**– Spanish Language and Literature (Year 3, Three-Year Course Students) – Spanish Literature (Second-Level Degree)**

Prof. Benedetta Belloni

**Spanish Language Practical Classes (Year 3, First-Level Degree)**

Silvia Cuenca Barrero, Maria De Los Angeles Saraiba Russell, Luca Fiocchi

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***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

SEMESTER 1:

The course aims to study the poetics of Antonio Machado, within the context of the Generation of '98 literary production. Following a first part in which the socio-political and literary context of the late nineteenth and early twentieth centuries will be analysed, the biographical itinerary and poetic production of Antonio Machado will be examined, with a particular emphasis, first, on *Soledades* (1899-1907) and later on the *Campos de Castilla* (1907-1917) collection, analysing its poetic language, symbolic aspects and main thematic lines.

At the end of the course, students will be able to:

* read and understand the texts in the original language;
* critically analyse the texts examined, contextualise them within the Spanish and European artistic movements of the period studied, and recognise their rhetorical, thematic and structural peculiarities;
* understand the interrelationships and differences between literary works and historical sources;
* possess an appropriate critical vocabulary to understand the specificity of the gender examined in the course;
* develop autonomous critical skills and theoretical tools for literary analysis.

***COURSE CONTENT***

***La trayectoria poética de Antonio Machado***

The programme will be developed according to the following modules:

1. Historical, political and social panorama (late nineteenth century and early twentieth century).

2. Literary panorama: Modernism and the Generation of '98.

1. Antonio Machado: biography and poetic production.
2. *Soledades. Galerías. Otros poemas:* reading and commentary.
3. *Campos de Castilla:* reading and commentary.

Semester 2

In the second semester, the course aims to offer a historical-political and cultural panorama of the Spanish Transition period. We will then focus on the literary field of the same period, in particular on the crime genre novels by Manuel Vázquez Montalbán, continuing subsequently with an overview of the same genre through to the contemporary era, delving in particular into the crime production of Marta Sanz Pastor and Lorenzo Silva.

At the end of the course, students will be able to:

* read and understand the texts in the original language;
* critically analyse the texts examined, contextualise them within the Spanish and European artistic movements of the period studied, and recognise their rhetorical, thematic and structural peculiarities;
* understand the interrelationships and differences between literary works and historical sources;
* possess an appropriate critical vocabulary to understand the specificity of the gender examined in the course;
* develop autonomous critical skills and theoretical tools for literary analysis.

***COURSE CONTENT***

La novela negra española desde el periodo de la Transición hasta la época contemporánea

The programme will be developed according to the following modules:

1. Panorama histórico-político, social y cultural del periodo de la Transición [Historical-political, social and cultural overview of the Transition period];

2. Panorama de la producción narrativa de la Transición [Overview of the narrative production of the Transition];

3. El policial clásico, el *hard boiled* y la novela negra española [The classic detective, the 'hard-boiled' and the Spanish crime novel];

4. Manuel Vázquez Montalbán: *Los mares del Sur;*

5. La literatura policial contemporánea: análisis de *Black, black,* *black* de Marta Sanz Pastor y de *El alquimista impaciente* de Lorenzo Silva [Contemporary police literature: analysis of Black, black, black by Marta Sanz Pastor and of El alquimista impaciente by Lorenzo Silva].

During the second semester course, there will be a short seminar on the Teaching of Literature, aimed in particular at the Master's Degree students. The seminar aims to provide an overview of several theories expressed by scholars in the discipline, giving precedence also to methodologies, techniques and tools for the identification of certain teaching models applied to the teaching of Spanish literature in secondary education.

***READING LIST***

COMPULSORY READING LIST FOR ALL STUDENTS

For semester 1:

The following texts must be read in a critical edition:

A. Machado, *Soledades. Galerías. Otros poemas,* Madrid, Cátedra, últ. ed.

A. Machado, *Campos de Castilla,* Madrid, Cátedra, últ. ed.

For semester 2:

The following texts must be read:

M. Vázquez Montalbán, *Los mares del Sur,* Barcelona, Planeta (Booklet), serie Carvalho, últ. ed.

M. Sanz Pastor, *Black, black, black,* Madrid, Anagrama, últ. ed.

L. Silva, *El alquimista impaciente,* Barcelona, Planeta (Booklet), últ. ed.

FURTHER COMPULSORY READING LIST FOR UNDERGRADUATE STUDENTS

J. F. Colmeiro, “Posmodernidad, posfranquismo y novela policiaca”, *España contemporánea: revista de literatura y cultura*, Tomo 5, n. 2, 1992, pp. 27-40, <https://kb.osu.edu/bitstream/handle/1811/80924/1/EC_V5N2_027.pdf>

A. Cuadrado, “La novela negra como vehículo de crítica social: una lectura espacial de *Los Mares del Sur* de Manuel Vázquez Montalbán”, *Letras Hispanas*, vol. 7, n. 1 (2010), pp. 199-218, <https://gato-docs.its.txst.edu/jcr:d86ce660-32f3-47d8-9c22-8c1b15a439f2/cuadrado.pdf>

I. Gibson, *Ligero de equipaje. La vida de Antonio Machado*, Barcelona, Debolsillo, 2016.

L. García Montero, “El itinerario poético de Antonio Machado”, in: *Antonio Machado hoy (1939-1989)* [online]. Madrid, Casa de Velázquez, 1994, <https://books.openedition.org/cvz/2298?lang=it>

J.C. Mainer, *“*El siglo XX*”,* in C. Alvar, J.C. Mainer, R. Navarro Durán, *Breve historia de la literatura española*, Madrid, Alianza, 2016, pp. 529-666.

ADDITIONAL COMPULSORY READING LIST FOR MASTER'S DEGREE STUDENTS

J. F. Colmeiro, “Posmodernidad, posfranquismo y novela policiaca”, *España contemporánea: revista de literatura y cultura*, Tomo 5, n. 2, 1992, pp. 27-40, <https://kb.osu.edu/bitstream/handle/1811/80924/1/EC_V5N2_027.pdf>

A. Cuadrado, “La novela negra como vehículo de crítica social: una lectura espacial de *Los Mares del Sur* de Manuel Vázquez Montalbán”, *Letras Hispanas*, vol. 7, n. 1 (2010), pp. 199-218, <https://gato-docs.its.txst.edu/jcr:d86ce660-32f3-47d8-9c22-8c1b15a439f2/cuadrado.pdf>

I. Gibson, *Ligero de equipaje. La vida de Antonio Machado*, Barcelona, Debolsillo, 2016.

L. García Montero, “El itinerario poético de Antonio Machado”, in: *Antonio Machado hoy (1939-1989)* [online]. Madrid, Casa de Velázquez, 1994, <https://books.openedition.org/cvz/2298?lang=it>

J. Huerta Calvo, “La modernidad de Campos de Castilla*”, Revista Cálamo FASPE*, nº 59 - abril-junio 2012, pp. 53-55, <https://dialnet.unirioja.es/descarga/articulo/3938305.pdf>

J.C. Mainer, *“*El siglo XX*”,* in C. Alvar, J.C. Mainer, R. Navarro Durán, *Breve historia de la literatura española*, Madrid, Alianza, 2016, pp. 529-666.

H. Urrutia Cárdenas, “La Edad de la Plata de la literatura española*”, CAUCE. Revista de Filología y su Didáctica*, n. 22-23, 1999-2000, pp. 581-595.https://cvc.cervantes.es/Literatura/cauce/pdf/cauce22-23/cauce22-23\_33.pdf

The programme and compulsory reading list for non-attending students are the same.

OPTIONAL READING LIST FOR FURTHER PERSONAL READING

For Semester 1:

J.M. Aguirre Oar, *Antonio Machado: poeta simbolista*, Madrid, Taurus, 1982.

M. Alonso, *Antonio Machado. El largo peregrinar hacia el mar*, Barcelona, Octaedro, 2013.

R. Álvarez Molina, *Variaciones sobre Antonio Machado. El hombre y su lenguaje*, Madrid, Ínsula, 1973.

M.A. Bahamonde, *La vocación teatral de Antonio Machado*, Madrid, Gredos, 1976.

E. Barján, *Antonio Machado. Teoría y práctica del apócrifo*, Barcelona, Ariel, 1975.

J. Domenech (coord.), *Hoy es siempre todavía. Curso internacional sobre Antonio Machado*, Sevilla, Renacimiento, 2006.

R. Gullón, *Una poética para Antonio Machado*, Madrid, Gredos, 1970.

R. Gullón, “La invención del 98”, en *La invención del 98 y otros ensayos*, Madrid, Gredos, 1969.

P. Láin Entralgo, *La generación del noventa y ocho,* Buenos Aires, Espasa Calpe, 1947.

F. Rico, *Historia y crítica de la literatura española*, Barcelona, Crítica, 1980-84, vol. 6, tomo 1, Modernismo y 98.

A. Sánchez Barbudo, *El pensamiento de Antonio Machado*, Madrid, Guadarrama, 1974.

I. Sánz, *La casa del poeta*, Sevilla, Algaida, 2002.

M. Tuñón de Lara, *Antonio Machado poeta del pueblo*, Barcelona, Nova Terra, 1967.

R. Xirau, *Homenaje a* *Antonio Machado,* México, Colegio de México, 1983.

J.C. Mainer, *La Edad de Plata (1902-1939),* Madrid, Cátedra, 1981.

P. Salinas, *98 frente a modernismo, en* F. Rico(coord..), *Historia y crítica de la literatura española,* vol. VI, Madrid, Cátedra, 1980, pp. 53-56.

P. Salinas, *El problema del Modernismo en España, o un conflicto entre dos espíritus, en Literatura española siglo XX,* México, Séneca Editorial, 1941, pp. 15-41.

D. Shaw, *La generación del 98,* Madrid, Cátedra, 1982.

M. Ynduráin, *Ideas recurrentes en Antonio Machado,* Madrid, Turner, 1975.

R. Zubiría, *La poesía de Antonio Machado,* Madrid, Gredos, 1969.

NOTE: A further reading list will be indicated by the lecturers during the course. Any in-depth material will be uploaded to the Blackboard page of the course.

*Per il II semestre:*

AA.VV. *La novela policiaca española*, ed. J. Paredes Nuñez, Universidad de Granada, Granada, 1989

C. Bados, “*La novela policiaca española y el canon occidental*”, *Mil Seicientos Dieciséis, Anuario* 2006, 2011, pp. 141-154

M. P. Balibrea, “*La novela negra en la transición española como fenómeno cultural: una interpretación*”, *Iberoamericana*, II, 7, 2002, pp. 111-118

J. L. Borges, “*El cuento policial*”, en J. L. Borges, *Borges oral*, Alianza, Madrid, 1995, pp. 62-81

J. Colmeiro Fernández, *La novela policiaca española, teoría e historia crítica*, Anthropos, Barcelona, 1994

J. Colmeiro, *Crónica del desencanto: La narrativa de Manuel Vázquez Montalbán,* Miami, Univerisity of Miami, 1996.

R. Craig-Odders, *The Detective Novel in Post-Franco Spain: Democracy, Disillusionment, and Beyond.* New Orleans, UP of the South, 1999.

R. Cremante Renzo e L. Rambelli (a cura di), *La trama del delitto. Teoria e analisi del racconto poliziesco*, Pratiche, Parma, 1980

U. Eco, “*James Bond, una combinatoria narrativa*” en AA.VV., *Análisis estructural del relato*, Ed. Coyoacán, México, 1996, pp. 77-98

J. J. Galán Herrera, “*El Canon de la novela negra y policíaca*”, *Tejuelo,* 1, 2008, pp. 58-74*.*

J. Gómez Montero, *Memoria literaria de la Transición española*, Madrid/Frankfurt, Iberoamericaa/Vervuert, 2007.

F. Gutiérrez Carbajo, “*Caracterización del personaje en la novela Policíaca*”, *Cuadernos Hispanoamericanos*, 371, mayo de 1981, pp. 320-337

M. Sánchez Soler, *Actas de Mayo Negro. 13 miradas al género criminal*, Editorial Club Universitario, Alicante, 2009

L. Silvestri, *Cercando la via. Riflessioni sul romanzo poliziesco in Spagna,* Bulzoni, Roma, 1996

J. Valles Calatrava, *La novela criminal española*, Universidad de Granada, Granada, 1991

S. Vázquez de Parga, *Los mitos de la novela criminal española*, Planeta, Barcelona, 1981

S. Vázquez de Parga, *La novela policíaca en España*, Barcelona, Ronsel, 1993.

M. Vázquez Montalbán, *La literatura en la construcción de la ciudad democrática*, Barcelona, Crítica, 1998.

J.S. Zapatero, "Apuntes para una perspectiva hist6rica del policiaco espanol." *Manuscrito criminal: Reflexiones sobre novela y cine negra.* Ed. Alex Martin Escribli y Javier Sanchez Zapatero. Salamanca: Libreria Cervantes, 2006. 69-84.

NOTE: A further reading list will be indicated by the lecturers during the course. Any in-depth material will be uploaded to the Blackboard page of the course.

OPTIONAL READING LIST ON THE TEACHING OF LITERATURE

R. Acquaroni, *Las palabras que no se lleva el viento: Literatura y enseñanza de español como LE/L2*, Santillana, Universidad de Salamanca, 2007.

E. Aronson, *The Jigsaw Classroom*, Beverly Hills, California, Sage Publications, 1978.

A. Duff, A. Maley, *Literature*, Oxford, Oxford University Press, 1990.

R. García, J.A. Traver, I. Candela, *Aprendizaje cooperativo. Fundamentos, características y técnicas*, Madrid, CCS-ICCE, 2001.

L. Garcillo, *ConTextos literarios*, Bologna, Zanichelli, 2012.

R.A. Martín Vegas, *Manual de didáctica de la lengua y la literatura*, Madrid, Editiorial Sintesis, 2009.

NOTE: A further reading list will be indicated by the lecturers during the course. Any in-depth material will be uploaded to the Blackboard page of the course.

***TEACHING METHOD***

The single-subject course lasts for one academic year and consists of three hours of lectures per week, which will be held in Spanish. Both semesters will include: frontal lectures, the analysis of literary text analysis, film/documentary screenings, and sessions with guest lecturers/writers. Students will also be set group or individual assignments so that they can apply the knowledge and skills acquired.

Students in the third year of the three-year degree can also participate in a cycle of literature practical classes in Spanish, held by Carla Garcìa Citerio. These sessions last one semester and focus on analysing the works of some of the leading Spanish authors of the 20th century. The detailed syllabus is below.

The critical reading list for the single-subject course will be supplemented by various texts and presentations which will be made available to students in a timely manner via the course Blackboard page.

***ASSESSMENT METHOD AND CRITERIA***

For students on the three-year degree course:

The course-end exam, held during the scheduled exam session, comprises two tests: the first, covering the programme of the Spanish Literature Tutorials 3 course (Dr Carla García Citerio), consists of a computer test on the Blackboard platform; the second, covering the single subject course programme (first and second semester), comprises an oral interview on the contents of the course.

The part of the exam relating to the tutorial course will be done in Spanish on the computer (31 questions) and will be preparatory to the single subject exam.

The test relating to the single subject course will also be done in Spanish and involves in-depth knowledge of the fundamental aspects of the literary era considered and a full reading of the works of the authors indicated in the programme, as well as the translation and rhetorical and stylistic analysis of the same. Students will be assessed on their ability to read, translate and comment on the course literary texts, and to place each text within the author's production and this, in turn, within the literary current or historical-cultural period in which they lived. The relevance of the student's answers, their appropriate use of the specific terminology, their reasoned structuring, and their possession of the analytical tools highlighted in the textual analysis will contribute to the assessment. The student's critical ability and depth of reflection will also be assessed.

It is possible to take the tutorial course and single subject exams at two different times but always within the same exam session.

The final mark is based on the weighted average of the results of the interim written and oral language tests (respectively up to a maximum of 1/6 and 2/6 of the final mark).

For master's students:

End-of-course oral exam (on the scheduled exam dates) on the syllabus of the single-subject course (semesters 1 and 2).

The exam for the single-subject course will be held in Spanish. Students must demonstrate in-depth knowledge of the fundamental aspects of the literary era in question and knowledge of the works (which they will need to have read in full) by the authors mentioned in the syllabus, as well as the ability to translate these texts and analyse them in terms of rhetoric and style.

Students will be assessed on their ability to read, translate and comment on the course literary texts, and to place each text within the author's production and this, in turn, within the literary current or historical-cultural period in which they lived. The relevance of the student's answers, their appropriate use of the specific terminology, their reasoned structuring, and their possession of the analytical tools highlighted in the textual analysis will contribute to the assessment. The student's critical ability and depth of reflection will also be assessed. Master's degree students are required to think deeply when critically reflecting on the topics analysed, with the aim of refining the study and analysis of the topics covered.

***NOTES AND PREREQUISITES***

1. Students must be able to read literary texts critically. They also require knowledge of the specific characteristics of literary genres, linguistic skills at least equal to or above level B2 in the European Language Portfolio.
2. It is also hoped that students will harbour an interest in and intellectual curiosity about the language and culture of Spanish-speaking countries, and possess developed critical-thinking skills.
3. For master’s students on the *Languages for Specialist Translation and for Translation for Publishing* curriculum, Elena Stella will be holding 10 hours of practical classes on literary translation. These offer practical exercises designed to introduce students to strategies and methods for Spanish-into-Italian literary translation. Attendance and active participation in seminar sessions contribute to the final assessment. Anyone unable to attend must arrange an alternative syllabus with the lecturer ([elena.stella@unicatt.it](mailto:elena.stella@unicatt.it)).

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG, or on the Faculty notice board*.*

**Spanish Language Practical Classes (Year 3, First-Level Degree)**

Silvia Cuenca Barrero, Maria de los Ángeles Saraiba Russell, Luca Fiocchi

***COURSE AIMS***

Building on students’ progress (up to level B2) in the second year, the main objective of this course is to lead students through a series of targeted activities based on the communicative approach, so that they can assimilate a wealth of knowledge and skills corresponding to level B2+/C1 of the Common European Framework of Reference for Languages. Key activities include consolidating knowledge of morphosyntax, register and lexicon, and the broadening of knowledge of idiomatic expressions which are an essential part of the language. In addition, there will be a particular focus on developing listening, speaking, reading and writing skills. The aim will also be to raise the level of students’ skills in translating journalistic texts into and out of the L2.

***INTENDED LEARNING OUTCOMES***

By the end of the course, students are expected to have acquired the following skills:

**Knowledge and understanding**: consolidation of morphosyntactic and lexical knowledge; ability to understand advanced audio/visual and written messages.

**Skills**: the ability to produce structured summaries based on video material on topical subjects, using accurate and language adapted to the context of the message; the ability to complete written exercises aimed at testing knowledge about the sentence structure and the strategic elements of its syntax.

**Communicative skills**: the ability to express opinions and thoughts, in structured and moderately complex form (with extensive use of subordination), on the subjects covered in lectures; the ability to interact in Spanish with lecturers and classmates, and to express themselves with a degree of nuance appropriate to the level reached. In particular, interactive activities will focus on the following content: expressing opinions and judgements on people and situations; narrating past events; expressing feelings, requests, doubts and reactions in response to various phenomena; expressing nuanced personal opinions or beliefs, distinguishing facts from opinions; articulating one's own position; interacting formally with institutions and bodies.

### **Autonomy:** the ability to grasp and resolve the language difficulties inherent to level B2+/C1 (e.g. advanced aspects of syntax, by demonstrating the ability to distinguish between the distinguishing features of Italian and Spanish syntax in the context of translation; thorough knowledge of lexical issues and the ability to select appropriate lexicon and register)

***COURSE CONTENT***

Exercises on morphosyntax to help students develop contrasting-comparative strategies for translating to and from the foreign language through the analysis of and commentary on various text types; reading and listening to audio-video material (documentary/informative, current affairs and cultural); speaking activities on topics related to culture/society and current affairs; introduction to written and oral business communication in the corporate context.

***READING LIST***

**Required reading:**

**PROFILES LLS, LCM and TUR:** D. Gálvez, N. Gálvez, L. Quintana, *Dominio. Curso de perfeccionamiento,*Madrid,Edelsa, 2016.

**PROFILE ELI\_ELRI:** E. Furió Blasco et al., *El español en entornos profesionales*, Madrid, Edinumen, 2016 (nivel-B1-C2).

**Required home reading for the oral exam**

Manuel Jabois, *Miss Marte*, Barcelona, Alfaguara, 2021 0(any edition, including Kindle).

Eduardo Sacheri, *Lo mucho que te amé*, México, Alfaguara, 2019 (any edition, including Kindle).

Sebastian Quesada, *Imágenes de América Latina*, Madrid, Edelsa, 2001 (chaps. 7-10 inclusive).

For the part on Latin American civilization, students must also read material uploaded weekly to Blackboard in the “Comunicación” section under “Materiali del corso”.

**Recommended further reading for independent learning**

Real Academia Española y Asociación de Academias Americanas, *Nueva gramática de la lengua española: Manual,* Madrid, Espasa Calpe, 2010.

M. Carrera Díaz, *Grammatica spagnola,* Bari, Laterza, 1998.

L. Gómez Torrego, *Gramática didáctica del español,* Madrid, Ediciones SM, 2007.

L. Gómez Torrego, *Manual de español correcto (I y II),* Madrid, Arco Libros, 2002.

M.P. Garcés, *La oración compuesta en español. Estructuras y nexos*. Madrid, Verbum, 2008.

**Recommended dictionaries for lexical reference and reinforcement**

Real Academia Española, *Diccionario de la lengua española,* Madrid, Espasa Calpe, 2001.

Real Academia Española, *Diccionario panhispánico de dudas,* Madrid, Santillana, 2005.

V.V.A.A., *Clave. Diccionario de uso del español actual*, Milano, Hoepli, 2007.

L. Tam, *Grande dizionario di spagnolo. Spagnolo-italiano, Italiano-spagnolo,* Milano, Hoepli, 2004.

L. Tam, *Dizionario spagnolo economico & commerciale. Spagnolo-italiano, italiano-spagnolo,* Milano, Hoepli, 2006.

Real Academia Española, *Diccionario de americanismos,* Madrid, Santillana, 2010.

V.V.A.A., *Diccionario de sinónimos y antónimos*, Madrid, Gredos, 2009.

M. Moliner, *Diccionario de uso del español,* Madrid, Gredos, 2007.

I. Bosque, *REDES.* *Diccionario combinatorio práctico del español contemporáneo,* Madrid, Ediciones SM, 2004.

***TEACHING METHOD***

Classroom lectures with multimedia resources. Reading, writing and comprehension activities. Translation exercises into and out of the foreign language, with comparative analysis to consolidate translation strategies. Systematic approach to the use of bilingual, monolingual and specialist dictionaries, and all professional instruments for supporting the development of translation skills.

***ASSESSMENT METHOD AND CRITERIA***

The exam is divided into two mandatory parts for all students.

1. A written exam comprising: translation from Italian into Spanish, translation from Spanish into Italian, summaries based on audio/video material and both a grammatical and lexical cloze test. The pass mark for this test is 18/30; the maximum mark is 30/30. The individual exams are weighted as follows: lexical and grammatical cloze test 20%; Italian to Spanish translation 25%; Spanish to Italian translation 25%; comprehension of audio/video material 30%.

2. An oral exam consisting of an interview, during which students must conduct a conversation in Spanish based on the content of the required reading and the material covered in lectures. The pass mark for this test is 18/30; the maximum mark is 30/30.

***NOTES AND PREREQUISITES***

Any changes to the syllabus will be shared in class and published on Blackboard under *Corso di Lingua Spagnola 3 (Triennale) – Prova intermedia (2022-2023)*. Students must keep themselves in this regard. Lecturers will be available before and after lectures.

**Spanish Literature 3 Practical Classes**

CArla Garcìa Citerio

***Text under revision. Not yet approved by academic staff.***

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

This course accompanies the Spanish Language and Literature 3 course and aims to offer an overview of Spanish literary production of the late nineteenth and early twentieth centuries, with special attention to the main literary currents that preceded and followed the *Generation of 98*. Through the analysis of texts by representative authors, a historical-literary path will be presented to students, equipping them with the necessary tools for understanding the forms and functions of the literature of the period under analysis. At the end of the course, students will have developed independent critical skills and will be able to analyse the texts examined, contextualise them within the Spanish and European artistic movements, and recognise their rhetorical, thematic and structural peculiarities.

***COURSE CONTENT***

The main Spanish literary currents of the late nineteenth and early twentieth centuries will be briefly presented through an analysis of the work of poets and writers representative of the literary production of the period:

- R.Darío (1867 - 1916), *Prosas profanas* (1896), (selection of texts in the lecture notes);

- J. R. Jiménez (1881 - 1958), *Platero y yo* (1914), (selection of excerpts in the lecture notes);

- R. Gómez de la Serna (1888 - 1963), *Flor de greguerías* (1933), *Total de greguerías* (1955), (selection of texts in the lecture notes);

- F. García Lorca (1898 - 1936), *Yerma* (1934), (selection of texts in the lecture notes);

- R. Alberti (1902 - 1999), *Sobre los ángeles* (1929), (selection of texts in the lecture notes).

***REQUIRED reading:***

The anthology of texts to be prepared for the examination will be available in the form of a course pack which students can collect from the photocopying office on Via Trieste. Alternatively, it will also be uploaded to the course Blackboard page.

***RECOMMENDED reading***

F. B. Pedraza Jiménez y M. Rodríguez Cáceres, *Las épocas de la literatura española*, Barcelona, Ariel, 2012.

***TEACHING METHOD***

Frontal lectures in Spanish. Use of digital material on the Blackboard page.

***ASSESSMENT METHOD AND CRITERIA***

The final exam consists of a computer-based test to be carried out on the official examination dates via the Blackboard platform, during which students will have to answer 31 questions in Spanish, aimed at assessing the correct assimilation of the syllabus contents. Students must take this assessment before they can sit the single-subject exam for the “Spanish Language and Literature 3” course (Prof. Benedetta Belloni), which must be taken in the same examination session. The mark for the computer-based test contributes to the final mark.

***NOTES AND PREREQUISITES***

As this is an introductory course, it has no prerequisites in terms of contents. However, students require critical skills and good analytical methods to be able to reflect in a mature and in-depth manner on the literary texts covered in class. Lectures will be held in Spanish, requiring a strong capacity for oral understanding of Spanish language (language skills at least equal to or above CEFR level B2). It is also hoped that students will harbour an interest in and intellectual curiosity about the language and culture of Spanish-speaking countries, and possess developed critical-thinking skills.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG, or on the Faculty notice board.

**Practical Classes on Literary Translation and Translation for Publishing (Masters Curriculum in Languages for Specialist Translation and Publishing)**

Elena Stella

***Text under revision. Not yet approved by academic staff.***

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The tutorials aim to develop the student's ability to translate literary texts from Spanish to Italian, through the analysis of texts and the detection and resolution of translation problems. Particular attention will be paid to the cultural elements, linguistic varieties and author styles, as well as the tools available to the translator.

***COURSE CONTENT***

The texts students will be working on will be uploaded to the Blackboard platform. They will be extracts from literary works by contemporary Spanish and Latin-American authors.

***READING LIST***

Required reading:

- Materials provided in class and published on Blackboard.

Further reading:

- C. Briguglia, "Riflessioni intorno alla traduzione del dialetto in letteratura. Interpretare e rendere le funzioni del linguaggio di Andrea Camilleri in spagnolo ed in catalano", *inTRAlinea Special Issue: The Translation of Dialects in Multimedia*. <http://www.intralinea.org/specials/article/Riflessioni_intorno_alla_traduzione_del_dialetto_in_letteratura>

- V. Garcìa Yebra, “Problemas de la traducción literaria” in F. Eguíluz; R. Merino; V. Olsen; E. Pajares (eds), *Transvases culturales: literatura, cine, traducción*, Universidad del País Vasco, Vitoria-Gasteiz, 1994, pp.9-21

https://addi.ehu.es/bitstream/handle/10810/9999/Garcia%20Yebra.%20V..PDF?sequence=1&isAllowed=y

- H. Tanqueiro, “Un traductor privilegiado: el autotraductor”, *Quaderns. Revista de traducció*,3, 1999, pp.19-27.

https://ddd.uab.cat/pub/quaderns/11385790n3/11385790n3p19.pdf

***TEACHING METHOD***

There will be a focus on translation practice activities, preceded by short theoretical introductions to facilitate comprehension, documentation and reformulation of the text. Student comparisons will be encouraged, with the support of documentation and translation work to be done independently or as a group. Students will also make be introduced to and use various online translation tools.

***ASSESSMENT METHOD AND CRITERIA***

Students will be assessed on their active participation and the tasks completed in lectures. Due to the predominantly practical content of the practical classes, students are encouraged to attend. Anyone who is unable to attend must contact the lecturer to arrange an alternative syllabus.

***NOTES AND PREREQUISITES***

The lecture timetable will be published on the university website and the course Blackboard page.

- Prerequisite: Spanish language level B2 QCER.

Students must check the Blackboard platform for notices, changes and additions to the syllabus.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG, or on the Faculty notice board.