

**Literary Genres and Contemporary Society**

Code: 105836  
ECTS Credits: 6

Degree	Type	Year	Semester
2503998 Catalan Philology: Literary Studies and Linguistics	FB	1	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

## Contact

Name: Francesc Foguet Boreu  
Email: Francesc.Foguet@uab.cat

## 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

## Teachers

Gemma Bartolí Masons

## Prerequisites

Sapere aude.

## Objectives and Contextualisation

The subject, of a propaedeutic nature, describes and analyses from a formal and social point of view the various literary genres in Catalan literature from the twentieth century onwards.

## Competences

- Act with ethical responsibility and respect for fundamental rights, diversity and democratic values.
- Apply concepts, resources and methods of literary analysis to Catalan literature taking into account the sources, periods of Western literary history and social context.
- Assess gender inequalities when acting in this field of knowledge.
- Carry out historical studies on the trends, genres and authors of the Catalan literary tradition.
- Critically read and interpret texts.
- Demonstrate a mastery of the rules of the Catalan language, its linguistic bases and all its application in the academic and professional fields.
- Display teamwork skills.
- Identify the main tendencies, most significant authors and most representative work in Catalan literature.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- Interpret literary texts from a philological and comparative viewpoint.
- Produce written work and oral presentations that are effective and framed in the appropriate register.
- 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.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- 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.
- Use information in accordance with academic ethics.

## Learning Outcomes

1. Comment on literary texts, using the instruments acquired, with regard to the historical, social and cultural context.
2. Critically interpret literary works, taking into account the relationships between the different areas within literature and their relationship to humanistic, artistic and social areas.
3. Describe the historical context of contemporary Catalan literature and relate works to their historical and cultural context.
4. Discern the sex/gender factor in the configuration of the literary canon.
5. Gain a greater capacity for reading, interpreting and critically analysing literary and linguistic texts.
6. Identify principal and secondary ideas and express them using correct language.
7. Identify the key elements of Western cultural tradition from the 19th century to the present day.
8. Identify the relationships between literature and history, art and other cultural movements.
9. Interpret Western cultural tradition from the 19th century to the present day, pinpointing features of the Western tradition in a contemporary text.
10. Make appropriate use of the knowledge acquired in order to collect data and handle documentary sources in the study of Catalan language and literature.
11. Master oral and written expression in Catalan.
12. Plan, organise and carry out work in a team.
13. Present and explain overall perspectives on phenomena of contemporary Catalan literature.
14. Produce critical texts on the main trends, the most significant authors and the most representative works in Catalan literature.
15. Produce normatively correct written and oral texts.
16. Produce work in accordance with academic ethics.
17. Produce written work and oral presentations that are effective and framed in the appropriate register.
18. Recognise literary texts from philological and comparative standpoints, apply these criteria to texts in contemporary Catalan literature and write analyses of the literary language of contemporary Catalan texts.
19. Respect the opinions, values, behaviour and customs of others.
20. Use IT tools and be able to consult specific documentary sources.
21. Use technological resources (digital and audiovisual) to acquire knowledge and apply it in language and literature.
22. Write historical interpretative essays on the contemporary literary tradition.
23. Write original essays, showing mastery of the relevant literature and of contemporary authors and works.
24. Write text commentaries from a critical standpoint.

## Content

Part One (Professor Gemma Bartolí)

1, The literary poetics from the symbolism and the classification of the literary genres

1.1. Theory of literary genres

1.2. Crisis and resumption of the novel: from demand to achievement

## 2. The place of poetry

### 2.1. The post-symbolist poetics: the Josep Carner case

### 2.2. Notes on the evolution of contemporary Catalan poetry

## 3. Platforms and development of the story and the novel

### 3.1. Forms and motives in the narrative: the novel as a chronicle

### 3.2. Brief genres: the irruption of the story

Seminar 1 (poetry): *La paraula en el vent*, by Josep Carner

Seminar 2 (novel): *Entre dos silencis*, by Aurora Bertrana

Seminar 3 (short narrative): *Uf, va dir ell*, by Quim Monzó

14 classes (February-March approx.)

First part

Part Two (Professor Francesc Foguet)

## 4. Contemporary theatrical trends

### 4.1. The 20th century: from modernist theatre to relative drama

### 4.2. The 21st century: the emergence of playwrights and dramatists

## 5. Literary Genres and Public: Consumer Literature

### 5.1. Public and literature: a complex and conflictive binomial

### 5.2. Genres of consumption: the Manuel de Pedrolo case

## 6. The literature of the self: diaries, memoirs, autobiographies, travel books

### 6.1. Approach to the literature of the self

### 6.2. A sample of authors and texts

## 7. Literature and journalism

### 7.1. Overview of the Catalan journalistic tradition

### 7.2. Two great writers/journalists: Gaziol and Josep Pla

Seminari 4 (theatre): *Blut und Boden (Sang i Pàtria)*, by Manuel Molins

Seminari 5 (essay): *Diccionari per a ociosos*, by Joan Fuster

Seminari 6 (crime novel): *Joc brut*, by Manuel de Pedrolo

Seminari 7 (journalism): *Un pensament de sal, un pessic de pebre*, by Montserrat Roig

14 classes (April - May approx.)

## Second part

### Readings

1. *La paraula en el vent*, by Josep Carner
2. *Entre dos silencis*, by Aurora Bertrana
3. *Uf, va dir ell*, by Quim Monzó
4. *Blut und Boden (Sang i Pàtria)*, by Manuel Molins
5. *Diccionari per a ociosos*, by Joan Fuster
6. *Joc brut*, by Manuel de Pedrolo
7. *Un pensament de sal, un pessic de pebre*, by Montserrat Roig

## Methodology

The course combines theoretical classes with reading seminars, tutorials and the preparation and presentation of individual and team work.

The calendar will be available on the first day of class. Students will find all information on the Virtual Campus: the description of the activities, teaching materials, and any necessary information for the proper follow-up of the subject. In case of a change of teaching modality for health reasons, teachers will make readjustments in the schedule and methodologies.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical classes and text discussion seminars	28	1.12	10, 20, 1, 3, 4, 11, 14, 16, 13, 17, 7, 6, 8, 2, 9, 19, 12, 5, 15, 18, 22, 23, 24, 21
Type: Supervised			
Commentary, oral or written, of readings in the classroom	28	1.12	10, 20, 1, 3, 4, 11, 14, 16, 13, 17, 7, 6, 8, 2, 9, 19, 12, 5, 15, 18, 22, 23, 24, 21
Type: Autonomous			
Documentation, reading, writing and study	28	1.12	10, 20, 1, 3, 4, 11, 14, 16, 13, 17, 7, 6, 8, 2, 9, 19, 12, 5, 15, 18, 22, 23, 24, 21

## Assessment

1. Attendance and active participation in class especially values the student's involvement in the subject. Much consideration will be given to the intervention in the seminar discussions of each of the readings.

2. The group work (4 people) consists of making a video interview with a current writer about his literary work and the relationship he establishes with contemporary society. This interview must be edited and published on a virtual platform so that it can be retrieved, via the Internet, in class. Duration of the interview: 10 minutes. The viewing of all the interviews will be done at the end of the course. The group works will be evaluated by the two

teachers of the subject.

3. The individual exercise is based on the writing of two reviews of two of the books of compulsory reading. Length: 2.100 characters with spaces. The first review should be submitted in early March. The second, at the beginning of May.

4. The two written tests will ask two open questions about some of the contents that have been worked on in class. The length of the answers must not exceed one side of a sheet of paper. The first test will take place at the end of March. The second, at the end of May.

To pass the course, all evaluation activities must be carried out. If the student has not completed 50 % of the activities, the qualification will be "non-assessable".

At the time of each evaluation activity, the teacher will inform the student of the procedure and the date for reviewing the grades.

The student will be entitled to take part in the remedial process if he/she obtains between 3.5 and 4.9 of the final average grade. However, activities based on participation or group work (up to 50 %) cannot be made up. The overall maximum score of the recovery is a 5.

#### Additional notes

1. In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives. (Traducció de David Owen proposada pel Deganat).

2. In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place.

### Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and active participation in class/conferences/supplementary activities	20 %	20	0.8	10, 20, 1, 3, 4, 11, 14, 16, 13, 17, 7, 6, 8, 2, 9, 19, 12, 5, 15, 18, 22, 23, 24, 21
Elaboration of a group work	20 %	20	0.8	10, 20, 1, 3, 4, 11, 14, 16, 13, 17, 7, 6, 8, 2, 9, 19, 12, 5, 15, 18, 22, 23, 24, 21
Preparation of an individual exercise	20 %	20	0.8	10, 20, 1, 3, 4, 11, 14, 16, 13, 17, 7, 6, 8, 2, 9, 19, 12, 5, 15, 18, 22, 23, 24, 21
Written test 1 (part 1)	20 %	3	0.12	10, 20, 1, 3, 4, 11, 14, 16, 13, 17, 7, 6, 8, 2, 9, 19, 12, 5, 15, 18, 22, 23, 24, 21
Written test 2 (part 2)	20 %	3	0.12	10, 20, 1, 3, 4, 11, 14, 16, 13, 17, 7, 6, 8, 2, 9, 19, 12, 5, 15, 18, 22, 23, 24, 21

## Bibliography

### Books

1. Carner, Josep, *La paraula en el vent*, Barcelona, Edicions 62, 1998.
2. Bertrana, Aurora, *Entre dos silencis*, Barcelona, Club Editor, 2019.
3. Monzó, Quim, *Uf, va dir ell*, Barcelona, Quaderns Crema, 1994.
4. Molins, Manuel, *Blut und Boden (Sang i Pàtria)*, Valls, Cossetània, 2014.
5. Fuster, Joan, *Diccionari per a ociosos*, Barcelona, Educaula, 2019.
6. Pedrolo, Manuel, *Joc brut*, Barcelona, Educaula, 2009.
7. Roig, Montserrat, *Un pensament de sal, un pessic de pebre*, Barcelona, Edicions 62, 2018.

### Bibliography of the books

1. Marrugat, Jordi (2015): *Josep Carner 1914. La poesia catalana al centre de la modernitat europea*, Barcelona, Publicacions de l'Abadia de Montserrat.
2. Bartrina, Francesca (2001): «Gènere, guerra i colonització en l'obra d'Aurora Bertrana», a *Aurora Bertrana, una dona del segle XX*, Barcelona, Publicacions de l'Abadia de Montserrat, p. 51-63.
3. Ollé, Manel (2008): *Retrats. Quim Monzó*, Barcelona, Associació d'Escriptors en Llengua Catalana.
4. Foguet i Boreu, Francesc (2019): «Molins íntegre», a Manuel Molins, València, Institut Alfons el Magnànim, p. 11-79.
5. Martí Monterde, Antoni (2019): *Joan Fuster: la paraula assaig*, Catarroja / Barcelona, Afers.
6. Bacardí, Montserrat; Foguet, Francesc (2018): *Vigència de Manuel de Pedrolo*, Barcelona, Publicacions de l'Abadia de Montserrat.
7. Torres, Aina (2016): *Montserrat Roig: la memòria viva*, Carcaixent, Sembra Llibres.

### General bibliography

- Bou, Enric (1993): *Papers privats*, Barcelona, Edicions 62.
- Bou, Enric (2009) (dir.): *Panorama crític de la literatura catalana. De la postguerra a l'actualitat*, Barcelona, Vicens Vives (especialment el capítol dedicat als gèneres).
- Broch, Àlex (1991): *La literatura catalana dels anys vuitanta*, Barcelona, Edicions 62.
- Broch, Àlex; Cornudella, Joan (2016): *Poesia catalana avui 2000-2015*, Juneda, Fonoll.
- Broch, Àlex; Cornudella, Joan (2017): *Novel·la catalana avui 2000-2016*, Juneda, Fonoll.
- Broch, Àlex; Cornudella, Joan; Foguet, Francesc (2018): *Teatre català avui 2000-2017*, Juneda, Fonoll.
- Camps, Josep; Dasca, Maria (2019): *La narrativa catalana al segle XXI, balanç crític*, Barcelona, Institut d'Estudis Catalans, Societat Catalana de Llengua i Literatura.
- Espinós, Joaquim, et al. (ed.) (2011): *Autobiografies, memòries, autoficcions*, Catarroja-Barcelona, Afers.
- García Berrio, Antonio; Huerta Calvo, Javier (1992): *Los géneros literarios: sistema e historia*, Madrid, Cátedra.

Garrido Gallardo, Miguel A. (ed.) (1988): *Teoría de los géneros literarios*, Madrid, Arco/Libros.

Gassol, Olívia; Bagur, Òscar (2018): *La poesia catalana al segle XXI, balanç crític*, Barcelona, Institut d'Estudis Catalans, Societat Catalana de Llengua i Literatura.

Gimferrer, Pere (1996): *Literatura catalana i periodisme*, Barcelona, Centre d'Investigació de la Comunicació.

López-Pampló, Gonçal (2017): *D'Ors a Fuster. Per a una història de l'assaig en la literatura contemporània*, València, Universitat de València.

Malé, Jordi; Borràs, Laura (eds.) (2008): *Poètiques catalanes del segle XX*, Barcelona, Editorial UOC.

Marrugat, Jordi (2014). *Narrativa catalana de la postmodernitat. Històries, formes i motius*. Barcelona: Publicacions i Edicions de la Universitat de Barcelona.

Marrugat, Jordi (2015): *Josep Carner 1914. La poesia catalana al centre de la modernitat europea*, Barcelona, Publicacions de l'Abadia de Montserrat.

Panyella, Ramon (ed.) (2010): *Concepcions i discursos sobre la modernitat en la literatura catalana dels segles XIX i XX*, Lleida, Punctum i GELCC.

Panyella, Ramon; Marrugat, Jordi (eds.) (2006): *L'escriptor i la seva imatge. Contribució a la història dels intel·lectuals en la literatura catalana contemporània*, Barcelona, Grup d'Estudis de Literatura Catalana Contemporània / L'Avenç.

Website

Traces

<https://traces.uab.cat/>

Lletra (UOC)

<https://lletra.uoc.edu/>

Espais Escrits

<https://www.espaisescrits.cat/>

AELC

<https://www.escriptors.cat/>