VNIVERSITAT (Ö) ID VALÈNCIA

COURSE DATA

Data Subject	
Code	35524
Name	The invention of a poetic language in the Golden Age
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)			
Degree	**Center**	**Acad. year**	**Period**
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Faculty of Philology, Translation and Communication	2	Second term

Subject-matter		
Degree	**Subject-matter**	**Character**
1003 - Degree in Hispanic Studies, Spanish Language and Literature	10 - Spanish literature of the Golden Ages	Obligatory

Coordination	
Name	**Department**
BADIA HERRERA, JOSEFA	150 - Spanish

SUMMARY

The subject *The invention of a poetic language in Spanish Golden Age* is inserted in the module *Spanish Literature and Golden Age Spanish Literature*, aimed at developing general skills of a graduate or graduate academic branch of Humanities and within it, in the Degree *Hispanic Studies: Spanish language and literature*. It is conceived as a matter of mandatory training to provide students with skills and knowledge about renewal of poetry, from Renaissance Humanism to Baroque developed in Spain between the sixteenth and seventeenth centuries, with the assimilation of classical and Italian models and the later ripening evolution inside the cultural and ideological context. The study, review and analysis of canonical texts (both poetic as mandatory) shall aim to develop their capacity for learning and the acquisition of specific knowledge about their aesthetic and ideological implications and its subsequent influence and the relationship of these texts with classic poetic currents developed in Europe since the Middle Ages. Likewise be taken to facilitate the location of information sources for study and application of knowledge in the academic, professional or research fileds. The subject has a humanistic and critical approach, focusing primarily technical analysis and content of the texts that shaped the first revolution of poetic language in Spanish literature.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

None

OUTCOMES

1003 - Degree in Hispanic Studies, Spanish Language and Literature

- Knowledge of literature and theatre in the Spanish language.

- Knowledge of the historic evolution of literature and theatre in the Spanish language.

- Familiarity with techniques and methods of analysis of literary and non-literary texts and how they are applied to the Spanish language.

- Knowledge of textual criticism and edition of texts in Spanish.

- The ability to create correct and proper oral and written texts of different kinds.

- The ability to assess and correct linguistic and literary texts in Spanish.

- The ability to identify problems and subjects for research and assess their importance in the field of Spanish language, literature and theatre.

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

- Know and apply the currents and methodologies of literary theory and criticism.

- Show ethical commitment in the field of language studies as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.

- Apply information and communication technologies and computer tools to language studies.

- Work as a team in the environment of language studies and develop interpersonal relations.

- Be able to work and learn autonomously and to plan and manage work time.

LEARNING OUTCOMES

Los resultados de aprendizaje son comunes al nivel 2 (materia *Literatura española de los Siglos de Oro*). Los específicos de esta asignatura son:

- Ser capaz de identificar las características de una obra literaria de los Siglos de Oro y su adscripción a las distintas corrientes estéticas e ideológicas.

- Ser capaz de describir las características históricas y culturales que permiten entender la evolución y tradición literaria de los Siglos de Oro en su contexto ideológico y cultural.

- Ser capaz de debatir sobre el concepto de canon y la consideración de clásico en el ámbito literario.

- Ser capaz de valorar la importancia de la tradición ecdótica en el ámbito filológico.

- Tener la capacidad de usar la lengua española para expresar correcta y adecuadamente juicios críticos en diferentes contextos de comunicación y difusión.

- Ser capaz de realizar informes sobre el cumplimiento de las propiedades textuales en las distintas producciones discursivas

- Tener capacidad de manejar información bibliográfica pertinente, especializada y actualizada.

- Tener capacidad de utilizar las producciones literarias para reflexionar sobre distintas problemáticas relevantes en la sociedad actual.

- Ser capaz de utilizar los conocimientos sobre patrimonio literario y transferirlos en entornos de difusión relacionados con la divulgación cultural literaria.

- Ser capaz de usar adecuadamente la terminología clave del análisis literario y lingüístico, basado en el desarrollo contemporáneo de la crítica, la teoría literaria y la tradición filológica.

- Ser capaz de apreciar valores estéticos, civiles, sociales e históricos de la literatura en relación con sus producciones simbólicas y con otras manifestaciones culturales.

- Ser capaz de realizar búsquedas de información en la red, de utilizar bases de datos especializadas y de manejar espacios de información complejos.

- Ser capaz de demostrar una actitud activa, positiva y creativa en el trabajo cooperativo.

- Ser capaz de definir, de manera autónoma, la distribución de roles en las tareas.

DESCRIPTION OF CONTENTS

1. Humanist frame, political and cultural poetics innovations in the sixteenth century. Traditionalist resistence and metrical fracture as a basis of the controversy.

Introductory thematic unit which will set the coordinates historical and cultural policies that drive innovation Spanish Renaissance poetry and traditionalist opposition represented by the Represensión contra los poetas españoles que escriben en verso italiano by Cristobal de Castillejo (1492-1550), essentially marked by new metrical uses.

2. Garcilaso de la Vega (1501-1536) or the opening door to a new poetry

Thematic unit in which will be studied, through the analysis of Eclogue of Garcilaso I and III, their primary sources: the issues inherited from classical Greco-Roman (the bucolic setting and discovery of nature and landscape, the mythological reenactments andHoratian themes) and inheritance-Petrarchan and courtly troubadour. The study of classical topoi will serve to draw the line of evolution of subsequent poetic currents.

3. Ascetic and mystical thought as a catalyst for poetica language maturity.

Thematic unit will serve as an introduction to the contributions, both in thought and style and poetic language, of the spiritual currents ascetic experience, innovative and symbolic expression of the ineffable and divine mysticism.

4. From Fray Luis de León (1527-1591) to San Juan de la Cruz (1542-1591): poética language services to tehe ascetic and mystical experiences.

Thematic unit will introduce the thematic and stylistic analysis of some poems of Fray Luis de León and his classical and intellectual character from a dissident thought, also wiill introduce about orthodoxy and poetic writings of San Juan de la Cruz, through his trilogy Noche oscura del alma, Cántico Espiritual and Llama de amor viva, showing the full contemporary traits of his poetry.

5. From the Petrarchism sublimation to Nature as an alternative reality and as a parody.

Thematic unit will introduce the innovations of the last poetic language in the Golden Age, through didactic scholarship, an the difficulty as baroque poetry way. We will study selected poems (sonnets or parts of compositions as Soledades and Fábula de Polifemo y Galatea) by Góngora and Quevedo to remove the topics on so called cultism and conceptism and explain the construction of an alternative reality as aesthetic sublimation or as parodic disintegration.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Attendance at events and external activities	5,00	0
Development of group work	10,00	0
Development of individual work	15,00	0
Study and independent work	30,00	0
Readings supplementary material	30,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The teaching methodology consists of the following activities:

1) Classroom training activities: theoretical exposition by the teacher of the concepts and topics specified in the syllabus of the subject, introducing also the guidelines and guidance for critical reading of poetic texts. It will also include practical training activities consist of the analysis of poems or other theoretical and critical texts that have been obtained from literature consulted or discussed in the lectures and personal assessment which leads to subsequent debate or discussion or guidance of individual and group tutorials.

2) No classroom activities: intended primarily for self-employment in the face of the development of practical work or carrying out the test or final written work. Any questions or need guidance will be verified in the tutorials or lectures.

The training activities and non-contact training activities are designed to encourage all general learning outcomes and specific skills identified in other sections.

EVALUATION

The evaluation of the student's learning will be carried out taking into account the general objectives of the subject and the specific competencies and abilities indicated, in two lines.

1) Continuous evaluation of the progress in understanding the information, concepts and criticism of the recommended or compulsory readings explained in class and followed by personal or group work. To do this, students must take practical reading tasks.

2) Carrying out a final exam or, alternatively (according to the criteria of the professor responsible for teaching the subject), an academic work, with the maximum length indicated and that must follow the writing rules appropriate to the academic standards of a college job.

The final grade will be the sum of the grades obtained in the previous concepts, which described in percentages would be as follows:

Type of evaluation	%
a) Activities carried out during the course	40 %
b) Final written task	60 %

To pass the course it is necessary to pass the practical reading tasks, as well as the final written task and reach, at least, a percentage of 50 % after adding all the marks. All parts of the evaluation will be recoverable in the second call. The teacher will inform the students who present themselves in the second call in advance about what activity they will have to carry out if they have not passed any of the requirements in the first call.

The general rating system will follow the regulations of the University of Valencia approved by the Government Council on May 30, 2017. ACGUV 108/2017.

REFERENCES

Basic

- JAURALDE POU, Pablo, Introducción, en AA.VV., Antología de la poesía española del Siglo de Oro. Siglos XVI y XVII, ed. de Pablo Jauralde y Mercedes Sánchez, Madrid, Austral, 1999, pp. 11-48
- LÓPEZ BUENO, Begoña (Coord.), La renovación poética del Renacimiento al Barroco, Madrid, Síntesis, 2006.
- MONTERO, Juan, Introducción, en AA.VV., Antología poética de los siglos XVI y XVII, ed. de Juan Montero, Madrid, Biblioteca Nueva, 2006, pp. 8-139.
- RALLO GRUSS, Asunción, Humanismo y Renacimiento en la literatura española, Madrid, Síntesis, 2007.
- PORQUERAS MAYO, Alberto, La teoría poética en el Renacimiento y Manierismo españoles, Barcelona, Puvill Libros, 1986.

Additional

- GRIMAL, Pierre, Diccionario de mitología griega y romana, Barcelona, Paidós, 1994.
- BLECUA, José Manuel, Corrientes poéticas en el siglo XVI en Sobre poesía de la Edad de Oro, Madrid, Gredos, 1970, pp. 11-24.
- GARÍN, Eugenio, La revolución cultural del Renacimiento, Barcelona, Crítica, 1981.
- ALONSO, Dámaso, Poesía Española. Ensayo de métodos y límites estilísticos, Madrid, Gredos, 1976.

- CASTIGLIONE, Baldassare, El cortesano, ed. de Mario Pozzi, Madrid, Cátedra, 1994.

- GARCÍA GIBERT, Javier, La imaginación amorosa en la poesía del Siglo de Oro, Valencia, Universitat, 1997.

- GREEN, Otis H., Amor cortesano y visión platónica, Continúa la tradición, Amor cortesano y neoplatónico en el Barroco en España y la tradición occidental, Madrid, Gredos, 1969, vol. I, pp. 152-194; pp. 195-243; pp. 244-305

- LAPESA, Rafael, La trayectoria poética de Garcilaso, Madrid, Alianza Universidad, 1985.

- NAVARRETE, Ignacio, Los huérfanos de Petrarca. Poesía y teoría en la España Renacentista, Madrid, Gredos, 1994.

- PARKER, Alexander A., La filosofía del amor en la literatura española, Madrid, Cátedra, 1986.

- SEGRE, Cesare, Análisis conceptual de la Égloga I de Garcilaso, en Las estructuras y el tiempo, Barcelona, Planeta, 1986, pp. 163-184.

- CILVETI, Angel L., Introducción a la mística española, Madrid, Cátedra, 1974.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

HYBRID LEARNING MODE (BLENDED)

1. Contents

The contents initially collected in the teaching guide are maintained.

2. Workload and teaching schedule

The weight of the different activities that add the hours of dedication in ECTS credits marked in the original teaching guide is maintained.

3. Methodology

Teachers, depending on the health situation, will develop the program from the following teaching dynamics:

-Presential course for half of the students and synchronous video conferencing for the other half.

-Collective or individual tasks on the virtual classroom.

-Videoconference tutorials.

4. Assessment

Activities and practical tasks: 100%

5. Bibliography

The recommended bibliography is maintained because it is mostly accessible. In the event that students have problems locating it, teachers will try to facilitate other options

DISTANCE (ONLINE) LEARNING

1. Contents

The contents initially collected in the teaching guide are maintained.

2. Workload and teaching schedule

The weight of the different activities that add the hours of dedication in ECTS credits marked in the original teaching guide is maintained.

3. Methodology

Teachers, depending on the health situation, will develop the program from the following teaching dynamics:

-Synchronous Video conferencing.

-Recorded presentations.

-Collective or individual tasks on virtual classroom.

-Videoconference tutorials.

4. Assessment

Activities and practical tasks: 100%

5. Bibliography

The recommended bibliography is maintained because it is mostly accessible. In the event that students have problems locating it, teachers will try to facilitate other options.