

**Literary Genres and Contemporary Society**

Code: 105836  
ECTS Credits: 6

Degree	Type	Year	Semester
2503998 Catalan Philology: Literary Studies and Linguistics	FB	1	2
2504380 English and Catalan Studies	FB	1	2
2504388 Catalan and Spanish Studies	OB	1	2

### 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

### 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 Philology: Literary Studies and Linguistics

- 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.
- 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.

#### English and Catalan Studies

- Act in one's own field of knowledge evaluating inequalities based on sex/gender.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Critically evaluate the literary and cultural production in the Catalan and English languages and their historical and social context.
- Demonstrate knowledge of the rules of Catalan and mastery of its foundations and applications in the academic and professional fields.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- Recognise the most significant periods, traditions, tendencies, authors and works of literature in the Catalan and English languages in their socio-historical context.
- 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 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 in order 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.

#### Catalan and Spanish Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Carry out historical-type studies on tendencies, genres and authors of the Catalan and Spanish literary tradition.
- Demonstrate knowledge of the rules of Catalan and Spanish and mastery of their applications in the academic and professional fields.
- Demonstrate the ability to work autonomously and in teams with the aim of attaining the planned objectives in multicultural and interdisciplinary contexts.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- Recognise the most significant periods, traditions, tendencies, authors and works in Catalan and Spanish literature in their historical and social contexts.
- 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.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use the methodology and concepts of literary analysis taking into account the sources and the historical and social context.

## Learning Outcomes

1. Apply the tools and know consult the documentary sources.
2. Apply the tools and know consult the specific documentary sources.
3. Comment on literary texts, apply the acquired tools and take into account the historical and sociocultural context.
4. Comment on literary texts, using the instruments acquired, with regard to the historical, social and cultural context.
5. Commenting on literary texts, applying the acquired tools and taking into account the historical and sociocultural context.
6. Critically interpret literary works take into account the relationships between different areas of literature and its relationships with human, artistic and social areas.
7. Critically interpret literary works, taking into account the relationships between the different areas within literature and their relationship to humanistic, artistic and social areas.
8. Critically interpreting literary works taking into account the relationships between the different areas of literature and its relationships with human, artistic and social areas.
9. Demonstrate knowledge of the topics related to the study of literature and its methods of analysis.
10. Describe the historical context of contemporary Catalan literature and relate works to their historical and cultural context.
11. Develop effective written work and oral presentations and adapted to the appropriate register.
12. Discern the sex/gender factor in the configuration of the literary canon.
13. Gain a greater capacity for reading, interpreting and critically analysing literary and linguistic texts.
14. Identify principal and secondary ideas and express them using correct language.
15. Identify relationships between literature and history, art and other cultural movements.
16. Identify the key elements of Western cultural tradition from the 19th century to the present day.
17. Identify the main and secondary ideas and express them with linguistic correctness.
18. Identify the relationships between literature and history, art and other cultural movements.
19. Identifying the key elements of the Western culture from the 19th century to the present.
20. Identifying the main and secondary ideas and expressing them with linguistic correctness.
21. Identifying the relationships of literature with history, art or other cultural movements.
22. Interpret Western cultural tradition from the 19th century to the present day, pinpointing features of the Western tradition in a contemporary text.
23. Maintain an attitude of respect for the opinions, values, behaviors and practices of others.
24. Make appropriate use of the knowledge acquired in order to collect data and handle documentary sources in the study of Catalan language and literature.
25. Master oral and written expression in Catalan.
26. Plan, organise and carry out work in a team.
27. Present and explain overall perspectives on phenomena of contemporary Catalan literature.
28. Produce critical texts on the main trends, the most significant authors and the most representative works in Catalan literature.
29. Produce normatively correct written and oral texts.
30. Produce work in accordance with academic ethics.
31. Produce written and oral texts with correction rules.
32. Produce written work and oral presentations that are effective and framed in the appropriate register.

33. Properly apply the knowledge gained to data collection and management of documentary sources application to the study of Catalan language and literature.
34. Respect the opinions, values, behaviour and customs of others.
35. Strengthen the capacity of reading, interpretation and critical analysis of literary texts and language.
36. Substantiate, understand and explain the diversity of ethical and aesthetic values at different times in our history and culture.
37. Use IT tools and be able to consult specific documentary sources.
38. Use technological resources (digital and audiovisual) to acquire knowledge and apply it in language and literature.
39. Write text commentaries from a critical standpoint.

## Content

### Part One

#### 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: Gaziell 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.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical classes and text discussion seminars	28	1.12	24, 37, 4, 10, 12, 25, 28, 30, 27, 32, 16, 14, 18, 7, 22, 34, 26, 13, 29, 39, 38
Type: Supervised			
Commentary, oral or written, of readings in the classroom	28	1.12	24, 37, 4, 10, 12, 25, 28, 30, 27, 32, 16, 14, 18, 7, 22, 34, 26, 13, 29, 39, 38

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Documentation, reading, writing and study	28	1.12	24, 37, 4, 10, 12, 25, 28, 30, 27, 32, 16, 14, 18, 7, 22, 34, 26, 13, 29, 39, 38
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## 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.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and active participation in class/conferences/supplementary activities	20 %	20	0.8	24, 37, 4, 10, 12, 25, 28, 30, 27, 32, 16, 14, 18, 7, 22, 34, 26, 13, 29, 39, 38
Elaboration of a group work	20 %	20	0.8	24, 37, 4, 10, 12, 25, 28, 30, 27, 32, 16, 14, 18,

Preparation of an individual exercise	20 %	20	0.8	7, 22, 34, 26, 13, 29, 39, 38 24, 37, 4, 10, 12, 25, 28, 30, 27, 32, 16, 14, 18, 7, 22, 34, 26, 13, 29, 39, 38
Written test	40 %	6	0.24	24, 33, 37, 2, 1, 36, 3, 5, 4, 9, 10, 12, 25, 28, 30, 27, 32, 16, 19, 14, 17, 20, 18, 15, 21, 6, 8, 7, 22, 23, 34, 26, 13, 35, 29, 31, 11, 39, 38

## 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*, *Desglaç 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 Monrde, 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, Edicions 62.
- 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