

Theory and Analysis of Poetry

Code: 100243
 ECTS Credits: 6

Degree	Type	Year	Semester
2500245 English Studies	OT	3	0
2500245 English Studies	OT	4	0
2500248 Spanish Language and Literature	OT	3	0
2500248 Spanish Language and Literature	OT	4	0
2501801 Catalan and Spanish	OT	3	0
2501801 Catalan and Spanish	OT	4	0
2501902 English and Catalan	OT	3	0
2501902 English and Catalan	OT	4	0
2501907 English and Classics	OT	3	0
2501907 English and Classics	OT	4	0
2501910 English and Spanish	OT	3	0
2501910 English and Spanish	OT	4	0
2501913 English and French	OT	3	0
2501913 English and French	OT	4	0
2503998 Catalan Philology: Literary Studies and Linguistics	OT	4	0
2504211 Spanish Language and Literature	OT	3	0
2504211 Spanish Language and Literature	OT	4	0
2504212 English Studies	OT	3	0
2504212 English Studies	OT	4	0

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

Since the students have duly given evidence of having acquired the basic competences of the subject, they will need to be able to express properly their ideas both in oral and in written form. Spelling mistakes will be marked down. Coursework will have to be original work and plagiarism either partial or total will be penalised with a failure (0) in the final assessment. The students are expected to be acquainted with the basic rules of academic language and presentation, and also follow the instructions and conventions indicated by the teacher.

Objectives and Contextualisation

The fundamental objectives of the subject are to introduce students to a theoretical reflection on the nature, forms and interpretation of the lyric poetry genre, while providing them with a series of operational concepts for discussion and analysis and, finally, to train them in the application of these theoretical tools by the reading and commentary of all kinds of poetic texts, regardless of their affiliation to one or another national literary tradition.

Competences

English Studies

- 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 develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

Spanish Language and Literature

- Applying the fundamental theoretical concepts to the comprehension of the narrative, poetic and dramatic texts from a gender perspective.
- Interpreting the thematic and symbolic content of the narrative, poetic and dramatic texts according to the textual and pragmatic strategies, following the main methodologies of analysis.
- Relating the methods and results of the literary analysis to the literature as a system and the social sciences, and being capable of interpreting the interlocking of literary texts with other aspects of the human (individual and collective) activity.
- 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.

Catalan and Spanish

- Apply the fundamental theoretical concepts to the comprehension of the narrative, poetic and dramatic texts from a gender perspective.
- Interpret the thematic and symbolic content of the narrative, poetic and dramatic texts according to the textual and pragmatic strategies, following the main methodologies of analysis.
- Relate the methods and results of linguistics with those from other sciences and currents of thought and interpreting the overlapping of language with other aspects of the human activity.
- 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 develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

English and Catalan

- Apply the fundamental theoretical concepts to the comprehension of the narrative, poetic and dramatic texts from a gender perspective.
- Interpret the thematic and symbolic content of the narrative, poetic and dramatic texts according to the textual and pragmatic strategies, following the main methodologies of analysis.
- Relate the methods and results of linguistics with those from other sciences and currents of thought and interpreting the overlapping of language with other aspects of the human activity.
- 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 develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

English and Classics

- Apply the fundamental theoretical concepts to the comprehension of the narrative, poetic and dramatic texts from a gender perspective.
- Interpret the thematic and symbolic content of the narrative, poetic and dramatic texts according to the textual and pragmatic strategies, following the main methodologies of analysis.
- Relate the methods and results of linguistics with those from other sciences and currents of thought and interpreting the overlapping of language with other aspects of the human activity.
- 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 develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

English and Spanish

- Apply the fundamental theoretical concepts to the comprehension of the narrative, poetic and dramatic texts from a gender perspective.
- Interpret the thematic and symbolic content of the narrative, poetic and dramatic texts according to the textual and pragmatic strategies, following the main methodologies of analysis.
- Relate the methods and results of linguistics with those from other sciences and currents of thought and interpreting the overlapping of language with other aspects of the human activity.
- 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 develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

English and French

- Apply the fundamental theoretical concepts to the comprehension of the narrative, poetic and dramatic texts from a gender perspective.
- Interpret the thematic and symbolic content of the narrative, poetic and dramatic texts according to the textual and pragmatic strategies, following the main methodologies of analysis.
- Relate the methods and results of linguistics with those from other sciences and currents of thought and interpreting the overlapping of language with other aspects of the human activity.
- 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 develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

Catalan Philology: Literary Studies and Linguistics

- Critically read and interpret texts.
- Interpret literary texts from a philological and comparative viewpoint.
- Interpret the thematic and symbolic content of narrative, poetic and theatrical texts in accordance with the main analytical methodologies and according to their textual and pragmatic strategies.
- 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.

Learning Outcomes

1. Argue a case regarding several literary topics and problems arising from different works and evaluate the results.
2. Argue a case regarding several literary topics and problems arising from different works, and evaluate the results.
3. Argue about several issues and literary problems for the purpose of different works and the assessment of the results.
4. Arguing about several issues and literary problems for the purpose of different works and the assessment of the results.
5. Arguing on various subjects and literary works about different problems and evaluate the results.
6. Arguing the distinctive characteristics of the various types of texts and in particular the distinctive characteristics of the narrative texts, and assessing this argumentation.
7. Carry out a play for the development of a subject-related work.
8. Carrying out a planning for the development of a subject-related work.
9. Critically interpret literary works considering the relationships between different fields of literature and its relation to human, artistic and social areas.
10. Critically interpret literary works take into account the relationships between different areas of literature and its relationships with human, artistic and social areas.
11. Critically interpret literary works, taking into account the relationships between the different areas within literature and their relationship to humanistic, artistic and social areas.
12. Critically interpreting literary works taking into account the relationships between different areas of literature and its relationships with human, artistic and social areas.
13. Critically interpreting literary works taking into account the relationships between the different areas of literature and its relationships with human, artistic and social areas.
14. Detect the cohesion and coherence of the different genres and identifying the factors that contribute to that cohesion and coherence, as well as its adequacy to various contexts.

15. Detect the degree of cohesion and coherence of the different genres and identify the factors that contribute to these and to their suitability in different contexts.
16. Detecting the cohesion and coherence of the different genres and identifying the factors that contribute to that cohesion and coherence, as well as its adequacy to various contexts.
17. Identify and explaining the basic foundations of the process of literary communication in every genre and the interpretation process from questions and theoretical and/or practical activities.
18. Identify different literary elements and their insertion in different texts and styles of discourse.
19. Identifying and explaining the basic foundations of the process of literary communication in every genre and the interpretation process from questions and theoretical and/or practical activities.
20. Match literary texts to their corresponding formal and cultural contexts.
21. Match literary texts to their corresponding genres.
22. Place the literary texts in their corresponding genres.
23. Placing the literary texts in their corresponding genres.
24. Present works in formats tailored to the needs and personal styles, both individual and small group.
25. Resolve tasks on authors, methods and trends in comparative literature by drawing on knowledge of other humanistic disciplines.
26. Set a plan for working on an assignment on the subject area.
27. Solve problems about writers, methods and currents of comparative literature, connecting them with knowledge of other humanistic disciplines.
28. Solving problems about authors and currents of comparative literature, connecting them with knowledge of other humanistic disciplines.
29. Solving problems about writers, methods and currents of comparative literature, and connecting them with knowledge of other humanistic disciplines.
30. Solving tasks on authors, and current methods of comparative literature, relating knowledge from other human disciplines.
31. Submit assignments in formats tailored to requirements and personal styles, whether carried out individually or in a small group.
32. Submitting works in accordance with both individual and small group demands and personal styles.
33. Summarise the knowledge acquired about the origin of the various fields within the discipline and the transformations they have undergone.
34. Summarising acquired knowledge about the origin and transformations experienced in its several fields of study.
35. Write text commentaries from a critical standpoint.

Content

1. POETICS OF THE LYRIC
2. POETIC LANGUAGE: DIFFICULTY AND ANALOGY
3. THE THEME
4. THE VOICE
5. THE TONE
6. READING AND INTERPRETATION OF THE POEM

Methodology

The coursework for this subject is distributed as follows:

- Directed activities (30%). Master classes with ICT support and debate in a large group.
- Supervised activities (15%). Individual presentations. Reviews or course work (individual or in group) will be carried out with the help of a tutor.

- Autonomous activities (50%). Comprehensive and critical reading of literary and theoretical texts. Realization of schemes, conceptual maps and summaries. Realization of works and text comments.

-Evaluation (5%). Commentaries of texts in the classroom.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes with ICT support and debate in a large group	45	1.8	16, 14, 23, 22, 19, 17, 13, 9, 12, 10, 28, 29, 30, 27, 34
Type: Supervised			
Individual presentations. Reviews or course work (individual or group) carried out with the help of a tutor	22.5	0.9	8, 7, 19, 17, 13, 9, 12, 10, 32, 24, 28, 29, 30, 27, 34
Type: Autonomous			
Comprehensive and critical reading of literary and theoretical texts. Realization of schemes, conceptual maps and summaries. Realization of works and text comments.	75	3	4, 5, 3, 16, 14, 23, 22, 8, 7, 19, 17, 13, 9, 12, 10, 32, 24, 28, 29, 30, 27, 34

Assessment

The evaluation of the course will be carried out primarily through two final tests: there will be (1) a theoretical exam with a proportional value of 40% of the final grade and (2) a practical exam (commentary of text) with the value of another 40%. The remaining 20% will correspond to two written exercises that students will have been requested to submit during the course. Finally, and optionally, it will be possible to make a written monograph, whose maximum score is one point, to be delivered once the course sessions are over and whose approach, after agreement with the person in charge of teaching the subject, should take as a starting point some of the topics of the program. The revision of the exercises will take place in the teacher's office, after convening a date and time. Only students who have previously submitted the two final exams will have the right to be re-assessed in the subject. The student who does not hand in any of the two exercises will be considered "Not presented". Students who have carried out the two written exercises without taking either of the two final examinations will be considered "Not evaluable".

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. 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.

In the event that tests or exams (or their revision) 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
Analysis and discussion of theoretical texts on the subject and application of its methodological and conceptual principles.	20 %	4.5	0.18	6, 4, 5, 3, 1, 2, 16, 14, 15, 20, 21, 23, 22, 8, 7, 26, 18, 19, 17, 13, 9, 12, 10, 11, 32, 24, 31, 35, 28, 29, 30, 27, 25, 34, 33
Commentary of text in the classroom	40 %	1.5	0.06	6, 4, 5, 3, 1, 2, 16, 14, 15, 20, 21, 23, 22, 8, 7, 26, 18, 19, 17, 13, 9, 12, 10, 11, 32, 24, 31, 35, 28, 29, 30, 27, 25, 34, 33
Theoretical exam in the classroom.	40 %	1.5	0.06	6, 4, 5, 3, 1, 2, 16, 14, 15, 20, 21, 23, 22, 8, 7, 26, 18, 19, 17, 13, 9, 12, 10, 11, 32, 24, 31, 35, 28, 29, 30, 27, 25, 34, 33

Bibliography

AA.DD.

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1998 *El contorn del poema*, Barcelona, Quaderns Crema. (V. española: *El contorno del poema*, Barcelona, El Acantilado, 2005.)

2011 *La veu cantant. Sobre la condició actual de la poesia*, Lleida, Pagès Editors.

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1962 *Teoría de la expresión poética*, Madrid, Gredos, 1970.

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1978 *La poética estructuralista*, Barcelona, Anagrama.

2015 *Theory of the Lyric*, Cambridge, Harvard University Press.

EAGLETON, T.

2010 *Cómo leer un poema*, Madrid, Akal.

FERRATÉ, J.

1982² *Dinámica de la poesía*, Barcelona, Seix Barral.

FURNISS, T. & BATH, M.

- 1996 *Reading Poetry. An Introduction*, Londres, Prentice Hall.
- GARCÍA, Á.
- 2005 *Poesía sin estatua. Ser y no ser en poética*, València, Pre-Textos.
- GARCÍA MONTERO, L.
- 2000 *El sexto día. Historia íntima de la poesía española*, Madrid, Debate.
- GIL DE BIEDMA, J.
- 1980 *El pie de la letra*, Barcelona, Crítica.
- GUERRERO, G.
- 1998 *Teorías de la lírica*, México, FCE.
- JULIÀ, J.
- 2016 *Poesía i identitat. Formes de despersonalització en la lírica moderna*. València, Institució Alfons el Magnànim.
- LINDLEY, D.
- 1985 *Lyric*, Londres y Nueva York, Methuen.
- LUJÁN ATIENZA, Á. L.
- 2000 *Cómo se comenta un poema*, Madrid, Síntesis.
- MARÍ, A. (ed.)
- 2010 *Matemática tiniebla (Poe, Baudelaire, Mallarmé, Valéry, Eliot)*, Barcelona, Galaxia Gutenberg.
- MARTÍ I POL, M.
- 2000 *Què és poesia?*, Barcelona, Empúries.
- NÚÑEZ RAMOS, R.
- 1992 *La poesía*, Madrid, Síntesis.
- PAZ, O.
- 1956 *El arco y la lira*, México, FCE.
- 1974 *Los hijos del limo*, Barcelona, Seix Barral.
- PFEIFFER, J.
- 1951 *La poesía. Hacia la comprensión de lo poético*, México, FCE, 2001.
- PREMINGER, A. & BROGAN, T. V. F. (eds.)
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- 1929 *Crítica práctica*, Madrid, Visor, 1991.
- SCHOLES, R.

1969 *Elements of Poetry*, Nueva York, Oxford UP.

1982 *Semiotics and Interpretation*, New Haven, Conn., Yale University Press.

STAIGER, E.

1967 *Conceptos fundamentales de poética*, Madrid, Rialp.

TORRES MONREAL, F.

2019 *Introducción básica a la poesía*, Madrid, Cátedra.

Software

The course will not have any specific computer requirements.