

**COURSE DATA****DATA SUBJECT**

Code: 35522
Name: Orality and writing in the Middle Ages
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Facultat de Filologia, Traducció i Comunicació	2	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Medieval Spanish literature	COMPULSORY

COORDINATION

HARO CORTES MARTA

SUMMARY

The subject *Orality and Writing in the Middle Ages* is part of the module *Spanish Literature* and the subject *Medieval Spanish Literature*, within the *Degree in Hispanic Studies: Spanish language and its literatures*. It is designed as a compulsory course to provide students with skills in the knowledge of Medieval Spanish Literature, based on the existence since Antiquity of a dual literary tradition, that sustained in orality and that linked to the written text. The vigour of the oral tradition has psychological implications (the function of memory in the transmission of knowledge), sociological and cultural anthropological implications (cohesion, functionality, validity), and formal implications (structure, performance, deixis, *cursus*, rhythm), which will be explained with examples from epic, lyric, *cuaderna vía* and others. The presentation, reading and analysis, within their historical contexts, of some of the main works of Spanish Medieval Literature, especially poetic works: *Cantar de Mio Cid*, *Libro de Alexandre*, *Milagros de Nuestra Señora* de Berceo, *Libro de buen amor*, lyric poetry and narrative poetry. In the study of all these texts, emphasis will be placed on the differences in the reception of the text within an oral tradition. The approach to the subject will be historicist and analytical. As this is the student's first approach to Medieval Literature, special emphasis will be placed on the aspects of visualisation (relationship with the history of art and with the history of the manuscript book and illumination) and of survival (in the novel, in the cinema), but the methodological practice will be focused on the study - assimilated and critical reading - of the texts.

This subject takes particular account of SDG 4, and specifically contributes to "ensuring that all learners



acquire the knowledge and skills necessary to promote sustainable development", which includes, among other aspects, "human rights, gender equality, promotion of a culture of peace and non-violence, citizenship and appreciation of cultural diversity".

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

Ninguna restricció

COMPETENCES / LEARNING OUTCOMES

1003 - Degree in Hispanic Studies, Spanish Language and Literature

Adapt to different work environments in the field of language studies.

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

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

Design and manage philological projects in the academic or professional area.

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

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

Knowledge of literature and theatre in the Spanish language.

Knowledge of textual criticism and edition of texts in Spanish.

Knowledge of the different processes of the industries of the Spanish language, its literatures and its cultures.

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

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.

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 be able to communicate information, ideas, problems and solutions to both expert and lay



audiences.

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

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.

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

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

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

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

DESCRIPTION OF CONTENTS

This course provides students with skills in the knowledge of a double literary tradition, the one linked to the written text and the one sustained in the oral tradition.

1. THE ORIGINS OF POETRY

Traditional lyric (jarchas, cantigas, villancicos)

Alfonso X troubadour: the Cantigas de Santa María

2. THE MEDIEVAL CASTELLAN EPIC

Castilian Epic Cycles

Cantar de Mio Cid: analysis and study

3. THE *CUADERNA VÍA* IN THE 13th CENTURY

Libro de Alexandre



The work of Gonzalo de Berceo

Libro de Apolonio

4. THE CUADERNA VÍA IN THE 14th CENTURY

Libro de buen amor

Proverbios morales, by Sem Tob

Rimado de palacio, by Pedro López de Ayala

5. THE POETRY OF THE 15th CENTURY

The great poets of the 15th century (Santillana, Mena and Manrique)

The *romancero*

These contents will be translated into the following learning outcomes:

- To be able to appreciate the patrimonial and ethical values and the aesthetic and historical value of medieval literature.
- To be able to identify and formulate new projects based on the application of philological knowledge in the professional field in different formal, non-formal and informal learning environments.
- To be able to carry out information searches on the web, to use specialized databases and to manage complex information spaces.
- To be able to demonstrate an active, positive and creative attitude in cooperative work.
- Be able to apply knowledge of medieval literary texts in specialized and academic contexts to identify relevant research topics.
- To be able to use the knowledge on medieval literary heritage and transfer it in dissemination environments related to literary cultural dissemination.



- To be able to describe the historical and cultural characteristics that allow understanding the evolution and medieval literary tradition in its ideological and cultural context, both within the Castilian environment, as well as in its relationship with Romance Literature.
- To be able to demonstrate solidity in the argumentation of critical analysis of medieval literary works.
- To be able to critically relate the formal aspects of the medieval literary text with ideological and historical aspects, through the concept of literary enunciation.
- To be able to identify the characteristics of a medieval literary work and its ascription to the different aesthetic and ideological currents.
- To be able to identify the features of works of Spanish Medieval Literature, their authors and their ideological-cultural raison d'être.
- To be able to differentiate and classify typologically the editions of texts.
- To be able to describe literary processes within the framework of cultural industries.
- To be able to use the Spanish language to correctly and adequately express critical judgments in different contexts of communication and dissemination.
- Be able to evaluate communicative competence based on their own or other people's discursive productions.
- To be able to use the knowledge acquired to identify research topics and assess their relevance in the context of Spanish Medieval Literature.
- Be able to adequately use the key terminology of literary and linguistic analysis, based on contemporary developments in criticism, literary theory and philological tradition.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00



Independent study and work	0,00
Preparation of lessons	0,00
Preparation for assessment activities	90,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

1) Classroom-based training activities: theoretical and practical lectures. The theoretical part consists of the presentation of the topics (master class) specified in the course syllabus. And the practical activities, depending on the number of students, individually or in small groups, will consist of the practical application, through the commentary of texts or selected bibliography of certain aspects related to the theoretical training activities. The lecturer will propose reading prior to or at the same time as the explanations and will encourage critical reflection and all kinds of face-to-face exercises.

The face-to-face training activities are designed to promote all the general learning outcomes, as well as the specific competences indicated in the corresponding section.

2) Non-face-to-face training activities: sharing and collective or personalised tutorials to resolve doubts and provide guidance on individual or group work, commentary on medieval texts, reading of works, content explained in class or on the activities carried out in the subject. Likewise, consultations and tutorials on the autonomous work carried out and with a view to the preparation of work or projects.

The non-face-to-face training activities are designed to promote all the general learning outcomes, as well as the specific competences indicated in the corresponding section.

In this subject we will implement activities related to the PIEE "*Imitatio*. Imitation and creative adaptation of the classics of the Middle Ages and the Golden Age".

EVALUATION

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

ACTIVITY EVALUATED	POINTS	%
1. Participation in training activities	3	30%
2. Final exam	7	70%



TOTAL	10	100%
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The assessment of student learning will be carried out, in accordance with the general objectives of the subject and the specific competences and skills indicated, by means of the following criteria:

- 1) Assessment of active participation in face-to-face training activities and tutorials. The lecturer will establish the criteria he/she considers relevant for grading this participation.
- 2) Completion of a final exam, with the maximum length indicated and which must follow the rules of writing appropriate to university academic standards. The student will show that he/she has acquired the knowledge, skills, as well as the capacity for exposition, argumentation and critical learning of the contents of the subject. The student will also demonstrate that he/she has read and understood the texts studied in class.

In order to pass the course as a whole, it is mandatory to obtain at least 50% in the final exam grade (3.5 points), both in the first and second call, to be evaluated.

All parts of the assessment can be made up at the second call. The lecturer will inform students who sit the second sitting in good time about what activity they will have to do if they have not passed any of the requirements in the first sitting.

The evaluation system assumes that the student must be able to express himself/herself correctly in Spanish. Therefore, any errors in writing (punctuation, spelling, lexis, syntax, etc.) will result in a reduction of the grade. A total of five faults will imply that the submitted text may be automatically failed; likewise, the exam may also be failed if the number of faults is less than five, but the professor in charge considers that its seriousness justifies it.

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.

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.

REFERENCES

a) Required Readings (recommended editions)

- *Cantar de mio Cid*,



- ed. Alberto Montaner, Madrid, Real Academia Española (Biblioteca Clásica, 1), 2011.
- ed. Juan Carlos Conde, Barcelona, Austral, 2010
- *Lírica española de tipo popular*, ed. Margit Frenk, Madrid, Cátedra, 2004.
- *Libro de Alexandre*, ed. Juan Casas Rigall, Madrid, Real Academia Española (Biblioteca Clásica, 2), 2014.
- *Libro de Apolonio*, ed. Dolores Corbella, Madrid, Cátedra, 1992.
- *Milagros de Nuestra Señora*, ed. Fernando Baños, Madrid, Real Academia Española (Biblioteca Clásica, 3), 2011.
- *Libro de buen amor*, ed. Alberto Blecua, Madrid, Cátedra, 2006.

b) Basic

- DEYERMOND, Alan, *Historia de la Literatura Española, I. La Edad Media*, Barcelona, Ariel, 1973, 14ª ed., 1991.
- GÓMEZ REDONDO, Fernando, *Historia de la prosa Medieval Castellana*, 4 vols., Madrid, Cátedra, 1998-2002.
- GÓMEZ REDONDO, Fernando, *Historia de la poesía medieval castellana. II. Los poetas y sus cancioneros*, Madrid, Cátedra, 2024.

c) Additional

- AUERBACH, Erich, *Mimesis (La representación de la realidad en la literatura occidental)* [1ª ed. alemán, 1942], México, FCE, 1979.
- AUERBACH, Erich, *Lenguaje literario y público en la baja latinidad y Edad Media*, Barcelona, Seix Barral, 1969; versión original 1958.
- BAJTIN, Mijail, *La cultura popular en la Edad Media y en el Renacimiento. El contexto de François Rabelais*, Madrid, Alianza, 2ª ed., 1989.
- BALTRUSAITIS, J., *La Edad Media fantástica. Antigüedades y exotismos en el arte gótico*, Madrid, Cátedra,



1983.

-CIRLOT, J. E., *Diccionario de símbolos*, Barcelona, Labor, 1978.

-CURTIUS, Ernst Robert, *Literatura europea y Edad Media Latina*, Madrid, Fondo de Cultura Económica, 1955 [1948]; 4ª reimp. 1984.

-DUBY, Georges y Michelle PERROT, eds., *Historia de las mujeres, 2: La Edad Media*, Madrid, Taurus, 1992.

-LIDA DE MALKIEL, M.^a Rosa, *La tradición clásica en España*, Barcelona, Ariel, 1975.

-MARAVALL, José Antonio, «La concepción del saber en una sociedad tradicional», en *Estudios de historia del pensamiento español. Serie primera: Edad Media*, Madrid, Cultura Hispánica, 1967 [2ª edición, 1973], pp. 215-72.

-MURPHY, James J., *La retórica en la Edad Media*, México, F.C.E., 1986 [1974].

-PATCH, Howard R., *El otro mundo en la literatura medieval*, México, FCE, 2ª ed., 1981.

-SÁNCHEZ MARIANA, Manuel, *Introducción al libro manuscrito*, Madrid, Arco Libros, 1995.

-VÀRVARO, Alberto, *Literatura románica de la Edad Media: Estructuras y Formas*, Barcelona, Ariel, 1983 [1968].

-ZUMTHOR, Paul, *La letra y la voz. De la «literatura» medieval*, Madrid, Cátedra, 1990.