

20th Century Catalan Poetry

Code: 100693
ECTS Credits: 6

Degree	Type	Year	Semester
2500247 Catalan Language and Literature	OB	2	2
2501801 Catalan and Spanish	OB	3	2
2501902 English and Catalan	OB	3	2

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

no prerequisites

Objectives and Contextualisation

The aim is to deepen the knowledge of Catalan poetry of the 20th century that could have been acquired previously (in *Catalan Literature of the 20th century 1* and *Catalan literature of the 20th century 2*). With this goal some important books of the poetry of this century will be analyzed in relation to the currents and the poetic ones that characterize it.

Preference will be given to the detailed analysis of poems, and to the diverse documentation that allows to contextualise and illuminate them, in order to arrive at a reading or global interpretation of the book. Students are expected to progress in the written comment on poetic and critical texts, and in the oral exposition and defense of their readings.

Competences

- Catalan Language and Literature
- Apply concepts, resources and methods to Catalan literature literary analysis taking into account the framework of periodization of Western literary history.
 - Assess how rigorously argued and major trends, authors and most representative works of Catalan literature.
 - Critically analyze Catalan literature in relation to the historical circumstances in which you enroll.
 - Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
 - Interpret literary texts in depth from philological bases (stylistic, linguistic, etc.) and comparative.
 - Respecting the diversity and plurality of ideas, people and situations.
 - Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.

- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

Catalan and Spanish

- Apply concepts, resources and methods of analysis literary Catalan literature considering the context of periodization of Western literary history.
- Assess so rigorously argued and the main trends and authors and most representative works of Catalan literature.
- Critically analyze Catalan literature regarding the historical circumstances in which it falls.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Interpret literary texts from cross philological bases (stylistic, linguistic, etc.) and comparisons.
- Respect the diversity and plurality of ideas, people and situations.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

English and Catalan

- Apply concepts, resources and methods of analysis literary Catalan literature considering the context of periodization of Western literary history.
- Assess so rigorously argued and the main trends and authors and most representative works of Catalan literature.
- Critically analyze Catalan literature regarding the historical circumstances in which it falls.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Interpret literary texts from cross philological bases (stylistic, linguistic, etc.) and comparisons.
- Respect the diversity and plurality of ideas, people and situations.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

Learning Outcomes

1. Apply the tools and know consult the specific documentary sources.
2. Comment on literary texts, apply the acquired tools and take into account the historical and sociocultural context.
3. Commenting on literary texts, applying the acquired tools and taking into account the historical and sociocultural context.
4. Critically interpret literary works considering the relationships between different fields of literature and its relation to human, artistic and social areas.
5. Critically interpret literary works take into account the relationships between different areas of literature and its relationships with human, artistic and social areas.

6. Critically interpreting literary works taking into account the relationships between the different areas of literature and its relationships with human, artistic and social areas.
7. Describe the historical context of contemporary Catalan literature and literary works related to its historical and cultural context.
8. Describe the historical context of contemporary Catalan literature and literary works related with its historical and cultural context.
9. Develop critical texts about the main trends and authors and most representative works of contemporary Catalan literature, write essays and original domain of the relevant literature, authors and works of the contemporary period.
10. Develop critical texts on major trends, authors and most representative works of contemporary Catalan literature, and write original essays, fluent in the relevant literature on authors and works of contemporary period.
11. Develop effective written work and oral presentations and adapted to the appropriate register.
12. Empower reading, interpretation and critical analysis of literary texts and language
13. Expose knowledge about the history, art and other cultural movements.
14. Identify main ideas and express them with secondary and linguistic correctness
15. Identify the main and secondary ideas and express them with linguistic correctness.
16. Identifying the main and secondary ideas and expressing them with linguistic correctness.
17. Interpret texts in depth and provide arguments for critical analysis
18. Interpret texts in depth and provide arguments for critical analysis.
19. Interpret the Western cultural tradition from the nineteenth century and up to the present, and recognize text in a contemporary shots of the Western tradition.
20. Interpret the Western cultural tradition from the nineteenth century to the present, and recognize text in a contemporary traits of the Western tradition.
21. Maintain an attitude of respect for the opinions, values, behaviors and practices of others.
22. Present knowledge about the history, art or other cultural movements.
23. Recognize literary texts from bases and comparative philology, apply them to texts by contemporary Catalan literature and write analyzes of contemporary Catalan language literary texts.
24. Recognize literary texts from philological bases and comparatists apply to the texts of contemporary Catalan literature and writing analysis of contemporary Catalan literary language texts.
25. Strengthen the capacity of reading, interpretation and critical analysis of literary texts and language.
26. Use information in accordance with scientific ethics.
27. Written assignments and make effective oral presentations adapted to the appropriate register.

Content

CONTENTS

1. "Modernisme"

The "Modernisme" and the valuation of poetry. Broadcasting platforms. Tradition and the international context. Influences. Poetic currents: Spontaneism and Vitality. Joan Maragall and Spontaneity. The Maragallian poets and other vitalist poets. Symbolist and Parnassian influences. Jeroni Zanné, Gabriel Alomar, Alexandre de Riquer, Miquel de Palol. The concept of Mallorcan School. Miquel Costa i Llobera, Joan Alcover.

2. "Noucentisme"

The "Noucentisme" and the valuation of poetry. Broadcasting platforms. Tradition and context international. Influences. Positive poetic lines and evolution. From a poetic dominant to a model in crisis. The career of Josep Carner. "Guerau de Liost". Josep M. López-Picó and other smaller poets. The Mallorcan School.

3. The twenties and thirties

Poetry and changes in the orientation of culture. The image of the poet. Diversification of poetic. The great tendencies of poetic creation. Post-symbolist poetry. Theoretical reflection and the debate on pure poetry. The evolution of Josep Carner and Josep M. López-Picó. Carles Riba as the central axis. Other authors. Post-symbolist poetry in the 30s. Bartomeu Rosselló-Pòrcel. The avant-garde poetry. Theoretical reflection and the connection with postsymbolism. Futurism. Diffusion channels. Josep M. Junoy, Joan Salvat-Papasseit and

others. The case of Joaquim Folguera. Surrealism. Salvador Dalí and *L'Amic de les Arts*. The case of J. V. Foix. Other poetic. "Pere Quart" and his idea of realism.

4. The postwar period (1939-1959)

The situation of Catalan poetry during the postwar period. Broadcasting platforms. The international context. Currents and trends: The readaptation of the post-symbolist poetry: Josep Carner, Carles Riba, J. V. Foix. The reappearance or discovery of the young people of the thirties. Continuity and evolution of avant-garde models: Josep Palau i Fabre, Joan Brossa. Different approaches to a poetic considered "realist": Pere Quart, Jordi Sarsanedas, Vicent Andrés Estellés. Two mythopoetic constructions: Agustí Bartra and Salvador Espriu.

5. The sixties

Historical Realism and poetry. The models and the tradition. Platforms for a decade. The poetic practice and the different concepts of realism. Francesc Vallverdú, Joaquim Horta, Lluís Alpera and others. The case of Gabriel Ferrater. Other poetic proposals. Between continuity and renewal.

6. The seventies

A new poetic context and other means of dissemination. Diversification of proposals. Between the influence of Ferrater, the echoes of Joan Brossa and the multiple cuttings of the "flors del Mall": Narcís Comadira, Francesc Parcerisas, Pere Gimferrer, Maria-Mercè Marçal and so many others.

READINGS

The course will give priority to the reading of poems and the global analysis of poems, so the theme is only a framework on which compulsory reading works and complementary texts will be added through the "campus virtual"

Compulsory readings (with the corresponding bibliography, also mandatory) are:

1. Josep CARNER, *La paraula en el vent* (1914), Barcelona, Edicions 62, 1998 ("El Cangur Plus", 262).

Jaume COLL, "Introducció". In Josep CARNER, *La paraula en el vent*, B., Edicions 62, 1998, ps. 5-50.

2. Bartomeu ROSSELLÓ-PÒRCEL, *Imitació del foc* (1938), Barcelona, Edicions 62, 1991, ("Textual", 4). Other editions available.

Josep M. BALAGUER, "Introducció". In Bartomeu ROSSELLÓ-PÒRCEL, *Imitació del foc*, Barcelona, Edicions 62, 1991, ps. 5-60.

3. J. V. FOIX, *On he deixat les claus...*(1953), Barcelona, Quaderns Crema, 1988, ("Obra poètica de J.V. Foix", 5). Also in J. V. FOIX, *Obres completes, volum 1: poesia*, Barcelona, Edicions 62, 1974; also in *Obres completes de J. V. Foix. Volum primer. Obra poètica en vers i en prosa*, Barcelona, dins *Obres completes de J. V. Foix, volum primer. Obra poètica en vers i en prosa*, Barcelona, Edicions 62 / Diputació de Barcelona, 2000.

Manuel CARBONELL, "J. V. Foix". In Joaquim MOLAS (dir.), *Història de la literatura catalana* (volum IX), Barcelona, Ariel, 1987, ps. 377-412.

4. Salvador ESPRIU, *La pell de brau* (1960), Barcelona, La Butxaca, 2013.

Denise BOYER, «La inflexió dels anys seixanta en l'obra poètica de Salvador Espriu», *Indesinenter*, n. 10 (2015), p. 305-325.

Olívia GASSOL I BELLET, «*La pell de brau*» de Salvador Espriu o el mite de la salvació, Barcelona, P. de l'Abadia de Montserrat, 2003

5. M. Mercè MARÇAL, *Cau de llunes* (1977). Barcelona, Proa, 1998, ("Els Llibres de l'Óssa Menor", 92). Edited in M. Mercè MARÇAL, *Llengua abolida* (1973-1988), València, Eliseu Climent editor, 1989, ("Poesia 3 i 4", 58).

Lluïsa JULIÀ, «Introducció» a M. MERCÈ MARÇAL, *Contraban de llum. Antologia poètica*, Barcelona, Proa, 2002, p. 5-54, («Clàssics Catalans», 2).

Methodology

The subject is distributed in theoretical sessions and reading seminars. The theoretical sessions have a panoramic and contextual character and are accompanied by the commentary of theoretical-critical texts. The sessions devoted to reading focus on the analysis of compulsory reading works and other complementary texts. A list of works and bibliographical references associated with each reading will be available.

A detailed program and calendar of the sessions will be presented at the beginning of the course

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exhibition by the teacher of the points of the program; contextualization of the readings chosen.	35	1.4	20
Oral presentation, following a script supervised by the teacher, reading theoretical and critical texts.	15	0.6	3, 27, 22, 4, 17, 21, 12, 26
Type: Supervised			
Discussion of poetic, theoretical and critical texts	17.5	0.7	3, 22, 4, 17, 21, 12
Type: Autonomous			
Bibliographic search. Sources and documentary resources.	30	1.2	1, 4, 26
Guided reading of texts.	20	0.8	14, 4, 12, 24
Written commentary on poetic, theoretical and critical texts, guided by the teacher	25	1	1, 3, 27, 10, 14, 4, 20, 17, 21, 12, 24, 26

Assessment

The competences of this subject will be evaluated by means of an examination and of individual written and oral works. The evaluation system is organized in 3 modules, each of which will have a specific weight assigned in the final grade:

Module of presentations, analyzes and debates on texts in the classroom, with a global weight of 15% (each student must do at least one class intervention throughout the semester)

Module of written tests, with a global weight of 50% (a final exam on the subject)

Work delivery module, which will evaluate a job with a global weight of 35%

The individualized follow-up to the student will make those demands adapt slightly. The recovery system provides that different tests can be performed according to the student's learning needs, with the aim of recovering at least 50% of the activities carried out. To participate in the recovery the students must have been previously evaluated in a set of activities whose weight equals to a minimum of two thirds of the total grade of the subject, and must have achieved overall a rating between 3.5 and 4.9. The maximum recovery note is 5.

At the time of carrying out each evaluation activity, the teacher will inform the students (Moodle) of the procedure and date of review of the qualifications.

If the student has not obtained the approved but the activities performed have been evaluated positively, he will be considered "non-evaluable".

In the event that the student conducts any irregularity that can lead to a significant variation of the qualification of an evaluation act, this evaluation act will be qualified with 0, regardless of the disciplinary process that can be instructed. In case that there are several irregularities in the evaluation acts of the same subject, the final grade of this subject will be 0

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Delivery of work	35%	1.5	0.06	1, 3, 2, 7, 8, 27, 10, 9, 22, 13, 14, 16, 15, 6, 4, 5, 20, 19, 17, 18, 21, 12, 25, 11, 24, 23, 26
Presentations, analysis and discussion of texts in the classroom	15%	3	0.12	1, 3, 2, 7, 8, 27, 10, 9, 22, 13, 14, 16, 15, 6, 4, 5, 20, 19, 17, 18, 21, 12, 25, 11, 24, 23, 26
Written tests (exam)	50%	3	0.12	1, 3, 2, 7, 8, 27, 10, 9, 22, 13, 14, 16, 15, 6, 4, 5, 20, 19, 17, 18, 21, 12, 25, 11, 24, 23, 26

Bibliography

Throughout the course, a more complete bibliography will be provided through the "campus virtual", especially with regard to compulsory readings.

Jaume AULET, "Estudi introductor" a DIVERSOS AUTORS, *Antologia de la poesia noucentista*, Barcelona, Ed. 62, 1990, ps. 7-54.

Jaume AULET, "La poesia catalana dels anys seixanta i els diversos usos del realisme", *Caplletra*, núm. 28 (primavera 2000), ps. 33-50.

Enric BOU (dir.), *Panorama crític de la literatura catalana. Volum V: Segle XX. Del modernisme a l'avantguarda*, Barcelona, Vicens Vives, 2010.

Enric BOU (dir.), *Panorama crític de la literatura catalana. Volum VI: Segle XX. De la postguerra a l'actualitat*, Barcelona, Vicens Vives, 2009.

Àlex BROCH, *La literatura catalana dels anys setanta*, Barcelona, Edicions 62, 1980.

Ferran CARBÓ, *La poesia catalana del segle XX*, Alzira, Bromera, 2007.

Jordi CASTELLANOS, "Estudi introductor" a DIVERSOS AUTORS, *Antologia de la poesia modernista*, Barcelona, Edicions 62, 1990, ps. 5-74.

Josep M. CASTELLET, Joaquim MOLAS, *Poesia catalana del segle XX*, Barcelona, Edicions 62, 1963.

Joaquim MOLAS (dir.), *Història de la literatura catalana. Part moderna*(volums 8, 9, 10 i 11), Barcelona, Ariel, 1986-1987.

Jordi MALÉ, Laura BORRÀS (eds.), *Poètiques catalanes del segle XX*, Barcelona, UOC, 2008.

Joaquim MOLAS, *La literatura catalana d'avantguarda: 1918-1938*, B., Antoni Bosch ed., 1983.

Carles RIBA, *Obres completes. Volum 2: Crítica 1, Obres completes. Volum 3: Crítica 2, Obres completes. Volum 4: Crítica 3*, Barcelona, Edicions 62, 1985-1988.

Arthur TERRY, *Sobre poesia catalana contemporània: Riba, Foix, Espriu*, B., Edicions 62, 1985.

Arthur TERRY, *Quatre poetes catalans: Ferrater, Brossa, Gimferrer, Xirau*, Barcelona, Edicions 62, 1991.

Joan TRIADÚ, *Poesia catalana de postguerra*, Barcelona, Edicions 62, 1985.

Websites especially useful:

TRACES. Bases de dades de llengua i literatura catalanes <http://traces.uab.cat/>

<http://www.traces.uab.es/tracesbd/altresrecursos/literatura.html>

CÀTEDRA MÀRIUS TORRES>>CORPUS LITERARI DIGITAL:

<http://www.catedramariustorres.udl.cat/materials/hemeroteca/index.php>