL, Agustín (ed.), *Época contemporánea: 1914-1939. Primer suplemento*, tomo 7/1 de la *Historia y crítica de la literatura española*, Barcelona, Crítica, 1995.

SANZ VILLANUEVA, Santos, *Literatura actual en Historia de la literatura española*, Vol. VI, Barcelona, Ariel, 1984.

--- (ed.), *Época contemporánea: 1939-1975. Primer suplemento*, tomo 8/1, de *Historia y crítica de la literatura española*, Barcelona, Crítica, 1999.

VILLANUEVA, Darío (ed.), *Los nuevos nombres: 1975-1990, tomo 9 de la Historia y crítica de la literatura española*, Barcelona, Crítica, 1992.

YNDURÁIN, Domingo (ed.), *Época contemporánea: 1939-1980*, tomo 8, de *Historia y crítica de la literatura española*, Barcelona, Crítica, 1980.

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

## Software

You don't need any specific software to monitor the subject.

## 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 |
| (PAUL) Classroom practices | 2     | Spanish  | second semester | morning-mixed |
| (PAUL) Classroom practices | 3     | Spanish  | second semester | morning-mixed |
| (TE) Theory                | 1     | Spanish  | second semester | morning-mixed |
| (TE) Theory                | 2     | Spanish  | second semester | morning-mixed |
| (TE) Theory                | 3     | Spanish  | second semester | morning-mixed |