

Catalan Literature from the Renaissance to the Enlightenment

Code: 105840
ECTS Credits: 6

Degree	Type	Year	Semester
2503998 Catalan Philology: Literary Studies and Linguistics	OB	2	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 Xavier Vall Solaz
Email: Francesc.Vall@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

Prerequisites

None.

Objectives and Contextualisation

The equivalent subject Modern Catalan Literature is optional in Catalan and Spanish Studies, and in English and Catalan Studies. However, if students opt not to take this subject, they miss engaging with three crucial centuries for cultural evolution.

As an initial university approach to Catalan literature of the 16th-18th centuries, Catalan Literature from the Renaissance to the Enlightenment is a basic course, albeit relatively complex and critical.

Fundamental aspects:

1. to enquire into the concept of *Decadència* and to determine the incidence of historical events on literature,
2. to examine cultural periodization (terminology, characterisation of movements, conditioning factors, models, particularities...),
3. to take note of the vitality of popular literature,
4. to highlight the main trends in poetry, theatre and prose,
5. to gain an awareness of the most representative authors and works,
6. to improve text-commentary abilities.

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

Content

1. REVISING OF THE CONCEPT OF *DECADÈNCIA*
2. THE RENAISSANCE, THE COUNTER-REFORMATION AND MANIERISM
3. BAROQUE
4. ROCOCO, THE ENLIGHTENMENT AND NEOCLASSICISM
5. POPULAR LITERATURE

Methodology

Explanations of the historical context, cultural trends and the most relevant aspects of genres, authors and works, and discussion of problematic issues and readings.

The content, the assessment activities and deadlines will be particularised in class. In addition, this information will be posted on the Virtual Campus. In case of a change of modality for health reasons, the teacher will communicate readjustments in the programming and the methodology.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical classes and discussion	43.5	1.74	1, 9, 17, 2, 4, 5, 10, 11, 7, 8, 3, 16, 6, 13
Type: Supervised			
Oral or writing commentaries	30	1.2	1, 9, 2, 4, 5, 10, 12, 11, 15, 7, 8, 3, 16, 6, 13, 19, 20, 18
Type: Autonomous			
Documentation, reading, writing and study	69	2.76	1, 9, 17, 2, 4, 5, 10, 12, 14, 11, 15, 7, 8, 3, 16, 6, 13, 19, 20, 18

Assessment

Grades will be publishing in the Virtual Campus and they may be reviewed.

To pass the course, you must get at least a 5 (out of 10) weighted average. The grade of «not assessable» will be applicable if a student fails the subject overall but has not failed any of the constituent assessment activities.

In accordance with UAB regulations, «In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity [copying, plagiarism, impersonation...], the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject».

The activities in which irregularities were committed, the participation and the essay may not be recovered.

In order to be eligible for re-assessment, students must have completed 2/3 of the assessment activities and have obtained a subject grade between 3.5 and 4.9. The maximum overall grade awarded in re-assessment is 5.

In the event that tests or exams cannot be taken on site, 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.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Essay	40	4	0.16	1, 9, 17, 2, 4, 5, 10, 12, 14, 11, 15, 7, 8, 3, 16, 6, 13, 19, 20, 18

Exam	50	1.5	0.06	1, 9, 17, 2, 4, 5, 10, 12, 11, 7, 8, 3, 16, 6, 13, 19, 20
Participation	10	2	0.08	1, 9, 17, 2, 4, 5, 10, 12, 14, 11, 15, 7, 8, 3, 16, 6, 13, 20, 18

Bibliography

Readings

A dossier of theoretical or literary texts (Virtual Campus).

SERAFÍ, Pere, *Poesies catalanes*, Josep Romeu i Figueras (ed.), Barcelona: Barcino, 2001, p. 58, 67-68, 71, 86-87, 97-102, 125, 130-134, 409, 136-137, 149-150, 144-148, 151-154, 172-175, 184-185, 218-220, 279, 287, 312-313 and 340-343.

FONTANELLA, Francesc, *Lo Desengany: Poema dramàtic, Obra completa de Francesc Fontanella, edició crítica electrònica*, Pep Valsalobre; Marc Sagues (coord. i ed.); Albert Rossich; Eulàlia Miralles; Marta Castaño; Anna Garcia Busquets; Verònica Zaragoza; Narcís Figueras (ed.), Girona: Servei de Publicacions de la Universitat de Girona, 2017.

https://www.nise.cat/ca-es/Biblioteca-Digital/Autors/Autor/Poema/pid/1352/Lo_Desengany__Poema_dramatic
RAMIS I RAMIS, Joan, *Lucrècia*, Vicent de Melchor; Pep Valsalobre (ed.), Bellcaire d'Empordà: Vitel·la, 2019 / *Lucrècia o Roma libre: Tragèdia en cinc actes*, Sergi Marí (ed.), Barcelona: Institut del Teatre, 2017.

<http://redit.institutdelteatre.cat/handle/20.500.11904/875?locale-attribute=es>

Approaches

GABRIEL, Pere, *Història de la cultura catalana*, vol. II-III, Barcelona: Edicions 62, 1996-1997.

MIRALLES, Eulàlia, *Del Cinccents al Setcents: Tres-cents anys de literatura catalana*, Bellcaire d'Empordà: Vitel·la, 2010.

RIQUER, Martí de; COMAS, Antoni; MOLAS, Joaquim (dir.), *Història de la literatura catalana*, vol. III-IV, Barcelona: Ariel, 1964.

RIQUER I PERMANYER, Borja de (dir.), *Història, política, societat i cultura dels Països Catalans*, vol. IV-V, Barcelona: Enciclopèdia Catalana, 1995 and 1997.

ROSSICH, Albert (dir.), «La literatura catalana entre el barroc i el romanticisme», *Caplletra*, No. 9 (autumn 1990), p. 35-57. <https://www.raco.cat/index.php/Caplletra/article/view/299957/389416>

-, *Panorama crític de la literatura catalana: Edat moderna*, Barcelona: Vicens Vives, 2011.

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ROSSICH, Albert; VALSALOBRE, Pep, *Literatura catalana moderna, siglos XVI-XVIII*, Madrid: Síntesis, 2011.

RUBIÓ I BALAGUER, Jordi, *Història de la literatura catalana*, vol. II-III, Barcelona: Publicacions de l'Abadia de Montserrat, 1985-1986.

SOLERVICENS, Josep (dir.), *Literatura catalana moderna*, Barcelona: Enciclopèdia Catalana / Barcino / Ajuntament de Barcelona, 2016.

VALSALOBRE, Pep; ROSSICH, Albert, *Literatura i cultura catalanes (segles XVII-XVIII)*, Barcelona: UOC, 2007. https://cataleg.uab.cat/iii/encore/record/C__Rb2084574

Dictionaries

<http://www.quern.cat>

BOU, Enric, *Nou diccionari 62 de la literatura catalana*, Barcelona: Edicions 62, 2000.

BROCH, Àlex, *Diccionari de la literatura catalana*, Barcelona: Enciclopèdia Catalana, 2008.

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DURAN, Eulàlia; SOLERVICENS, Josep, *Orientacions bibliogràfiques sobre literatura catalana moderna (1474-1833)*, Barcelona: UB, 1993.

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