

20th Century Catalan Literature II

Code: 100678
ECTS Credits: 6

Degree	Type	Year	Semester
2501801 Catalan and Spanish Studies	FB	1	2
2501902 English and Catalan Studies	FB	1	2

Contact

Name: Francesc Foguet Boreu
Email: francesc.foguet@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

Teachers

Gemma Bartoli Masons

Prerequisites

Sapere aude.

Objectives and Contextualisation

The subject, of a propaedeutic nature, describes and analyses from a formal and social point of view the various literary genres in Catalan literature from the twentieth century onwards.

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.
- 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.

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. Describe the historical context of contemporary Catalan literature and literary works related with its historical and cultural context.
7. Develop critical texts about the main trends and authors and most representative works of contemporary Catalan literature, write essays and original domain of the relevant literature, authors and works of the contemporary period.
8. Develop effective written work and oral presentations and adapted to the appropriate register.
9. Expose knowledge about the history, art and other cultural movements.
10. Identify relationships between literature and history, art and other cultural movements.
11. Identify the key elements of the Western cultural tradition from the nineteenth century to the present
12. Identify the main and secondary ideas and express them with linguistic correctness.
13. Identifying the key elements of the Western culture from the 19th century to the present.
14. Identifying the main and secondary ideas and expressing them with linguistic correctness.
15. Identifying the relationships of literature with history, art or other cultural movements.
16. Interpret texts in depth and provide arguments for critical analysis.
17. Interpret the Western cultural tradition from the nineteenth century and up to the present, and recognize text in a contemporary shots of the Western tradition.
18. Maintain an attitude of respect for the opinions, values, behaviors and practices of others.
19. Master oral and written expression in Catalan.

20. Producing a written text that is grammatically and lexically correct.
21. Producing an oral text that is grammatically and lexically correct.
22. Recognize literary texts from bases and comparative philology, apply them to texts by contemporary Catalan literature and write analyzes of contemporary Catalan language literary texts.
23. Strengthen the capacity of reading, interpretation and critical analysis of literary texts and language.
24. Use information in accordance with scientific ethics.
25. Write interpretive essays on historical and contemporary Catalan literary tradition, and argue and present overviews on the phenomena of contemporary Catalan literature.

Content

1. The literary poetics from the symbolism and the classification of the literary genres

1.1. Theory of literary genres

1.2. Crisis and resumption of the novel: from demand to achievement

2. The place of poetry

2.1. The post-symbolist poetics: the Josep Carner case

2.2. Notes on the evolution of contemporary Catalan poetry

Seminar 1 (poetry): *La germana, l'estrangera*, by Maria-Mercè Marçal

3. Platforms and development of the story and the novel

3.1. Forms and motives in the narrative: the novel as a chronicle

Seminar 2 (novel): *Joana E.*, by Maria Antònia Oliver

3.2. Brief genres: the irruption of the story

Seminar 3 (short narrative): *Uf, va dir ell*, by Quim Monzó

4. Contemporary theatrical trends

4.1. The 20th century: from modernist theatre to relative drama

4.2. The 21st century: the emergence of playwrights and dramatists

Seminari 4 (theatre): *Dos de dos*, by Albert Mestres

5. Literary Genres and Public: Consumer Literature

5.1. Public and literature: a complex and conflictive binomial

5.2. Genres of consumption: the Manuel de Pedrolo case

Seminari 5 (crime novel): *Joc brut*, by Manuel de Pedrolo

6. The literature of the self: diaries, memoirs, autobiographies, travel books

6.1. Approach to the literature of the self

6.2. A sample of authors and texts

Seminari 6 (essay): *Diccionari per a ociosos*, by Joan Fuster

7. Literature and journalism

7.1. Overview of the Catalan journalistic tradition

7.2. Two great writers/journalists: Gaziol and Josep Pla

Seminari 7 (journalism): *Un pensament de sal, un pessic de pebre*, by Montserrat Roig

Readings

1. *La germana, l'estrangera*, by Maria-Mercè Marçal

2. *Joana E.*, by Maria Antònia Oliver

3. *Uf, va dir ell*, by Quim Monzó

4. *Dos de dos*, by Albert Mestres

5. *Diccionari per a ociosos*, by Joan Fuster

6. *Joc brut*, by Manuel de Pedrolo

7. *Un pensament de sal, un pessic de pebre*, by Montserrat Roig

Methodology

The course combines theoretical classes with reading seminars, tutorials and the preparation and presentation of individual and team work.

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.

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			
Lectures	20	0.8	9, 13, 4, 17, 18, 22
Seminars	25	1	3, 21, 14, 4, 16, 18, 23, 8
Type: Supervised			
Mentoring. Supervision of exercises.	30	1.2	19, 7, 14, 12, 18, 23, 25, 24
Type: Autonomous			
Exercises	22.5	0.9	1, 3, 2, 20, 21, 6, 19, 7, 9, 13, 11, 14, 12, 15, 10, 5, 4, 17, 16, 18,

Personal study	20	0.8	1, 6, 9, 13, 11, 14, 12, 15, 10, 5, 4, 17, 16, 18, 24
Reading	25	1	3, 2, 13, 11, 14, 12, 15, 10, 5, 4, 17, 16, 18, 23, 22, 24

Assessment

1. Attendance and active participation in class especially values the student's involvement in the subject. Much consideration will be given to the intervention in the seminar discussions of each of the readings.

2. The group work (4 people) consists of making a video interview with a current writer about his literary work and the relationship he establishes with contemporary society. This interview must be edited and published on a virtual platform so that it can be retrieved, via the Internet, in class. Duration of the interview: 10 minutes. Presentation and viewing: from April onwards.

3. The individual exercise is based on the writing of a review of one of the books of compulsory reading. Length: 2.100 characters with spaces. Delivery: at the beginning of May.

4. The written test will ask two open questions about some of the contents that have been worked on in class. The length of the answers must not exceed one side of a sheet of paper. The test will take place at the end of May.

To pass the course, all evaluation activities must be carried out.

The student will be entitled to take part in the remedial process if he/she obtains between 3.5 and 4.9 of the final average grade. However, activities based on participation or group work (up to 50 %) cannot be made up. The overall maximum score of the recovery is a 5.

A minimum mark of 5 is required to pass the course.

Additional notes

1. 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.

2. On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

3. 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.

4. Students will obtain a Not assessed / Not submitted course grade unless they have submitted more than 30 % of the assessment items.

In order to pass the course, a minimum score of 5 is required. The course assessment is the result of the sum of the percentages of the whole assessment activities.

The correct use of the language will be taken into account in the evaluation. Papers will not be admitted after the deadline.

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.

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.

Review procedures: students have a right to review their exercises with the teacher in a personal tutorial, on the set dates, never later than two weeks after the exercise/exam is marked.

Only the exam (30%) is susceptible to be reassessed.

The student will be entitled to the reassessment of the subject if he or she has been evaluated of the set of activities, the weight of which equals a minimum of 2/3 of the total grade of the subject. Students who are eligible for reassessments have got a final average exam mark should be between 3.5 and 4.9. Reassessment will be an exam. The exam is awarded a Pass/Fail mark, and the maximum possible mark is a 5.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam	40%	3	0.12	3, 2, 20, 21, 6, 19, 7, 9, 13, 11, 14, 12, 15, 10, 5, 4, 17, 16, 18, 23, 8, 22, 25, 24
Group exercises	20%	2.5	0.1	1, 3, 2, 20, 6, 19, 7, 9, 13, 11, 14, 12, 15, 10, 5, 4, 17, 16, 18, 23, 8, 22, 25, 24
Individual exercises	20%	1	0.04	1, 3, 2, 20, 21, 6, 19, 7, 9, 13, 11, 14, 12, 15, 10, 5, 17, 16, 18, 23, 8, 22, 25, 24
Participation	20%	1	0.04	3, 2, 21, 19, 9, 14, 12, 5, 4, 16, 18, 8, 24

Bibliography

Books

1. Marçal, Maria-Mercè, *La germana, l'estrangera*, Barcelona, Edicions 62, 2018.
2. Oliver, Maria Antònia, *Joana E.*, Barcelona, Educaula, 2018.
3. Monzó, Quim, *Uf, va dir ell*, Barcelona, Quaderns Crema, 1994.
4. Mestres, Albert, *Dos de dos*, Barcelona, Proa, 2008.
5. Fuster, Joan, *Diccionari per a ociosos*, Barcelona, Educaula, 2019.
6. Pedrolo, Manuel, *Joc brut*, Barcelona, Educaula, 2009.
7. Roig, Montserrat, *Un pensament de sal, un pessic de pebre*, Barcelona, Edicions 62, 2018.

Bibliography of the books

1. Pascual, Teresa (2007): «Una lectura de *La germana, l'estrangera*, *Desglac i Raó del cos*», *Urc. Monografies Literàries de Ponent*, núm. 22, p. 63-72..
2. Lucas Dobrian, Susan (1997): "*Joana E.*: transgressing taboos", *Catalan Review*, vol. XI, núm. 1-2, p. 65-72.
3. Ollé, Manel (2008): *Retrats. Quim Monzó*, Barcelona, Associació d'Escriptors en Llengua Catalana.

4. Foguet i Boreu, Francesc (2008): «Indagació radical», dins *Dos de dos*, d'Albert Mestres, Barcelona, Proa, p. 109-114.

5. Martí Monterde, Antoni (2019): *Joan Fuster: la paraula assaig*, Catarroja / Barcelona, Afers.

6. Bacardí, Montserrat; Foguet, Francesc (2018): *Vigència de Manuel de Pedrolo*, Barcelona, Publicacions de l'Abadia de Montserrat.

7. Torres, Aina (2016): *Montserrat Roig: la memòria viva*, Carcaixent, Sembra Llibres.

General bibliography

Bou, Enric (1993): *Papers privats*, Barcelona, Edicions62.

Bou, Enric (2009) (dir.): *Panorama crític de la literaturacatalana. De la postguerra a l'actualitat*, Barcelona, Vicens Vives (especialment el capítol dedicat als gèneres).

Broch, Àlex (1991): *La literatura catalana dels anys vuitanta*, Barcelona, Edicions 62.

Broch, Àlex; Cornudella, Joan (2016): *Poesia catalana avui 2000-2015*, Juneda, Fonoll.

Broch, Àlex; Cornudella, Joan (2017): *Novel·la catalana avui 2000-2016*, Juneda, Fonoll.

Broch, Àlex; Cornudella, Joan; Foguet, Francesc (2018): *Teatre català avui 2000-2017*, Juneda, Fonoll.

Camps, Josep; Dasca, Maria (2019): *La narrativa catalana al segle XXI, balanç crític*, Barcelona, Institut d'Estudis Catalans, Societat Catalana de Llengua i Literatura.

Espinós, Joaquim, et al. (ed.) (2011): *Autobiografies, memòries, autoficcions*, Catarroja-Barcelona, Afers.

García Berrio, Antonio; Huerta Calvo, Javier (1992): *Los géneros literarios: sistema e historia*, Madrid, Cátedra.

Garrido Gallardo, Miguel A. (ed.) (1988): *Teoría de los géneros literarios*, Madrid, Arco/Libros.

Gassol, Olívia; Bagur, Òscar (2018): *La poesia catalana al segle XXI, balanç crític*, Barcelona, Institut d'Estudis Catalans, Societat Catalana de Llengua i Literatura.

Gimferrer, Pere (1996): *Literatura catalana i periodisme*, Barcelona, Centre d'Investigació de la Comunicació.

López-Pampló, Gonçal (2017): *D'Ors a Fuster. Per a una història de l'assaig en la literatura contemporània*, València, Universitat de València.

Malé, Jordi; Borràs, Laura (eds.) (2008): *Poètiques catalanes del segle XX*, Barcelona, Editorial UOC.

Marrugat, Jordi (2014). *Narrativa catalana de la postmodernitat. Històries, formes i motius*. Barcelona: Publicacions i Edicions de la Universitat de Barcelona.

Marrugat, Jordi (2015): *Josep Carner 1914. La poesia catalana al centre de la modernitat europea*, Barcelona, Publicacions de l'Abadia de Montserrat.

Panyella, Ramon (ed.) (2010): *Concepcions i discursos sobre la modernitat en la literatura catalana dels segles XIX i XX*, Lleida, Punctum i GELCC.

Panyella, Ramon; Marrugat, Jordi (eds.) (2006): *L'escriptor i la seva imatge. Contribució a la història dels intel·lectuals en la literatura catalana contemporània*, Barcelona, Grup d'Estudis de Literatura Catalana Contemporània / L'Avenç.

Website

Traces

<https://traces.uab.cat/>

Lletra (UOC)

<https://lletra.uoc.edu/>

Espais Escrits

<https://www.espaisescrits.cat/>

AELC

<https://www.escriptors.cat/>

Software