

15th Century Catalan Novel and Prose

Code: 100674
ECTS Credits: 6

| Degree | Type | Year | Semester |
|-------------------------------------|------|------|----------|
| 2501801 Catalan and Spanish Studies | OB | 3 | 1 |
| 2501902 English and Catalan Studies | OB | 3 | 1 |

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

This subject offers an overview of medieval narrative (chivalric romance and sentimental prose) against the backdrop of European developments in the late middle ages. Focus will be on a minutious reading of *Tirant lo Blanc* (1464) and one of its main sources (Joan Roís de Corella's mythological writings). Both language analysis and critical interpretation are of paramount importance. The relationship between these texts and the classical tradition (either in the original or in translation) is also examined.

At the end of the course, students are expected (a) to have a general knowledge of all relevant authors and genres, (b) to have a good grasp of how a literary tradition is built up, and (c) to be able to produce accurate commentaries on any of the works included in the syllabus after having consulted the relevant bibliography.

Competences

Catalan and Spanish Studies

- Apply concepts, resources and methods of analysis literary Catalan literature considering the context of periodization of Western literary history.
- Assess so rigorously argued and the main trends and authors and most representative works of Catalan literature.
- Critically analyze Catalan literature regarding the historical circumstances in which it falls.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Develop historical studies on Catalan literary tradition and interpretive analysis on trends, genres and authors of Catalan literature.
- Interpret literary texts from cross philological bases (stylistic, linguistic, etc.) and comparisons.
- Respect the diversity and plurality of ideas, people and situations.
- 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 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.

English and Catalan Studies

- Apply concepts, resources and methods of analysis literary Catalan literature considering the context of periodization of Western literary history.
- Assess so rigorously argued and the main trends and authors and most representative works of Catalan literature.
- Critically analyze Catalan literature regarding the historical circumstances in which it falls.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Develop historical studies on Catalan literary tradition and interpretive analysis on trends, genres and authors of Catalan literature.
- Interpret literary texts from cross philological bases (stylistic, linguistic, etc.) and comparisons.
- Respect the diversity and plurality of ideas, people and situations.
- 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.
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Learning Outcomes

1. Apply the tools and know consult the specific documentary sources.
2. Comment on literary texts, apply the acquired tools and take into account the historical and sociocultural context.
3. Commenting on literary texts, applying the acquired tools and taking into account the historical and sociocultural context.
4. Critically interpret literary works take into account the relationships between different areas of literature and its relationships with human, artistic and social areas.
5. Critically interpreting literary works taking into account the relationships between the different areas of literature and its relationships with human, artistic and social areas.
6. Demonstrate basic level, knowledge of Catalan medieval, and modern Catalan to write versions of medieval texts.
7. Describe and interpret the Western cultural tradition of the classical era to the end of the Middle Ages, and recognize text in a medieval traits Western tradition.
8. Develop critical texts on the trends, authors and works of poetry and prose most significant medieval Catalan literature, write essays and original domain of the relevant literature, authors and works on the medieval period.
9. Develop effective written work and oral presentations and adapted to the appropriate register.
10. Explain the context of medieval Catalan literature and literary works related with its historical and cultural context.
11. Expose knowledge about the history, art and other cultural movements.
12. Identify the main and secondary ideas and express them with linguistic correctness.
13. Identify themes and motifs from classical and medieval European tradition in any of their literary and artistic works, and recognize text in Catalan medieval themes and motifs of European tradition.
14. Identifying the main and secondary ideas and expressing them with linguistic correctness.
15. Interpret texts in depth and provide arguments for critical analysis.

16. Maintain an attitude of respect for the opinions, values, behaviors and practices of others.
17. Strengthen the capacity of reading, interpretation and critical analysis of literary texts and language.
18. Use information in accordance with scientific ethics.

Content

1. An overview of medieval narrative (12th-14th c.). The chivalric romance: from its birth to the Arthurian Vulgate. Translations, literacy and cultural changes in the late Middle Ages. Italian prose writing: Boccaccio.
2. Sentimental romance: genre and sources. The *Història de Frondino i Brisona* and Mossèn Gras's *Tragèdia de Lançalot*. Joan Roís de Corella's prose: myth and the rewriting of Ovid; autobiographical fiction in his *Tragèdia de Caldesa*.
3. The 15th-century novel and *Tirant lo Blanc*. Chivalry in the late Middle Ages. *Jacob Xalabín. París e Viana. Curial e Güelfa*: sources and genre. *Tirant lo Blanc*: date, printings and translations. Joanot Martorell's life: chivalry, court, and literary culture. A close reading of *Tirant lo Blanc*: Tirant in England; Tirant in Sicily and Rhodes; Tirant at Constantinople: historical and true-to-life episodes; love cunning and military strategy; prose-writing models. Tirant as a crusader. The hero's death.
4. Jaume Roig's *Espill*. Urban society at Valencia in the mid-15th century. Close Reading of Roig's *Espill. Consulta* and preface: style, structure and meaning. Satirical episodes (Bk I and II); the vision of Solomon (Bk III); conclusion (Bk IV). Towards a general interpretation of Roig's work.

For further details, see the Guia Docent of *Tirant lo Blanc* i la narrativa medieval (Filologia Catalana: estudis de literatura i lingüística).

Methodology

Lectures will provide the historical context of the developments of medieval Catalan narrative as well as the necessary background for the study of its three major novels, *Tirant lo Blanc* in particular. Classroom seminars will endow the student with the ability to analyse a specific aspect of any of these works and to comment on previous critical studies.

NB. 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.

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Activities

| Title | Hours | ECTS | Learning Outcomes |
|-----------------------------------|-------|------|-------------------|
| Type: Directed | | | |
| Lectures | 30 | 1.2 | |
| Seminars (reading and debating) | 17.5 | 0.7 | |
| Type: Supervised | | | |
| Essay writing and oral delivery | 9 | 0.36 | |
| Type: Autonomous | | | |
| In-depth bibliographical research | 10 | 0.4 | |

Assessment

Students will be assessed by means of (a) written exams, (b) individual essays, and (c) oral presentations (in the classroom). The final qualification will result from the following proportion: (a) 50%, (b) 40%, (c) 10%. All course assignments must be submitted in due time.

Students will receive (via Moodle) prior notice of the date and all relevant information concerning their right to review any assessment item with their teacher.

Submission of an essay and the written exam are required for assessment. The minimum mark to pass is 5. Failure to submit either of the two exercises will result in Not assessable.

Previous evaluation of a set of activities equivalent to two thirds of the total value of the assignments, and a final mark between 3.5 and 4.9 are required to opt for reassessment. Reassessment may include a written exam and/or submitting again an essay which had not reached the pass mark (5). Students who pass the reassessment will obtain a 5.0 mark.

Any impropriety (such as plagiarism) that may be conducive to substantially alter the assessment of any item will result in a 0 mark for any such item, irrespectively of other disciplinary measures. Were such improper practices to take place repeatedly, the final mark for the subject concerned will be 0.

In the event that 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 writing | 40% | 24 | 0.96 | 1, 3, 2, 6, 7, 8, 10, 11, 14, 12, 13, 5, 4, 15, 16, 17, 9, 18 |
| Exams (preparation and actual writing) | 50% | 28.5 | 1.14 | 1, 3, 2, 6, 7, 8, 10, 11, 14, 12, 13, 5, 4, 15, 16, 17, 9, 18 |
| Oral presentation of a textual commentary | 10% | 1 | 0.04 | 1, 3, 2, 6, 7, 8, 10, 11, 14, 12, 13, 5, 4, 15, 16, 17, 9, 18 |

Bibliography

1. General bibliography

Badia, Lola (dir.), *Literatura medieval*, 3 vols, dins Àlex Broch (dir.), *Història de la literatura catalana*, I-III (Barcelona: Enciclopèdia Catalana, 2013-2015).

Riquer, Martí de, *Història de la literatura catalana: part antiga*, 3 vols. (Barcelona: Ariel, 1964); new edition, in 4 vols. (Barcelona: Planeta, 1984).

Riquer, Martí de, *Aproximació al "Tirant lo Blanc"* (Barcelona: Quaderns Crema, 1990).

Riquer, Martí de, *"Tirant lo Blanc", novela de historia y de ficción* (Barcelona: Sirmio, 1992).

Pujol, Josep, *La memòria literària de Joanot Martorell: Models i escriptura en el "Tirant lo Blanc"* (Barcelona: Publicacions de l'Abadia de Montserrat, 2002).

Beltran, Rafael, *Tirant lo Blanc* (Madrid: Síntesis, 2006).

Badia, Lola, "En les baixes antenes de vulgar poesia: Corella, els mites i l'amor", in her *De Bernat Metge a Joan Roís de Corella* (Barcelona: Quaderns Crema, 1988).

2. Editions of Joan Roís de Corella and *Tirant lo Blanc*

(a) Joan Roís de Corella:

Joan Roís de Corella, *Obra profana*, ed. Jordi Carbonell (València: Tres i Quatre, 1983).

Joan Roís de Corella, *Tragèdia de Caldesa i altres proses*, ed. Marina Gustà, pròleg de Francisco Rico (Barcelona: Eds. 62 i La Caixa, 1980).

Proses mitològiques de Joan Roís de Corella, ed. Josep Lluís Martos (València-Barcelona: PAM, 2001) [online text: www.narpan.net/ben/indexcorella.htm]

(b) *Tirant lo Blanc*:

Joanot Martorell, *Tirant lo Blanc*, ed. Josep Pujol (Barcelona: Barcino, 2021) [with introduction and notes].

Joanot Martorell, *Tirant lo Blanc i altres escrits*, ed. Martí de Riquer (Barcelona: Ariel, 1990); Riquer's text, without the introduction: Barcelona: Eds. 62 i La Caixa (MOLC), 2 vols., and Barcelona: Eds. 62, 2016.

Joanot Martorell (Martí Joan de Galba), *Tirant lo Blanch*, ed. Albert Hauf (València: Tirant lo Blanch, 2004) [with notes].

3. Editions of other Occitan and Catalan narrative texts

Flamenca, trad., pròleg i notes d'Anton M. Espadaler (Barcelona: Universitat de Barcelona, 2015).

Jaufré, ed., trad. i estudi d'Anton M. Espadaler (Barcelona: Barcino, 2021).

Història de Jacob Xalabín, ed. Arseni Pacheco (Barcelona: Barcino, 1964); ed. Lola Badia (Barcelona: Edicions 62, 1982); ed. Stefano M. Cingolani (Barcelona: Eds. 62, 2008).

Història de París i Viana. Ed. facsímil de la primera impressió catalana (Girona, 1495), estudi de Pedro M. Càtedra i Modest Prats (Girona: Diputació de Girona, 1986).

Mossèn Gras, *Tragèdia de Lançalot*, ed. Martí de Riquer (Barcelona: Quaderns Crema, 1984).

Curial e Güelfa, ed. Lola Badia i Jaume Torró (Barcelona: Quaderns Crema, 2011); ed. Ramon Aramon i Serra, estudi i notes Lola Badia i Jaume Torró (Barcelona: Barcino, 2018).

Jaume Roig, *Espill*, ed. Antònia Carré (Barcelona: Quaderns Crema, 2006); ed. Antònia Carré (Barcelona: Barcino, 2014).

4. Links

Portal Tirant lo Blanc: www.luisvives.com/portal/tirant/

Narpan. Cultura i literatura de la baixa edat mitjana: www.narpan.net

Software

None.

