Spanish Literature Monographic Seminar

Code: 106381
ECTS Credits: 6

2025/2026

Degree	Type	Year
Spanish and Chinese Studies: Language, Literature and Culture	OT	4
Spanish Language and Literature	OT	3
Spanish Language and Literature	OT	4
English and Spanish Studies	OT	3
English and Spanish Studies	OT	4
Catalan and Spanish Studies	OT	3
Catalan and Spanish Studies	OT	4

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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, that they have acquired the basic skills, they must be able to express themselves correctly both orally and in writing. For this reason, any spelling and expression errors they may make will result in a reduction in the final grade.The activities, practical exercises, and projects presented in the subject must be original, and under no circumstances will total or partial plagiarism of third-party materials published in any medium be permitted. The submission of non-original material without adequately indicating its source will automatically result in a grade of fail (0).The student is also considered to be familiar with the general rules for presenting an academic paper. However, they may apply any specific rules that the subject instructor may indicate, if deemed necessary.

Objectives and Contextualisation

The specific and formative objectives of the course are:
To understand and interpret the main authors and anthologies of short fiction in Spanish literary texts from the 12th to the 17th centuries.
To apply the acquired knowledge of prose literary production to the analysis of literary texts and a specific text.
To comment on excerpts from texts or texts from the main short prose literary genres and subgenres studied in the course, from the 12th to the 17th centuries.
To identify the presence of classical or foreign traditions in Spanish prose literary texts.
To identify the presence of earlier Spanish literary traditions in Spanish short prose literary texts from the 12th to the 17th centuries.
To analyze and identify the presence of aesthetic criteria in the historical evaluation of short fiction in Spanish literature from the Middle Ages and the Golden Age.

Competences

Spanish and Chinese Studies: Language, Literature and Culture
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Apply knowledge of Spanish and Latin American literature to the identification of genes, movements, tendencies and styles.
- Carry out critical reading and interpretation of texts using linguistic and literary concepts acquired.
- Comment on literary texts in Spanish and in Chinese, situate them historically and relate them to the literary trends to which they belong.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills 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 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.

Spanish Language and Literature
- Act in one's own field of knowledge, assessing the social, economic and environmental impact.
- Advise organisations and institutions on linguistic or literary issues.
- Apply ethical academic principles to the processing of information.
- Apply the techniques and methods of critical editing and digital processing to the analysis and treatment of written texts and multimedia files.
- Demonstrate a normative knowledge of the Spanish language and a command of it in all its applications in the academic and professional spheres.
- Identify the most significant periods, traditions, trends, authors and works in Spanish-language literature in their historical and social context.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Recognise the main theories, themes and genres of literature in the different Spanish-speaking countries.
- 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
- Apply scientific ethical principles to information processing.
- Apply the concepts, resources and methods acquired during the study of the English and Spanish language in a global, multilingual social context.
- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Critically analyse linguistic, literary and cultural production in English and Spanish, applying the techniques and methods of critical editing and digital processing.
- Demonstrate a normative knowledge of the Spanish language and a command of it in all its applications in the academic and professional spheres.
- Demonstrate skills for professional development in the fields of linguistic applications, teaching, and literary and cultural management in English and Spanish.
- Demonstrate the ability to work autonomously and in teams in order to achieve the planned objectives in multicultural and interdisciplinary contexts.
- Develop arguments applicable to the fields of literature, culture, literary theory, language and linguistics, in Spanish and English, and evaluate their academic relevance.

- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- Recognize the most significant periods, traditions, trends, authors and works of literature in English and Spanish languages in their historical and social context
- 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 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 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.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Use digital tools and specific documentary sources to gather and organise information.

  Catalan and Spanish Studies
- Analyse the main factors of linguistic variation in the Catalan and Spanish languages, whether historical-political, diatopical, semantic or pragmatic and their historical evolution and current state.
- Apply scientific ethical principles to information processing.
- Apply the techniques and methods of critical editing and digital processing to the analysis and treatment of written texts and multimedia files.
- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Carry out historical-type studies on tendences, genres and authors of the Catalan and Spanish literary tradition.
- Demonstrate knowledge of the rules of Catalan and Spanish and mastery of their applications in the academic and professional fields.
- Demonstrate skills for professional development in the area of linguistic applications, teaching and literary and cultural management in Catalan and Spanish.
- Demonstrate the ability to work autonomously and in teams with the aim of attaining the planned objectives in multicultural and interdisciplinary contexts.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- Produce arguments applicable to the areas of Catalan and Spanish philology, literary theory and linguistics and evaluate their academic relevance.
- Recognise the most significant periods, traditions, tendences, 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 have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- 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.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Use digital tools and specific documentary sources to gather and organise information.

Learning Outcomes

1. Acquire awareness of linguistic and cultural diversity for good editing work.
2. Amend a text on scientific and methodological bases.

3. Analyse a literary text from a linguistic point of view.
4. Analyse a situation and identify points for improvement from a linguistic point of view.
5. Apply and use digital media and instruments appropriate to the teaching of philological contents.
6. Apply different instruments of analysis to different kinds of literary works.
7. Apply digital technology to the transcription and editing of texts.
8. Apply the tools of literary theory to the analysis of a text.
9. Be able to plan methodological strategies using ICT.
10. Be aware of diastratic, diaphasic and diatopic linguistic variation, as well as different cultural contexts, in order to achieve good editing of texts.
11. Become aware of the different legal contexts and respect for ethics and moral and copy rights related to the text.
12. Carry out collaborative and social publishing.
13. Classify texts according to their literary genre and the structure deriving from that genre.
14. Comment on literary texts, applying the instruments acquired, taking account of the historical and sociocultural context.
15. Conceive and develop new areas and strategies for scientific, cultural and heritage transfer to society.
16. Construct a spoken text using the correct grammar and vocabulary
17. Convey relevant information about the textual tradition to both specialist and non-specialist audiences, using appropriate terminology and concepts.
18. Critically analyse digital information, evaluate its purpose and relevance.
19. Critically analyse the principles, values and procedures that govern the exercise of the profession.
20. Critically analyze digital information, assess its purpose and relevance.
21. Delimit the characteristics of literary language.
22. Describe the linguistic phenomena that identify a text type.
23. Detect errors related to all levels of linguistic analysis.
24. Develop skills in the use of digital tools from a linguistic point of view.
25. Distinguish the literary sources of a text and its links with the Western tradition.
26. Evaluate the possibilities of applying ICT to one's own research and study subjects.
27. Extract data sources to obtain pedagogical material from different corpora and apply it to disciplines related to Spanish philology.
28. Identify errors in a textual tradition.
29. Identify how the management and dissemination of digital data can affect the linguistic context.
30. Identify the ethical and legal implications of the new context of research, management and dissemination of data in the digital era.
31. Identify the main figures of expression and content in all genres: poetry, theatre and prose.
32. Identify the main themes, periods and stylistic features of a literary author.
33. Identify the peculiarities and contribution of the Hispanic tradition in Textual Criticism studies.
34. Identify the social, economic and environmental implications of academic-professional activities in the field of linguistic knowledge.
35. Interpret and illustrate the main linguistic and literary concepts.
36. Justify the process of transmission of a text, its arguments and conclusions.
37. Learn about the different statistical tests related to parametric and non-parametric variables in philological analysis.
38. Make a rhetorical analysis of texts from any era.
39. Make literary predictions and inferences about the content of a text.
40. Offer argument on different topics and literary problems about different works and evaluate all the results.
41. Present work in formats adapted to demands and personal styles, both individual and in small groups.
42. Propose new methods and alternative solutions based on linguistic reasons.
43. Propose new methods and alternative solutions that are reflected in the editorial projects created.
44. Propose new methods and theoretical and practical approaches to critical editing.
45. Propose publishing projects that enhance social, economic and environmental benefits.
46. Recognise the main characteristics of a literary period and its aesthetic ideological programme.
47. Recognise the main genres from the perspective of poetry and its evolution over the centuries.
48. Relate and evaluate the relevance of linguistic variation in the transmission, transcription and edition of Hispanic texts.
49. Relate linguistic resources in Spanish to their literary function.

50. Select and gather together the basic critical biography for the field of study with the main works and authors for the subject.
51. Solve problems autonomously.
52. Solve the main problems related to the normative which may appear in a text.
53. Suggest resources and methods from the Digital Humanities applied to textual analysis that facilitate the understanding of texts and their relationship with other literary texts.
54. Suggest resources and methods from the Digital Humanities related to phonic, morphological and syntactic issues of the Spanish language.
55. Suggest resources and methods of the Digital Humanities related to phonic, morphological and syntactic issues of the Spanish language.
56. Summarise the main arguments of a text.
57. Use digital tools for collecting, classifying, interpreting and analysing relevant data.
58. Use digital tools in a philological process of editing texts, from locating critical sources, to collation, transcription and documentation for the annotation and layout of the text.
59. Use the adequate terminology in the construction of an academic text.

Content

Throughout the sessions, the evolution of the different types and origins of short stories and fables will be analyzed, from apologues and examples, folkloric and popular (oral or traditional), of Eastern tradition (e.g. Calila e Dimna, Book of Cats...), morsels of gold, warnings, historical anecdotes (real or apocryphal), of Aesopian tradition, from the exemplariums and sermonaries (Dominican and Franciscan), biblical parables, the Arabic tradition, the cultured ones (couplets of Cato, apophthegms, facetias, or adages of Erasmus); the "jokes", the forests, the bestiaries, etc., and how they influence each other. The literary short story during the 16th and 17th centuries experienced a splendor similar to that of all Spanish literature; The genre opens up to different manifestations ranging from short stories like those by Juan de Timoneda, very similar to current jokes, to the novels by María de Zayas. Didactic narrative will also use the story to teach manners to the new courtiers, following the maxim of "sweetening the medicine" they had learned in El conde Lucanor, by Don Juan Manuel. Thus, works appear such as Avisos y guía de forasteros que venir a la corte (Notices and Guide for Strangers Coming to the Court) by Antonio Liñán, or others, such as Pero Mexía, Luis de Pinedo, Juan de Mal Lara, Melchor de Santa Cruz, Lucas Gracián Dantisco, Luis de Zapata Chaves, Miguel de Luna, Agustín de Rojas Villandrando, Sebastián Mey, Antonio Liñán y Verdugo, Lope de Vega, Jerónimo de Alcalá, etc.

Topics

1. Entertainment and learning. Eastern tradition (Calila and Dimna, Arabian Nights, Sendebar, Book of Cats, Book of the Twelve Wise Men) and Western tradition (Disciplina clericalis, Lucidario, Poridat of the Porities, Cato's Couplets, Mouthfuls of Gold, the survival of Phaedrus and Aesop).

2. Cultured and popular tradition and folklore motifs. Orality and writing. Bestiaries and other collections. Sermonaries and exemplars.

3. Count Lucanor and the Castigos e documentos del rey Don Sancho IV and the collections in which the traditions converge. Interpolations in the Libro de buen amor and in the Rimado de palacio by López de Ayala.

4. 16th-century compilations: Timoneda (El Patrañuelo, Buen aviso y portacuentos, Sobremesa y alivio de caminantes), Antonio Liñán y Verdugo (Guide and notices of strangers who come to the Court).

5. Brachylogical and facetious anthologies: Melchor de Santa Cruz, Spanish Forest; Juan Rufo, The Six Hundred Apothegms; Juan de Mal Lara; Luis de Zapata Chaves, Gracián Dantisco; Notices by Pellicer.

6. The courtly novel: Cervantes, Tirso, Zayas. Italian influence and originality. With or without a narrative framework and "intercolumns" (Eslava, Lope, Zayas, etc.). The miscellaneous nature versus the novel adjusted to rhetoric and poetics. The episodically interpolated novel (Alemán, Rojas Villandrando, Cervantes, Sebastián Mey).

7. Mixed genres (picaresque and courtly or moral fantasy): Castillo Solórzano, Salas Barbadillo.

Required reading

Manuel, Juan, El conde Lucanor

Timoneda, Juan de, El patrañuelo (Cervantes virtual)

Santa Cruz, Melchor de, Floresta española

Vega, Lope de, Novelas a Marcia Leonarda.

Zayas, María de, Desengaños amorosos / Antonio Liñán y Verdugo, Avisos y guía de forasteros que vienen a la corte (Cervantes virtual)

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
master classes and seminars	60	2.4	38, 8, 6, 5, 7, 40, 14, 25, 27, 12, 28, 32, 33, 31, 36, 44, 41, 48, 51, 53
Type: Supervised			
Tutoring	15	0.6	38, 8, 5, 26, 24, 25, 27, 39, 32, 31, 35, 36, 49, 52, 17
Type: Autonomous			
Personal study and completion of work	50	2	15, 37, 16, 24, 23, 25, 27, 12, 39, 29, 32, 34, 35, 42, 47, 46, 52

· Directed activities (35%). These activities are divided into master classes and practices and seminars directed by the professor, in which they combine the theoretical explanation with the discussion of all types of texts.

· Supervised activities (10%). It consists of tutorials programmed by the teacher, dedicated to correcting and commenting on problems at different levels of literary analysis.

· Autonomous activities (50%). These activities include both time dedicated to personal study and the completion of reports, assignments and analytical comments, as well as the preparation of oral presentations.

· Assessment Activities (5%). The evaluation of the subject is long term with oral presentations and written proofs.

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

Written activity on required readings	30 %	15	0.6	40, 15, 24, 59, 36
Written test 1	35 %	5	0.2	1, 19, 20, 18, 38, 3, 4, 8, 6, 5, 7, 40, 26, 13, 14, 15, 37, 16, 21, 22, 24, 23, 50, 25, 2, 27, 12, 39, 59, 57, 29, 28, 32, 30, 34, 33, 31, 35, 36, 44, 10, 11, 41, 43, 42, 45, 47, 46, 49, 48, 51, 56, 9, 52, 53, 54, 55, 17, 58
Written test 2	35 %	5	0.2	1, 19, 20, 18, 38, 3, 4, 8, 6, 5, 7, 40, 26, 13, 14, 15, 37, 16, 21, 22, 24, 23, 50, 25, 2, 27, 12, 39, 59, 57, 29, 28, 32, 30, 34, 33, 31, 35, 36, 44, 10, 11, 41, 43, 42, 45, 47, 46, 49, 48, 51, 56, 9, 52, 53, 55, 54, 17, 58

Continuous assessment:

Three pieces of evidence will be taken into account for the assessment, which will consist of:

- Two partial exams (35% each).

- A written activity on the compulsory readings that will be carried out in the classroom (30%).

At the time of carrying out each assessment activity, the teaching staff will inform students about the procedure and date for reviewing the grades.

To pass the subject, it is necessary to obtain, at least, a 5 in the weighted average of the assessment activities.

Students who do not reach this grade and who have previously been assessed in at least two thirds of the subject, may participate in the retake, provided that they have obtained a minimum average grade of 3.5. The grade obtained in the retake will replace the grade initially obtained for the final calculation of the weighted average.

The student will receive the grade of Not Evaluable when he/she has not completed more than 30% of the assessment activities.

Making spelling, lexical and syntax errors will have a penalty of 0.25 on the final grade of each of the activities.

In the event that the student makes any irregularity that could lead to a significant variation in the grade of an assessment act, this assessment act will be graded 0, regardless of the disciplinary process that may be instructed. In the event that several irregularities occur in the assessment acts of the same subject, the final grade of this subject will be 0.

In this subject, the use of Artificial Intelligence (AI) technologies is not allowed in any of its phases. Any work that includes fragments generated with AI will be considered a lack of academic honesty and will result in the activity being evaluated with a 0 and not being able to be recovered, or greater sanctions in serious cases.

This subject does not foresee the single evaluation system.

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Software

No special program is needed.

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	first semester	morning-mixed
(TE) Theory	1	Spanish	first semester	morning-mixed