



Universitat de Lleida

DEGREE CURRICULUM  
**MODERN AND CONTEMPORARY  
SPANISH LITERATURE I**

Coordination: ROMERO MORALES, YASMINA DEL ROCÍO

Academic year 2022-23

# MODERN AND CONTEMPORARY SPANISH LITERATURE I 2022-23

## Subject's general information

<b>Subject name</b>	MODERN AND CONTEMPORARY SPANISH LITERATURE I			
<b>Code</b>	101048			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Hispanic Philology	1	COMMON/CORE	Attendance-based
	Double degree: Bachelor's degree in Applied Languages and Translation and Bachelor's degree in Hyspanic Philology	1	COMMON/CORE	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	3		3
	<b>Number of groups</b>	1		1
<b>Coordination</b>	ROMERO MORALES, YASMINA DEL ROCÍO			
<b>Department</b>	CLASSICAL, FRENCH AND HISPANIC STUDIES			
<b>Teaching load distribution between lectures and independent student work</b>	Classroom sessions: 60h Student individual work: 90h			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Spanish			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
ROMERO MORALES, YASMINA DEL ROCÍO	yasmina.romero@udl.cat	6	

## Subject's extra information

From a panoramic and critical approach to different literary expressions and genres of Spanish literature from the 18<sup>th</sup> and 19<sup>th</sup> centuries, this course seeks that the students understand and analyze the historical, social, economic and cultural processes that defined the literary production of what is conceived as modern Spanish literature.

In particular, this course aims at guiding the students' critical analysis ability by means of a thorough reading of different texts and selected authors in relation to the historical context, aesthetic trends and debates, as well as the critical and theoretical positioning that have shaped the reading and understanding of such texts and movements.

In addition to dealing with different periods, literary movements and genres, and episodes of Spanish history in the 18<sup>th</sup> and 19<sup>th</sup> centuries, the readings and discussions in the classroom aim at introducing different tools, concepts and methodologies of literary theory, oriented towards the development of literary and critical analysis, the shaping of the students' research skills and the use of bibliographic sources.

<b>Prerequisites</b>	International students enrolled through mobility or exchange (for example, Erasmus) should keep in mind that this course requires an oral and written knowledge of the Spanish language corresponding to a high level (B2 / C2 of Common European Framework).
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## Learning objectives

O.1. Establish fundamental models of analysis and critical commentary on the history of Spanish literature of the 18th and 19th centuries, with special mention of the literary text in its context. Special emphasis will be placed on a competence in the use by the student of the fundamentals of rhetoric, terminology and literary criticism, with their instrumental application to commentary.

O. 2. Deepen the learning and critical reflection of the themes and the authors indicated in the program, through text comments that consider the political, economic and social singularity of their production.

O. 3. Foster the ability to integrate into textual analysis the fundamental keys to the history of Spanish literature of the 18th and 19th centuries in its aesthetic, political-ideological and social aspects, as well as in relation to basic notions of comparative literature , literary theory and literary criticism.

O. 4. Link author, text and work to its historical context, with special reference to its relationship with the periods, trends and historical-literary movements that are the object of study.

O. 5. Management of resources, sources and techniques necessary for the development of Spanish literature of the 18th and 19th centuries in the context of Hispanic literary studies.

## Competences

### Basic skills

CB3 Ability to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.

### General skills

CG1 Demonstrate capacity for analysis and synthesis.

CG2 Analyze and evaluate a topic or subject, applying critical and objective reasoning.

### Specific skills

CE17 Know the theoretical foundations of literature, the movements of literary history and the currents of literary criticism.

CE18 Know how to interpret and judge literary texts from a critical perspective.

CE19 Know how to identify the relationships between historical and social events and literary production, throughout the various historical periods and frames cultural, especially in the Hispanic world.

### Transversal skills

CT1 Acquire an adequate understanding and oral and written expression of Catalan and Spanish.

## Subject contents

### MODULE I. ILLUSTRATION (18th century)

1.1 The Illustration. Historical, cultural and artistic context.

1.2 The narrative. Diego de Torres Villarroel and Juan Francisco de Isla. Didactic prose. Jerónimo Feijoo, José Cadalso and Gaspar Melchor de Jovellanos.

1.4 The theater. Leandro Fernandez de Moratin.

1.5 Women's rights and modern enlightened thought: Benito Jerónimo Feijoo, Josefa Amar y Borbón and Inés Joyes.

#### MODULE II. ROMANTICISM (19th century)

2.1 Romanticism. Historical, cultural and artistic context.

2.2 The narrative. Mariano José de Larra, José de Espronceda, Enrique Gil y Carrasco, Gustavo Adolfo Bécquer, Carolina Coronado and Gertrudis Gómez de Avellaneda.

2.3 The lyric. First generation, heyday and romantic stragglers. Duke of Rivas, José de Espronceda, José Zorrilla, Gustavo Adolfo Bécquer, Carolina Coronado and Rosalía de Castro.

2.4 The theater. Duke of Rivas, José Zorrilla and Gertrudis Gómez de Avellaneda

2.5 The universal reader. Universality and regionalism. Goethe, Pastor Díaz, Buenaventura Carlos Aribau and Nicolás Estévez.

#### MODULE III. REALISM (19th century)

3.1 Realism. Historical, cultural and artistic context.

3.2 The narrative. Cecilia Böhl de Faber, Alarcón, Juan Valera, José María Pereda, Benito Pérez Galdós, Clarín, Emilia Pardo Bazán and Vicente Blasco Ibáñez.

3.3 The lyric. Terminological and chronological problems. Ramón de Campoamor, Gaspar Núñez de Arce, José María Gabriel y Galán and Vicente Medina.

3.4 The theater. Manuel Tamayo y Baus, Adelardo López de Ayala, Benito Pérez Galdós and José de Echegaray.

3.5 The universal reader. Stendhal and Dostoevsky.

## Methodology

The course will be taught in two face-to-face weekly sessions. Each session will consist of, on the one hand, lectures of an expository nature dictated by the teacher, with audiovisual and computer support and whose main objective is for students to be able to critically and contextually analyze literary texts from the periods studied, as well as how to identify the tendencies of each movement and its implication with other socio-cultural factors. On the other hand, the sessions will be complemented with the active participation of the group-class, through practices, debates and reflections on the readings and authors worked on.

## Development plan

See Syllabus.

## Evaluation

Students enrolled in this course must achieve at least a final grade of **5** to pass it. Likewise, in order to assess the correct acquisition of both knowledge and skills, different evaluation strategies will be used with the following weighting:

#### CONTINUOUS ASSESSMENT

- Attendance with a proactive attitude in the classroom (face-to-face and on the virtual campus): **10%**
- Realization and delivery of scheduled classroom practices (face-to-face and on the virtual campus). «Enriched texts» activity: **20%**
- Written project (.doc format) and audiovisual (.ppt format) on a topic agreed upon with the teacher. Its length and other aspects necessary for its completion will be indicated on the first day of class. It must be delivered on the day of the exhibition as a deadline: **20%**
- Oral presentation of the written project in class: **15%**
- Theoretical-practical exam on the compulsory reading of the subject: **10%**
- Final theoretical-practical exam of the contents: **25%**

#### ALTERNATIVE EVALUATION

The evaluation is continuous, but students who combine their studies with a full-time job have the right to request an alternative evaluation within a period of 5 days from the start of the semester. For more information: [academic@lletres.udl.cat](mailto:academic@lletres.udl.cat) or Secretariat of the Faculty of Arts.

#### OBSERVATIONS

- Spelling mistakes will be discounted in all practices, assignments and exams at a rate of **0.5** points per mistake from the second mistake. Morphosyntactic and lexical errors will also affect the grade. Failure to use inclusive language in the tests, whether oral or written, will deduct 1 point from the final grade.
- Plagiarism or copying and its direct consequence will not be tolerated in any case, the application of what is established in the Regulations for Assessment and Qualification of Teaching of Bachelor's and Master's degrees at the UdL. Plagiarism will be considered the reproduction of paragraphs from texts of authorship other than that of the student (internet, books, articles...), when the original source from which they come is not cited.

## Bibliography

#### REQUIRED READINGS

- Teacher's selection of texts.
- *Insolation* (1889) by Emilia Pardo Bazán

#### COMPLEMENTARY BASIC BIBLIOGRAPHY

- ALBORG, Juan Luis, *Historia de la literatura española*. Siglo XVIII, Madrid, Gredos, 1972; El Romanticismo, 1980.
- AMORÓS, Andrés, *Antología comentada de la Literatura española Siglo XVIII; Siglo XIX*, Madrid, Castalia, 1999.
- CALDERA, Ermano, *El teatro español en la época romántica*. Madrid: Castalia, 2001.
- CARNERO, Guillermo (coord.), *Historia de la Literatura Española. Siglo XVIII y Siglo XIX. Vols. 6, 7 y 8*. Madrid: Espasa-Calpe, 1995 y 1997.
- CASO GONZÁLEZ, José Miguel (ed.), *Ilustración y Neoclasicismo. Historia y crítica de la literatura española*. Barcelona, Crítica, 1983,
- FERNÁNDEZ, Pura y ORTEGA, Marie-Linda (eds.), *La mujer de letras o la letraherida. Discursos y representaciones sobre la mujer escritora en el siglo XIX*. Madrid: CSIC, 2008.
- GARCÍA DE LA CONCHA, Víctor (dir.), *Historia de la literatura española. Siglo XVIII* (2 vols.), Madrid, Espasa, 1998.
- LABANY, Jo, *Género y modernización en la novela realista española*. Madrid: Ediciones Cátedra-Universitat de València-Instituto de la Mujer, 2011.
- LISSORGUES, Yvan (ed.), *Realismo y naturalismo en España en la segunda mitad del siglo XIX*. Barcelona: Anthropos, 1988.
- PEDRAZA JIMÉNEZ, Felipe B., y RODRÍGUEZ CÁCERES, Milagros, *Manuel de literatura española*. V. Siglo XVIII; VI. Época romántica; VII. Época del Realismo, Navarra, Cenlit, 1982.
- ROMERO TOBAR, Leonardo, *Panorama crítico del Romanticismo Español*. Madrid: Castalia, 1994.
- RICO, Francisco (dir.), *Historia y Crítica de la Literatura Española*, IV, *Ilustración y Neoclasicismo*, Barcelona, Crítica, 1983; 4/1 *Ilustración y Neoclasicismo. Primer suplemento*, Barcelona, Crítica; V, *Romanticismo y Realismo*, Barcelona, Crítica, 1982; 5/1 *Romanticismo y Realismo*. Primer suplemento, Barcelona, Crítica, 1994.
- RUBIO CREMADES, Enrique, *Panorama crítico de la novela realista-naturalista española*. Barcelona: Castalia, 2001
- SEBOLD, Russell P., *El rapto de la mente. Poética y poesía dieciochesca*. Barcelona: Anthropos, 1989.
- SEBOLD, Russell P., *Trayectoria del romanticismo español*, Barcelona, Crítica, 1983.
- VALBUENA PRAT, Ángel. *Historia de la literatura española. Siglo XVIII. Romanticismo*, ed. ampliada y puesta al día por Antonio Prieto, Barcelona, Gustavo Gili, 1982.

The editions of the authors studied, as well as the anthologies of texts, will be recommended in the corresponding monographic sessions.