



COURSE DATA

DATA SUBJECT

Code: 35425
Name: Slavic literatures
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1000 - Degree in English Studies	Facultat de Filologia, Traducció i Comunicació	2	Second quarter
1001 - Degree in Catalan Studies	Facultat de Filologia, Traducció i Comunicació	2	Second quarter
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Facultat de Filologia, Traducció i Comunicació	2	Second quarter
1013 - Degree in Classical Philology	Facultat de Filologia, Traducció i Comunicació	2	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1000 - Degree in English Studies	Literature basic training (C1)	ELECTIVES
1001 - Degree in Catalan Studies	Literature basic training (C1)	ELECTIVES
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Literature basic training (C1)	ELECTIVES
1013 - Degree in Classical Philology	Literatura de FB (C1)	ELECTIVES

COORDINATION

PIROZHENKO OLGA

SUMMARY

This course is part of the module 'General philological training' and the subject 'Literature of second languages'. The purpose of this course is to extend the competence acquired by the students in previous stages (literary genres, stylistic procedures, thematic movements and periods, etc.), either in the literature of their mother tongue or of second languages, in a double direction: the knowledge of Russian literature and the development of interculturality. Our approach tries to promote a greater autonomy in the student's way of thinking and understanding the world and society that surrounds him/her; thus, together with the new particular knowledge of Russian literature, the student must develop the concepts of interculturality and intertextuality, in accordance with the plurilingual and intercultural competence.

This course aims to introduce the student to Russian literature from its origins to the beginning of the 20st century through an integrative approach to literature and history. For the development of the course, the student will have all the necessary materials and resources that will allow him/her to perceive and



distinguish the historical, biographical, philosophical, literary and stylistic keys of Russian literature. Likewise, cooperation will be encouraged through teamwork in order to stimulate the critical and self-critical capacity of the students.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

Previous knowledge of Russian literature is not necessary. Prior knowledge of a generic nature: knowledge of literary genres, stylistic procedures, thematic movements and epochs, known from their native literature.

COMPETENCES / LEARNING OUTCOMES

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Have the ability to communicate orally and in writing in the native languages.

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

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.

DESCRIPTION OF CONTENTS

1. Unit 1. The pre-Christian Slavic World

1. General information about the Slavic people.
 - 1.1. Territorial location and ethnogenesis of the Slavic peoples.
 - 1.2. Slavic languages. Common Slavic.
2. Paganism.
3. Folk literature: tales, apocrypha, epic songs (bylini), lyrical and festive songs, proverbs and sayings.

2. Unit 2. The Literature of the Slavs of the High Middle Ages

1. Historical context.



2. The Early Middle Ages. Early Middle Ages Slavic language and writing.
3. Slavic-ecclesiastical literature of the Western Slavs.
4. The literature of the Eastern Slavs.
 - 4.1. Specific features of Old Russian literature.
 - 4.2. Genres of the Old Russian literature. The Word about the Law and Grace, the Chronicle of Nestor, The Song of Igor's Hosts.

3. Unit 3. Russian Literature in the Lower Middle Ages

1. Linguistic evolution.
2. Styles and compilations.
3. Song of the disaster of the Russian land. Supplication (Molenie (slovo) Daniíla Zatóchnika) by Daniil Zatochnik.
4. The Kulikovo Cycle (Zadónschina)
5. The liberation of the Mongols and turbulent religious and political conflicts that generated extensive polemical prose literature (works by Nil Sorsky and Iosif Volotsky).
6. Secular literature: Journey beyond the Three Seas by Afanasi Nikitin

4. Unit 4. Moscow literature of the 16th-17th centuries

1. Separation of Moscow from Western Europe.
2. Political and literary activity of Ivan the Terrible and his opponents.
3. The first Russian printer Ivan Fyodorov and the first Russian printed book (the Apostle 1564).
4. Profane literature: The Domostroi, Póvest or Petré and Fevróni by Ermolai-Erast.
5. Religious struggles. The schism in the Russian Orthodox Church. Life of Archpriest Avakum (1672-1675).
6. The reform of Peter the Great and its impact on Russian literature. Western influence on cultural life; the origins of Russian theater and versification.
7. Genres of Russian literature of the XVI-XVII centuries.
8. The anonymous costumbrist narratives The Tale of Sorrow/Bad Luck (Póvest o gore i zloschasti) (second half of the 17th century), and the satirical Tale of the Shemyaka Court (Póvest o Shemiákinom sudé) (17th century).

5. Unit 5. The 18th century - 'Age of Enlightenment'

1. The historical context of the 18th century.
2. Literary periods.
3. Russian classicism.
 - 3.1. Literary theory. Vasily Trediakovsky (1703-1769) and Mikhail Lomonosov (1711-1765).



- 3.2. Features of the Russian classicist theater. Fyodor Volkov (1729-1763) and Denis Fonvizin (1745-1792).
- 3.3. Poetry and fable. Mikhail Kheraskov (1733-1807), Gavriila Derzhavin (1743-1816) and Ivan Krylov (1769-1844).
- 3.4. The novel of social denunciation. Aleksandr Radishchev (1749-1801).
4. Sentimentalism. Nikolai Karamzin (1766-1826). Vision of the world and its opposition to Classicism. Bednaya Liza.

6. Unit 6. The Literature of the 19th century 'Golden Age'

1. Introduction to the historical context of the 19th century.
2. Literary process and periods.
3. Romanticism.
4. Aspects of Russian Realism. Naturalism and magical realism.
5. The Symbolism of the end of the century.
6. Most significant prose writers and poets of the nineteenth century:
 - 6.1. Aleksandr Pushkin and his contemporaries (I. Krylov; A. Griboedov; M. Lérmontov) (selected poems and fables, Eugene Onegin, Small tragedies, A hero of our time).
 - Nikolai Gogol: from Christian traditionalism to mystical asceticism. Myrgorod cycle of stories. Magical realism. The cloak. The nose.
 - Ivan Turgenev: the conflict between faith and reason. Short stories. Memoirs of a hunter (Mumu). Prose poems.
 - 6.4. Fyodor Dostoevsky. The return to Orthodoxy and the concept of free will. Novels. The Double. Crime and Punishment. The Brothers Karamazov.
 - 6.5. Lev Tolstoy: the search for God and spiritual crisis. Tales of Sevastópol. The Kreitzer sonata. Ana Karénina.
 - 6.6. Ivan Goncharov. Oblomov.
 - 6.7. Anton Chekhov. From critical realism to spiritualism. Humorous short story. Surgery. The death of a civil servant. Social tale. Vanka. Psychological story. Kashtanka. The lady with the little dog. Fin-de-siecle theater. The garden of cherry trees.

With these contents, students are expected to acquire the following Learning Outcomes:

- Acquire and retain basic knowledge of Russian literature and the Slavic literature as a whole, literary movements, and the most representative figures in Russian literature.
- Understand and appropriately use the terminology of key concepts to interpret literary works based on knowledge of their specific conventional forms (genres, rhetorical procedures, etc.).
- Be able to interpret the values of the historical and literary contexts in which major Russian authors operate and their literary works are created.



- Be able to develop techniques for the critical analysis of literary works.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	40,00
Independent study and work	20,00
Preparation of lessons	15,00
Preparation for assessment activities	15,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

The methodology involves providing students with the basic information of the contents of the program in the theoretical classes, supported, whenever possible, by theoretical material previously made available to the students and audiovisual material to be used in the classroom. The students will complete this base in the non-face-to-face hours with the comparison of the general and specific bibliography, indicated, and will carry out comprehensive reading questionnaires related to the different programmed theoretical topics.

Among the formative activities it is proposed:

- Presentation of theoretical contents in class;
- Carrying out of works related to the topics of the program, in order to cover the non face-to-face credits;
- Reading and commentary in class of a selection of literary texts to which the theoretical contents previously exposed will be applied;
- Reading of Spanish versions of representative Slavic literary works;
- Reading and, if necessary, reviewing articles, book chapters or monographs indicated during the development of the syllabus;
- Attendance to academic activities of general or particular interest of the subject. These activities will be



determined during the academic year itself and depending on it.

Theoretical classes:

The main teaching activity is focused on theoretical classes, where the teacher transmits, orally or audiovisual, a series of knowledge around the history of Slavic literatures in a coherent and accessible way. This does not mean that the student must limit himself to the study of the class notes, but must prepare the subject under the guidance of the teacher by going to the necessary sources and carrying out the activities proposed for the practical sessions. The theoretical classes on each of the topics of the program follow the punctual development specified in each of them, supported by the reading by the student, prior or simultaneous to the explanations in class, of the recommended works or various texts provided.

Practical classes:

The practical classes, in support of the theoretical classes, consist of the commentary of the basic bibliography, in the exposition and analysis of texts for the exemplification of the aspects considered. A series of central themes of the practical classes will be pointed out, whose debates or comments will be in charge of the students under the supervision of the teacher.

Other activities:

Non-presential activities and tutorials represent 60% of the workload (3.6 credits, 90 hours). This personal work includes the elaboration of individual or group work on literary currents, themes or works. This requires bibliographical consultation and critical reading of texts representative of these issues, the promotion of a reflective spirit, the active involvement of the student in the process of building their knowledge of normative grammar, among other

The Virtual Classroom will be used to provide support material for classes and presentations, as well as to keep students informed of notices, instructions and announcements of interest that are published.

The course is part of the teaching innovation project "Resonando con ECO más allá de las aulas", SFPIE call 2025-26, a continuation of the teaching innovation project "ECO, ODS y emprendimiento desde Minor de Árabe" (No. 3309414) of the SFPIE call 2024-2025.

EVALUATION

The evaluation fulfills several functions, which are closely related to all stages of the teaching-learning process.



- 1.- To make the results of the process known.
- 2.- Motivation and encouragement of learning.
- 3.- Appropriate awarding of grades.
- 4.- Guidance to the student on his or her degree of progress.
- 5.- Diagnosis and prognosis.
- 6.- Promotion of students through the assignment of fair grades.
- 7.- Feedback, reinforcing the necessary areas.
- 8.- Teacher self-assessment.
- 9.- Planning of subsequent stages of the process.

Assessment will consist of 2 differentiated parts:

Type of assessment	% of the final grade
a) Individual written exam and partial tests	60%
b) Class attendance, class participation and practical activities	40%

Evaluation criteria

Theory

The evaluation system will be based on the control of the competences that the student must acquire. The procedures are both quantitative and qualitative, and as for the evaluation criteria used in this subject for the final grade, we apply procedures of the continuous or formative evaluation (40%) and of the final or



summative evaluation (60%).

Continuous evaluation involves active student participation in the progressive learning process, designed to develop critical thinking and encourage reflective thinking based on readings of theoretical content and literary works. The assessment of the final project includes its presentation and defense within the final exam.

The main difficulty for the teacher lies in how to evaluate students who have not been involved in their learning process (lack of attendance, little or no participation in the classroom, not doing the work, etc.). The only option that allows him to be equitable and fair with the class as a whole is to conduct a written exam on the contents of the program (60%) and require the corresponding course work (40% of the final grade).

Practice

In the first session of the course there will be a multiple-choice test to determine the students' level of knowledge of the theory of literature.

Throughout the course, knowledge acquisition tests are administered, the results of which will be informative for both the student and the teacher. This continuous evaluation also includes the completion of the prescribed readings, their critical analysis, the preparation of course notebooks, the preparation of presentations and their respective presentations in class, and both individual and group reflection work.

Intellectual honesty is vital to an academic community and for the fair evaluation of the student's work. All work submitted in this course must be originally authored by every student. No student shall engage in unauthorized collaboration or make use of ChatGPT or other AI composition software, except if its use is part of the contents of the subject and is authorized by the teaching staff who teach it.

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

REFERENCES

BASIC

- AA.VV. (1997). *Historia de las literaturas eslavas*. (coordinador: Fernando Presa González). Madrid, Cátedra.
- AA.VV. (2002). *España y El Mundo Eslovo*. (coordinador: Fernando Presa González),



Madrid, GRAM.

- AA.VV. (2004). *Las lenguas y culturas de los países de la ampliación de la Unión Europea*. (coordinador: Fernando Presa González), Madrid, GRAM.
- AA.VV. (2012). *El crisol de las literaturas eslavas*. (Mironesko Belova, E. (coord.)), Granada, Universidad de Granada.
- Drozdov, T. (1997). "La literatura rusa. Desde sus orígenes hasta el siglo XVII", en F. Presa (coord.). *Historia de las literaturas eslavas*. Madrid, Cátedra, pp. 981-1005.
- Kropotkin P. (ed.) (2017). *La literatura rusa*. Madrid, La linterna sorda.
- Slonim M. (ed.) (2014). *La literatura rusa*. México, Fondo de Cultura Económica.

ADDITIONAL

- Sokolova, L. & Guzmán, R. (1995). *Introducción al folklore de los pueblos eslavos*. Granada, Universidad de Granada.