



## COURSE DATA

### DATA SUBJECT

**Code:** 35743  
**Name:** Contemporary Spanish readers  
**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	3	Second quarter
1001 - Degree in Catalan Studies	Facultat de Filologia, Traducció i Comunicació	3	Second quarter
1008 - Degree in Modern Languages and Literatures	Facultat de Filologia, Traducció i Comunicació	3	Second quarter
1008 - Degree in Modern Languages and Literatures	Facultat de Filologia, Traducció i Comunicació	4	Second quarter
1013 - Degree in Classical Philology	Facultat de Filologia, Traducció i Comunicació	3	Second quarter

### SUBJECT-MATTER

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

### COORDINATION

CANDEL VILA MARIA CONSUELO

## 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 / LEARNING OUTCOMES

-

Apply ICT and computer programs, either locally or through a network, in the field of English Studies.

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

Apply information and communication technologies and computer tools to modern languages and literatures.

Apply quality criteria at work in the field of English Studies.

Apply quality criteria in philological work.

Apply quality criteria to work in the field of modern languages and literatures.

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

Be familiar with a literature in a language other than the main Degree language.

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 linguistic diversity and multiculturalism.

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

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.

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.

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.

Work and learn autonomously, and plan and manage ones workload.

Work and learn autonomously and plan and manage work time.

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

Work as a team in the environment of modern languages and literatures.

Work in a team in contexts related to English Studies and develop interpersonal relationships.

## DESCRIPTION OF CONTENTS

**0. General Introduction. Continuity and rupture with the literature of those abandoned during the war. Postwar panorama. Censorship and exile.**

**1. Poetic panorama of the first postwar period. From purity to the rehumanization of Spanish poetry. Generation of '36. Rooted and uprooted poetry.**



**2. Forms of realism in the narrative: from the existential novel to the social novel.**

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

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

**5. Signs of rupture in poetry. From the newest aesthetic to the new realisms. Poetic panorama at the beginning of the 21st century.**

**6. The novelistic transition and new narrative strategies. 21st-Century Narratives**

These contents are reflected in the following learning outcomes:

- Be able to identify and differentiate the different currents in literary practice and their transformations applied to the analysis of contemporary literary texts.
- Be able to correctly and appropriately prepare oral and written texts in Spanish.
- Be able to demonstrate solid arguments in critical analyses of contemporary literary works, their ideological and cultural rationale, and their relationship to the Western context.
- Be able to manage relevant, specialized, and up-to-date bibliographic information.  
Be able to describe literary processes within the framework of cultural industries.
- Be able to appreciate the heritage and ethical values, as well as the aesthetic and historical value



of contemporary literature.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	60,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	15,00
Independent study and work	75,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## 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 and the PIEE Memory, Women's Literature, and Archives: The Incorporation of Databases and Video Reviews in Philology Classrooms.

## 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 works

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.<sup>a</sup> 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.

### Complementary works

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.