



COURSE DATA

Data Subject

Code	35743
Name	Contemporary Spanish readers
Cycle	Grade
ECTS Credits	6.0
Academic year	2024 - 2025

Study (s)

Degree	Center	Acad. year	Period
1000 - Degree in English Studies	Faculty of Philology, Translation and Communication	3	Second term
1001 - Degree in Catalan Studies	Faculty of Philology, Translation and Communication	3	Second term
1002 - Degree in Classical Philology	Faculty of Philology, Translation and Communication	3	Second term
1008 - Degree in Modern Languages and Literatures	Faculty of Philology, Translation and Communication	3	Second term
1013 - Degree in Classical Philology	Faculty of Philology, Translation and Communication	3	Second term

Subject-matter

Degree	Subject-matter	Character
1000 - Degree in English Studies	15 - Minor in Hispanic studies: Spanish language and literature	Optional
1001 - Degree in Catalan Studies	38 - Minor in Hispanic studies	Optional
1002 - Degree in Classical Philology	24 - Minor in Hispanic studies	Optional
1008 - Degree in Modern Languages and Literatures	18 - Minor in Hispanic studies: Spanish language and literature	Optional
1013 - Degree in Classical Philology	24 - Minor en Estudios Hispánicos	Optional

Coordination

Name	Department
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CANDEL VILA, MARIA CONSUELO

150 - Spanish

SUMMARY

The course *Contemporary Spanish Readings* (35549) is part of the *General Philological Training* module and the subject Literature, aimed at the development of general competencies of a graduate in the academic branch of Humanities and, within it, in the *Degree of Hispanic Studies: Spanish language and its literatures*. It is conceived as a basic training to provide students with competences in the knowledge of contemporary Spanish literature through a selection of texts, paying attention to their social and discursive practices, as well as their cultural connections. This course is also taught in the Minor in Hispanic Studies (35743).

This course takes special account of Sustainable Development Goal (SDG) 5, the defense and promotion of gender equality.

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.

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)**1000 - Degree in English Studies**

- 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 be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving 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.



- Demonstrate, within the field of English Studies, an ethical attitude that focuses on aspects such as gender equality, equal opportunities, the values of the culture of peace and democracy and a sensitiveness regarding environmental problems and sustainability while, at the same time, knowing about and being able to appreciate linguist diversity and multiculturality.
- Apply ICT and computer programs, either locally or through a network, in the field of English Studies.
- Work in a team in contexts related to English Studies and develop interpersonal relationships.
- Apply quality criteria at work in the field of English Studies.
- Work and learn autonomously, and plan and manage one's workload.
- Be familiar with a literature in a language other than the main Degree language.
- Know the grammar and develop communicative competences in Spanish.

1001 - Degree in Catalan Studies

- 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 be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving 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.
- Be familiar with a literature in a language other than the main Degree language.
- Know the grammar and develop communicative competences in Spanish.
- 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.
- Apply quality criteria in philological work.



1002 - Degree in Classical Philology

- Have the ability to communicate orally and in writing in the native languages.
- 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 be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving 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 the grammar and develop communicative competences in Spanish.
- 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.
- Apply quality criteria in philological work.

1008 - Degree in Modern Languages and Literatures

- 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 be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving 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.



- Work and learn autonomously, and plan and manage one's workload.
- Be familiar with a literature in a language other than the main Degree language.
- Know the grammar and develop communicative competences in Spanish.
- Show ethical commitment in the field of modern languages and literatures 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 modern languages and literatures.
- Work as a team in the environment of modern languages and literatures.
- Apply quality criteria to work in the field of modern languages and literatures.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

- Be able to identify and discriminate the different currents in literary practice and their transformations applied to the analysis of contemporary literary texts.
- Be able to produce oral and written texts in Spanish correctly and appropriately.
- Be able to demonstrate solidity in the argumentation of critical analysis of contemporary literary works, their ideological-cultural *raison d'être* and their relation to the Western context.
- Be able to handle relevant, specialised and up-to-date bibliographical information.
- Being able to describe literary processes within the framework of cultural industries.
- Be able to appreciate the patrimonial and ethical values, as well as the aesthetic and historical value of contemporary literature.

DESCRIPTION OF CONTENTS

0. General introduction. Continuity and rupture with pre-war literature. Post-war stage. Censorship and Exile.

1. Poetic stage of the First Post-war Period. From purity to the rehumanisation of Spanish poetry. Generation of 1936. Rooted and unrooted poetry.

Hijos de la ira (1944) by Dámaso Alonso; Sombra del paraíso (1944) by Vicente Aleixandre; La casa encendida (1947) by Luis Rosales.



2. The forms of realism in the narrative: from the existential novel to the social novel.

Nada (1944) by Carmen Laforet; La colmena (1951) by C. J. Cela, Entre visillos (1958) by Carmen Martín Gaité.

3. The poetics of historical reason: from social poetry to the half-century generation.

Pido la paz y la palabra (1955) by Blas de Otero; Antología La promoción poética de los cincuenta (ed. by Luis García Jambrina).

4. The experimental and symbolic novel. The years of rupture.

Tiempo de silencio (1962) by Luis Martín Santos. Los mares del sur (1979) by Manuel Vázquez Montalbán.

5. Signs of rupture in poetry. From the nouveau aesthetics to the new realisms. Poetic stage at the beginning of the XXI century.

Nueve novísimos poetas españoles (ed. José M.^a Castellet), Barcelona, Crítica, 1970 and La nueva poesía (1975-1992), Barcelona, Crítica, 1996.

6. The novelistic transition and new narrative strategies. Narratives of the XXI century.

Los juegos de la edad tardía (1989) by Luis Landero; Los disparos del cazador (1994) by Rafael Chirbes; Los girasoles ciegos (2004) by Alberto Mendez; Las maravillas (2020) by Elena Medel.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	60,00	100
Development of individual work	15,00	0
Study and independent work	60,00	0
Readings supplementary material	15,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The learning methodology is structured as follows:

**Classroom training activities:**

Theoretical content on the thematic units of the programme. Presentation of authors, historical context, state of the question and critical approach. To adequately follow these contents, the reading and study of complementary bibliography is recommended.

Practical content on the compulsory reading texts and bibliography. The lecturer may recommend the prior or simultaneous reading of other texts to stimulate discussion. In addition, if time permits, oral presentations of literary texts may be given during the classes.

Non-attendance training activities:

Collective or personal tutorials to resolve doubts about the contents explained, plan a project or expand the bibliography, possible attendance at other complementary training activities. Following the indications that will be given in class (criteria that will be available in the Virtual Classroom), a work will be carried out based on a critical text(s) on a literary text of the period studied, agreed with the teachers of the subject.

This subject participates in the Consolidated Educational Innovation Project DTD_iLAB: Collaborative learning by interdisciplinary projects (third phase) approved by the Service for Lifelong Learning and Educational Innovation of the University of Valencia.

EVALUATION

The final grade will be the sum of the partial grades obtained under the following concepts, described in points and percentages:

EVALUATED ACTIVITY	Puntos	%
1. Activities carried out during the course	3	30%
2. Final exam	7	70%
TOTAL	10	100%

The Virtual Classroom may be used as a means of assessment and for communicating the results.

All parts of the evaluation will be recoverable in the second call. The lecturer will inform students who sit the second sitting in good time about which activity they must carry out if they have not passed any of the requirements in the first sitting.

The assessment system also considers the skills that the student must acquire, among which are those of writing and proofreading in Spanish. Therefore, if the student commits errors in spelling, orthotypography or expression, each fault will lead to a reduction in the mark obtained. A total of five faults will mean that the exam will be graded with zero points; likewise, the exam may also be failed if the number of faults is less than five, but the teacher responsible considers that their seriousness justifies it.



The general grading system will follow the regulations of the Universitat de València approved by the Consell de Govern on 30 May 2017. ACGUV 108/2017.

Intellectual honesty is vital in academic communities, and for the fair assessment of students' work. All work presented in this course must be original. Work in which fraudulent collaboration or the use of artificial intelligence is used will not be accepted (ChatGPT or others).

REFERENCES

Basic

- En las unidades temáticas (véase Descripción de contenidos) se indican los textos literarios que se adoptarán como referentes básicos. Dado que dichos textos tienen numerosas ediciones, se recomienda la lectura -si las hubiera- de ediciones críticas o, al menos, con estudio introductorio

1. Hijos de la ira (1944) de Dámaso Alonso; Sombra del paraíso (1944) de Vicente Aleixandre; La casa encendida (1947) de Luis Rosales.

2. Nada (1944) de Carmen Laforet; La colmena (1951) de C. J. Cela, Entre visillos (1958) de Carmen Martín Gaité.

3. Pido la paz y la palabra (1955) de Blas de Otero; Antología La promoción poética de los cincuenta (ed. de Luis García Jambrina).

4. Tiempo de silencio (1962) de Luis Martín Santos. Los mares del sur (1979) de Manuel Vázquez Montalbán.

5. Nueve novísimos poetas españoles (ed. José M.^a Castellet), Barcelona, Crítica, 1970 y La nueva poesía (1975-1992), Barcelona, Crítica, 1996.

6. Los juegos de la edad tardía (1989) de Luis Landero; Los disparos del cazador (1994) de Rafael Chirbes; Los girasoles ciegos (2004) de Alberto Méndez; Las maravillas (2020) de Elena Medel.

MANUALES. HISTORIOGRAFÍA LITERARIA

Alvar, Carlos; Mainer, José-Carlos; Navarro, Rosa (1997). Breve historia de la literatura española. Madrid: Alianza.

Blanco Aguinaga, Carlos et al. (1978). Historia social de la literatura española (en lengua castellana). Madrid: Castalia, 3 vols.

García de la Concha, Víctor (coord.) (1984). Época contemporánea: 1914-1939, Historia y crítica de la literatura española, Francisco Rico (Dir.), vol. 7. Barcelona: Crítica.

Gracia, Jordi (coord.) (2000). Los nuevos nombres: 1975-2000. Historia y crítica de la literatura



española, Francisco Rico (Dir.), vol. 9/1. Barcelona: Crítica.

Gracia, Jordi; Ródenas, Domingo (2011). Derrota y restitución de la modernidad 1939-2010. En Historia de la literatura española, José-Carlos Mainer (Dir.), vol. 7. Barcelona: Crítica.

Navarro Durán, Rosa (ed.) (1995). El Siglo XX. En Historia de la literatura española, Jean Canavaggio (Dir.), Tomo VI. Barcelona: Ariel.

- Pedraza Jiménez, Felipe; Rodríguez Cáceres, Milagros (1997). Las épocas de la literatura española. Barcelona: Ariel.

Pedraza Jiménez, Felipe; Rodríguez Cáceres, Milagros (2000). Manual de literatura española, Vol. XIII: Posguerra: narradores. Pamplona: Cénlit.

Sanz Villanueva, Santos (1984). Historia de la literatura española. El siglo XX. Literatura actual. Tomo 6/2. Barcelona: Ariel.

Sanz Villanueva, Santos (coord.) (1999). Época contemporánea: 1939-1980. En Historia y crítica de la literatura española, Francisco Rico (Dir.), vol. 8/1. Barcelona: Crítica.

Sanz Villanueva, Santos (2010). La novela española durante el franquismo. Madrid: Gredos.

Villanueva, Darío (coord.) (1984). Los nuevos nombres: 1975-1990. En Historia y crítica de la literatura española, Francisco Rico (Dir.), vol. 9. Barcelona: Crítica.

Ynduráin, Domingo (coord.) (1980). Época contemporánea: 1939-1980. En Historia y crítica de la literatura española, Francisco Rico (Dir.), vol. 8. Barcelona: Crítica.