

**Literature and Journalism: Josep Pla and Prose
Writing in the Interwar Years**

Code: 105853
ECTS Credits: 6

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

None

Objectives and Contextualisation

The aim is to study a number of Catalan writers from the interwar period (1919-1939) whose work has a strong journalistic brand, visible in the various cultivated genres: short article, serial chronicle, report, interview ... With special attention to the transition from the material published in newspaper to the book.

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.
- 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.
- 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, and identify literary language models in contemporary 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 contemporary Catalan literature and relate works to their historical and cultural context.
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. Interpret Western cultural tradition from the 19th century to the present day, pinpointing features of the Western tradition in a contemporary text.
8. Plan, organise and carry out work in a team.
9. Present and explain overall perspectives on phenomena of contemporary Catalan literature.
10. Present knowledge of history, art or other cultural movements.
11. Produce advanced-level critical texts on the most significant trends, authors and works in Catalan literature.
12. Produce normatively correct written and oral texts.
13. Produce work in accordance with academic ethics.
14. Produce written work and oral presentations that are effective and framed in the appropriate register.
15. Respect the opinions, values, behaviour and customs of others.
16. Use IT tools and be able to consult specific documentary sources.
17. Work self-sufficiently on the synchronic and diachronic study of Catalan language and literature.
18. Write complex original essays, showing mastery of the relevant literature, on contemporary authors and works.
19. Write historical interpretative essays, at an advanced level, on the contemporary literary tradition.
20. Write text commentaries from a critical standpoint.

Content

Interwar journalism in Europe

Interwar journalism in Catalonia

The emergence of journalism in Catalan.

Journalistic genres.

Journalism and literature.

Authors and publications

Gaziel (Agustí Calvet)

"La Veu de Catalunya"

Books: *Hores viatgeres* (1926); *Tots els camins duen a Roma*. Barcelona (Aedos, 1958).

Josep Pla

"La Publicidad"

Books: *Madrid. Un dietari* (1929); *Madrid 1921. Un dietari*, dins OC III: *Primera volada* (1966).

Just Cabot

"Mirador"

Books: *Indignacions i provocacions* (Edicions 62, 1992)

Eugeni Xammar

"La Veu de Catalunya", "La Publicitat"

Books: *Periodisme* (Quaderns Crema, 1989); *L'ou de la serp* (Quaderns Crema, 1998).

Lluís Capdevila

"La Humanitat"

Digital edition: *Les 227 cròniques de guerra de Lluís Capdevila. 1936-1939*

https://irla.cat/wp-content/uploads/2018/03/capdevila_227cr%C3%B2niques.pdf

Authors proposed for oral or written essays

Josep Carner

"La Veu de Catalunya" 1923

Les bonhomies (1925)

Carles Soldevila

"La Publicitat" 1922-1934

Fulls de dietari (tria de l'autor, 1928); *Fulls de dietari* (Selecta, 2005)

Josep M. de Sagarra

"Mirador" 1929-1935

L'aperitiu (ed. d'autor, 1947); *L'aperitiu* (La Campana, 1995)

Irene Polo,

"Imatges", "La Humanitat", "La Rambla", "L'Opinió", "L'Instant"

La fascinació del periodisme. Cròniques (1930-1936) (Quaderns Crema, 2003)

(Aurora Bertrana, Rosa M. Arguimbau, Anna Murià *et al.*)

Dones que surten del paper. Periodistes catalanes que expliquen un país (Fonoll, 2018). Antologia a cura d'Elena Yeste i Francesc Canosa.

Domènec de Bellmunt [Domènec Pallerola]

Del Paral·lel a Montmartre (1928). [reed.: LI. Catalònia 1981]

This list can be expanded with the names of Joan Estelrich, Joan Crexells, Domènec Guansé, Antoni Rovira i Virgili, Jaume Passarell, Ramon Xuriguera, Rafael Tasis, Maurici Serrahima.

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.

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			
Presentation (oral or written) on a theoretical or critical text	15	0.6	1, 16, 2, 4, 13, 11, 10, 9, 14, 6, 3, 7, 15, 8, 5, 12, 18, 20, 19, 17
Presentation, by the teacher, of the points of the program. Contextualization of readings	30	1.2	1, 4, 13, 6, 3, 7, 15, 5

Type: Supervised

Analysis and discussion of journalistic, theoretical and critical texts	20	0.8	1, 16, 2, 4, 13, 11, 10, 9, 14, 6, 3, 15, 8, 5, 12
Type: Autonomous			
Bibliographic search. Documentary sources and resources	30	1.2	16, 13, 3, 8, 17
Guided reading of texts	20	0.8	1, 4, 13, 6, 3, 7, 15, 5
Written commentary on periodistic, theoretical and critical texts, with the teacher's guidance	25	1	1, 2, 4, 13, 11, 10, 9, 14, 6, 3, 7, 15, 5, 12, 18, 20, 19

Assessment

The competences of this subject will be evaluated by means of an examination and of individual or collaborative works. The evaluation system is organized in 4 types of activities or modules, each of which will have a specific weight assigned in the final grade:

Module of attendance and participation, with a global weight of 10%

Module of oral presentations, with a global weight of 10% (each student will have to analyze a journalistic, theoretical or critical text)

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 30%

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. The student will receive the grade of "Not assessable" as long as he/she has not delivered more than 30% of the assessment activities.

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
Attendance and active participation in class, conferences, complementary activities	10%	1	0.04	3, 7, 15, 5
Exercises and essays	30%	3	0.12	1, 16, 2, 4, 13, 11, 10, 9, 14, 6, 3, 7, 15, 5, 12, 18, 20, 19, 17

Oral tests	10%	2	0.08	1, 16, 2, 4, 13, 11, 10, 9, 14, 6, 3, 7, 15, 8, 5, 12, 18, 20, 19, 17
written tests	50%	4	0.16	1, 2, 4, 13, 11, 10, 9, 14, 6, 3, 7, 15, 5, 12, 18, 20, 19

Bibliography

A more complete bibliography will be provided through the virtual campus, especially with regard to compulsory r

ACOSTA MONTORO, José. *Periodismo y literatura* (2 vols.), Guadarrama, Madrid, 1973.

ANGULO EGEA, Maria (coord.). *Periodismo literario*, Editorial Fragua, 2010.

BONADA, Lluís. *L'obra de Josep Pla*, Ed. Teide, B. 1991 [«Bibliografia sobre Josep Pla i la seva obra», ps. 207-216].

CASASÚS, Josep M. «El periodisme literari del segle XIX», *Anuari Verdguer 1991* (Vic, 1992), ps. 9-18.

CASASÚS, Josep M. *El periodisme a Catalunya*, Plaza & Janés, Barcelona, 1988.

CASASÚS, Josep M. *El pensament periodístic a Catalunya*, Curial, Barcelona, 1987.

CASASÚS, Josep M. *Pperiodisme català que ha fet història*, Proa, Barcelona, 1996.

CHILLÓN, Lluís-Albert. *Literatura i periodisme*, Universitat de València, 1993.

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CHILLÓN, Lluís-Albert. *Literatura y periodismo. Una tradición de relaciones promiscuas*,

Universitat Autònoma de Barcelona,

ESPINET, Francesc i altres. *Prensa, comunicació i cultura a Catalunya durant el primer terç del segle XX*, Universitat Autònoma de Barcelona, 1989.

GIMFERRER, Pere. *Literatura catalana i periodisme*, Generalitat de Catalunya, 1996.

GÓMEZ MOMPART, Josep Lluís. *La gènesi de la premsa de masses a Catalunya (1902-1923)*, Barcelona: Pòrtic, 1992.

GUILLAMET, Jaume. *Història del periodisme. Notícies, periodistes i mitjans de comunicació*, Aldea Global, Barcelona, 2003.

GUSTÀ, Marina. *Els orígens ideològics i literaris de Josep Pla*, Curial, Barcelona, 1995.

LEÓN GROSS, Teodoro. *El artículo de opinión*, Ariel, Barcelona, 1996.

LÓPEZ-PAMPLÓ, Gonçal. «El moment editorial d'Irene Polo. Una proposta per a l'estudi de les relacions transtextuals en 'La fascinació del periodisme'», *Rivista Italiana di Studi Catalani*, n. 10 (2020), ps. 173-.

MARÍN, Enric. *La premsa de Barcelona durant la Segona República*, Universitat Autònoma de Barcelona, 1989.

ORTÍN, Marcel. *La prosa literària de Josep Carner*, Quaderns Crema, Barcelona, 1996.

PLA, Xavier. *Josep Pla. Ficció autobiogràfica i veritat literària*, Quaderns Crema, Barcelona, 1997.

PRIETO I BERBEGAL, Albert, «Els periodistes dels anys trenta o el periodisme català de qualitat», *Butlletí de la Societat Catalana d'Estudis Històrics*, n. XXIII (2012), p. 417-424

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SANTAMARIA, Núria. *Carles Soldevila, l'intel·lectual i l'escriptor (1912-1936)*. Doctoral thesis. Universitat Autònoma de Barcelona, 2001.

TORRENT, Joan i TÀSIS, Rafael, *Història de la premsa barcelonina*, Bruguera, Barcelona, 1966.

Un segle de vida catalana, Ed. Alcides, Barcelona, 1961: vol. I: ps. 156-160, 435-441; vol. II: ps. 732-741, 1194-1214.

UZZANGA MEINECK, Francisco (ed.). *La eternidad de un día. Clásicos del periodismo literario alemán (1823-1934)*, Acantilado, Barcelona, 2016.

XAMMAR, Eugeni. *Seixanta anys d'anar pel món*, Pòrtic, Barcelona, 1974.

Software

None