

Contemporary Catalan Poetry

Code: 105841
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

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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 prerequisite

Objectives and Contextualisation

The aim is to deepen the knowledge of Catalan poetry of the 20th century that could have been acquired previously. 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 --if it's possible-- in the oral exposition and defense of their readings.

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

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. Symbolic 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 Trends 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 ferratic masters, the echoes of Joan Brossa and the multiple cuttings of the flowers of the 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 Virtual Campus.

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

1. Josep CARNER, *La paraula en el vent* (1914), Edicions 62, 1998.

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

2. Carles RIBA, *Segon llibre d'estances* (1930). In C.R., *Llibres de poesia*, Edicions 62, 2019. [Digital edition in Càtedra Màrius Torres]

Bibl.: Gabriel FERRATER, *La poesia de Carles Riba*, Edicions 62, 1979.

3. J. V. FOIX, *On he deixat les claus...* (1953), Quaderns Crema, 1988 ("Obra poètica de J.V. Foix", 5). Also in J. V. FOIX, *Obres completes, vol. 1: poesia*, Edicions 62, 1974; also in *Obres completes de J. V. Foix. Volum*

primer. Obra poètica en vers i en prosa, Edicions 62 / Diputació de Barcelona, 2000. [Digital edition in Càtedra Màrius Torres]

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

4. Gabriel FERRATER, *Da nuces pueris* (1960). In G.F., *Les dones i els dies*, Edicions 62, 2018, p. 23-79. [Digital edition in Càtedra Màrius Torres]

Bibl.: Arthur TERRY, «Gabriel Ferrater: el sentit d'una vida» [1971]. In A.T., *Quatre poetes catalans: Ferrater, Brossa, Gimferrer, Xirau*, Edicions 62, 1991, p. 13-46.

5. Maria-Mercè MARÇAL, *Cau de llunes* (1977), Proa, 1998. Also in M-M. MARÇAL, *Llengua abolida* (1973-1988), València, Eliseu Climent editor, 1989).

Bibl.: Lluïsa JULIÀ, «Introducció». Dins Maria-Mercè MARÇAL, *Contraban de llum. Antologia poètica*, Proa, 2002, p. 5-54.

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.

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			
Presentation (oral or written) on a theoretical or critical text	15	0.6	10, 3, 11, 14, 17, 8, 5, 15, 24
Presentation, by the teacher, of the points of the program; contextualization of readings	30	1.2	1, 3, 7, 8, 2, 9
Type: Supervised			
Analysis and discussion of poetic, theoretical and critical texts	20	0.8	10, 1, 6, 8, 2, 5, 18, 23, 24
Type: Autonomous			
Bibliographic search. Documentary sources and resources	30	1.2	10, 20, 21
Guided reading of texts.	20	0.8	1, 3, 4, 7, 8, 2, 9, 5, 18
Written commentary on poetic, theoretical and critical texts, with the teacher's guidance	25	1	1, 4, 11, 17, 7, 6, 8, 2, 5, 15, 18, 23, 24

Assessment

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

Module of presentations, analyzes and debates on texts, with a global weight of 15% (each student will have to analyze a theoretical or critical text, which will be presented in writing or orally)

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

Work delivery module, which will evaluate an essay 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.

A 5 is needed for the final pass. If the student has not obtained the approved but the tests 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

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.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Essay on a book or aspect of 20th century Catalan poetry	35%	3	0.12	10, 20, 1, 4, 11, 14, 16, 17, 7, 6, 8, 2, 9, 5, 15, 23, 24, 21
Final exam (written) on the subject	50 %	4	0.16	1, 3, 11, 6, 8, 2, 19, 5, 15, 18, 22, 24
Presentation (oral or written) on a theoretical or critical text	15%	3	0.12	1, 3, 11, 13, 17, 6, 8, 12, 5, 15, 22, 23, 24

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". In *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*, n. 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 introductori". In *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* (vol. 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. Vol. 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>

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