

**From Bernat Metge to Curial e Güelfa**

Code: 105839  
ECTS Credits: 6

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

Francesc Josep Gomez Martin

### Prerequisites

None.

### Objectives and Contextualisation

This course is (the second part of) an introduction to the history of medieval Catalan literature within its European backdrop. Students will also be introduced into the practice of reading and interpreting medieval Catalan texts, including works by authors who had a Latin background.

At the end of the course, students are expected (a) to have a general knowledge of all the relevant authors and genres, (b) to be able to comment (*viva voce*) on any of the works included in the syllabus, (c) to write short essays on any of them, and (d) to be able to analyze in detail an aspect of one of the major works.

This course leads to special subjects (medieval poetry and prose) that are offered in years 3 and 4 of the degree.

### 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.
- 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 with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Apply scientific ethical principles to information processing.
- 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.
- Demonstrate the ability to work autonomously and in teams with the aim of attaining the planned objectives in multicultural and interdisciplinary contexts.
- Identify and interpret literary texts in different languages, analysing the generic, formal, thematic and cultural characteristics in accordance with the concepts and methods of comparative literature and literary theory.
- 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 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.
- 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, using the instruments acquired, with regard to the historical, social and cultural context.
4. Commenting on literary texts, applying the acquired tools and taking into account the historical and sociocultural context.
5. Critically interpret literary works take into account the relationships between different areas of literature and its relationships with human, artistic and social areas.
6. Critically interpret literary works, taking into account the relationships between the different areas within literature and their relationship to humanistic, artistic and social areas.
7. Critically interpreting literary works taking into account the relationships between the different areas of literature and its relationships with human, artistic and social areas.
8. Demonstrate a basic level, knowledge of medieval Catalan language, and draft versions of modern medieval Catalan texts.
9. Demonstrate basic level, knowledge of Catalan medieval, and modern Catalan to write versions of medieval texts.
10. Describe and interpret the Western cultural tradition, from the classical period to the late Middle Ages, and recognise features of the Western tradition in a medieval text.
11. Develop critical texts about the trends, authors and works of poetry and prose of the most significant medieval Catalan literature.
12. Discern the sex/gender factor in the configuration of the literary canon.
13. Explain the context of medieval Catalan literature and relate works to their historical and cultural context.
14. Expose knowledge about the history, art and other cultural movements.
15. Gain a greater capacity for reading, interpreting and critically analysing literary and linguistic texts.
16. Identify principal and secondary ideas and express them using correct language.
17. Identify relationships between literature and history, art and other cultural movements.
18. Identify the main and secondary ideas and express them with linguistic correctness.
19. Identify the relationships between literature and history, art and other cultural movements.
20. Identify themes and motifs of the classical and medieval European tradition in any of its literary and artistic manifestations.
21. Identify, at an advanced level, themes and motifs of the classical and medieval European tradition in any of its literary and artistic manifestations.
22. Identifying the main and secondary ideas and expressing them with linguistic correctness.

23. Identifying the relationships of literature with history, art or other cultural movements.
24. Interpret the Western cultural tradition, from the classical period to the end of the Middle Ages, and recognize a medieval text detail the features of Western tradition.
25. Interpret the Western cultural tradition, from the classical period to the late Middle Ages, and pinpoint features of the Western tradition in a medieval text.
26. Maintain an attitude of respect for the opinions, values, behaviors and practices of others.
27. Make appropriate use of the knowledge acquired in order to collect data and handle documentary sources in the study of Catalan language and literature.
28. Master oral and written expression in Catalan.
29. Plan, organise and carry out work in a team.
30. Produce advanced-level critical texts on the main trends, the most significant authors and the most representative works in Catalan literature.
31. Produce critical texts on the main trends and the most significant authors and works of poetry and prose in Catalan literature.
32. Produce normatively correct written and oral texts.
33. Produce work in accordance with academic ethics.
34. Produce written and oral texts with correction rules.
35. Produce written work and oral presentations that are effective and framed in the appropriate register.
36. Properly apply the knowledge gained to data collection and management of documentary sources application to the study of Catalan language and literature.
37. Recognise the context of advanced medieval Catalan literature and relate works to their historical and cultural context.
38. Recognise, at an advanced level, themes and motifs of the European tradition in a medieval Catalan text.
39. Respect the opinions, values, behaviour and customs of others.
40. Strengthen the capacity of reading, interpretation and critical analysis of literary texts and language.
41. Use IT tools and be able to consult specific documentary sources.
42. Use technological resources (digital and audiovisual) to acquire knowledge and apply it in language and literature.
43. Work independently in the synchronic and diachronic study of Catalan language and literature.
44. Write complex original essays, showing mastery of the relevant literature, on medieval authors and works.
45. Write original and complex trials, fluent in the relevant literature on authors and works of medieval period.
46. Write text commentaries from a critical standpoint.

## Content

1. Literary culture in the reigns of Peter III and his sons John I and Martin I (1337-1410). Friars and scholars in the Crown of Aragon. Royal patronage and translations. Historiography at the court of Peter III. Antoni Canals and other university-trained friars (Francesc Eiximenis, Vicent Ferrer)
2. Bernat Metge (1350-1413). Education and Latin background. The *Llibre de Fortuna i Prudencia* (1381). Close reading of Metge's *Lo somni*(1399): date and political context; literary sources; structure and themes; meaning and intention.
3. The age of the Trastamara dynasty (1412-79). Overview of 15th-century poetry: Jordi de Sant Jordi and Ausiàs March. Overview of chivalric and sentimental prose: Joanot Martorell's *Tirant lo Blanc*, Joan Roís de Corella's mythological works, Jaume Roig's *Espill*.
4. Close reading of Curial e Güelfa (1440s): date and cultural context; the author's culture; literary sources: troubadour tradition and chronicles, 15th-century chivalry, classical and Italian culture; interpretation.

## Methodology

Lectures will provide students with the historical context of some of the major works of medieval Catalan literature (1399-1490). Classroom seminars are aimed at improving reading skills through the analysis of both

the language and the literary contents of medium-sized texts. The students' oral presentations of one of such texts are meant to promote debate in the classroom. Essays will be guided and chosen to foster in-depth comprehension of a major Catalan work and its relationship with the classical tradition.

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			
Lectures	25	1	27, 3, 10, 12, 13, 19, 20, 6, 39, 15
Seminars (reading and debating)	20	0.8	27, 3, 10, 12, 33, 13, 16, 19, 20, 6, 39, 15
Type: Supervised			
Oral presentation of a textual commentary	10	0.4	27, 41, 3, 10, 12, 28, 31, 33, 13, 16, 19, 20, 6, 39, 15, 32, 46, 42
Type: Autonomous			
Research (bibliography), study and use of the Campus Virtual	20	0.8	27, 41, 3, 10, 12, 13, 19, 20, 6, 15, 42
Students' own reading of selected texts	50	2	3, 10, 13, 20, 6, 15

## 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%	20	0.8	27, 36, 41, 2, 1, 4, 3, 8, 9, 10, 12, 28, 11, 31, 33, 30, 13, 14, 35, 16, 18, 22, 19, 17, 23, 20, 21, 5, 7, 6, 25, 24, 26, 39, 29, 15, 40, 32, 34, 37, 38, 45, 44, 46, 43, 42
Oral presentation of a textual commentary	10%	2	0.08	27, 36, 41, 2, 1, 4, 3, 10, 12, 28, 33, 13, 14, 35, 16, 18, 22, 19, 17, 23, 20, 5, 7, 6, 26, 39, 15, 40, 32, 34, 46, 42
Written exam	50%	3	0.12	27, 36, 4, 3, 10, 12, 28, 33, 13, 16, 18, 22, 19, 17, 23, 20, 5, 7, 6, 25, 24, 15, 40, 32, 34, 37, 38, 46

## Bibliography

### 1. Basic bibliography

#### (a) Literary History

Badia, Lola (dir.), *Història de la literatura catalana. Literatura medieval*. Vol.I: *Dels orígens al segle XIV*. Vol. II: *Segles XIV i XV*. Vol. III: *Segle XV* (Barcelona: Enciclopèdia Catalana / Barcino / Ajuntament de Barcelona, 2013-2015).

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

#### (b) General works

Badia, Lola, *De Bernat Metge a Joan Roís de Corella. Estudis sobre la cultura literària de la tardor medieval catalana* (Barcelona: Quaderns Crema, 1988).

Badia, Lola, *Tradició i modernitat als segles XIV i XV. Estudis de cultura literària i lectures d'Ausiàs March* (València / Barcelona: Institut Interuniversitari de Filologia Valenciana / Publicacions de l'Abadia de Montserrat, 1993).

Cabré, Lluís, Alejandro Coroleu, Albert Lloret, Montserrat Ferrer i Josep Pujol, *The Classical Tradition in Medieval Catalan, 1300-1500: Translation, Imitation, and Literacy* (Woodbridge: Tamesis, 2018).

### 2. Required readings

Bernat Metge, *Lo somni*, ed. Lola Badia (Barcelona: Quaderns Crema, 1999), with introduction and commentaries.

[Other available editions: (a) critical: ed. Martí de Riquer, *Obras de Bernat Metge* (Barcelona: UB, 1959); ed. Stefano M. Cingolani (Barcelona: Barcino, 2006); (b) other: ed. Lola Badia i Xavier Lamuela: *Bernat Metge, Obra completa* (Barcelona: Selecta, 1975); ed. M. Jordà, intr. Giuseppe Tavani (Barcelona: Eds. 62 / "la Caixa", 1989).]

*Curial e Güelfa*, ed. Lola Badia i Jaume Torró (Barcelona: Quaderns Crema, 2011), with introduction and commentaries.

[Other available editions: (a) critical: ed. Ramon Aramon i Serra (1930-33), rev. by Lola Badia i Jaume Torró (Barcelona: Barcino, 2018); (b) other: ed. Marina Gustà, intr. Giuseppe E. Sansone (Barcelona: Eds. 62 / "la Caixa", 1979), reed. with an introduction by Jordi Galves (Barcelona: Eds. 62, 2007).]

### 3. Additional bibliography

In addition to the corresponding chapters in the basic bibliography, this section offers a selection of editions and studies on the authors and works studied.

#### Francesc Eiximenis

Eiximenis, Francesc, *Llibres, mestres i sermons*, ed. David Guixeras i Xavier Renedo, estudis introductoris de Xavier Renedo (Barcelona: Barcino, 2005).

Eiximenis, Francesc, *Lo Crestià (selecció)*, ed. d'Albert Hauf (Barcelona: Eds. 62 / "la Caixa", 1983).

Martí, Sadurní, i Xavier Renedo (eds.), *Francesc Eiximenis: Vida, obra i transmissió* (Girona: Universitat de Girona, 2021).

#### Vicent Ferrer

Ferrer, Sant Vicent, *Sermons*. Versió a cura de Xavier Renedo i Lluís Cabré (Barcelona: Teide, 1993).

Martínez Romero, Tomàs, *Aproximació als sermons de sant Vicent Ferrer* (Paiporta: Denes, 2002).

Mira, Joan F., *Sant Vicent Ferrer: Vida i llegenda d'un predicador* (Alzira: Bromera, 2002).

#### Antoni Canals

Canals, Antoni, *Scipió e Aníbal. De providència. De arra de ànima*, ed. de Martí de Riquer (Barcelona: Barcino, 1935).

#### Anselm Turmeda

Metge, Bernat, i Anselm Turmeda, *Obres menors*, ed. de Marçal Olivar (Barcelona: Barcino, 1927).

Turmeda, Anselm, *Disputa de l'ase*, versió d'Albert Mestres i Marta Marfany (Barcelona: Barcino, 2013).

#### Bernat Metge

Cabré, Lluís, Alejandro Coroleu i Jill Kraye (eds.), *Fourteenth-Century Classicism: Petrarch and Bernat Metge* (Londres / Torí: The Warburg Institute / Nino Aragno Editore, 2012).

Cingolani, Stefano M., *El somni d'una cultura: "Lo somni" de Bernat Metge* (Barcelona: Quaderns Crema, 2002).

Metge, Bernat, *Llibre de Fortuna i Prudència*, ed. crítica de Lluís Cabré (Barcelona: Barcino, 2010).

Riquer, Martí de, *Obras de Bernat Metge* (Barcelona: Universitat de Barcelona, 1959).

#### Fifteenth-Century Poetry

March, Ausiàs, *Poesies*, ed. de Pere Bohigas, revisada per Amadeu-J. Soberanas i Noemí Espinàs (Barcelona: Barcino, 2005; 1st ed. in 5 vols. 1952-1959).

March, Ausiàs, *Per haver d'amor vida. Antologia comentada*, ed. de Francesc J. Gómez i Josep Pujol (Barcelona: Barcino, 2018; 1st ed. 2018).

#### Fifteenth-Century Novel

Martorell, Joanot, *Tirant lo Blanc*, edició, introducció i notes de Josep Pujol (Barcelona: Barcino, 2021).

Roig, Jaume, *Espill*, ed. d'Antònia Carré (Barcelona: Quaderns Crema, 2006).

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

#### 4. Anthology of medieval Catalan texts

Web de Literatura Catalana Medieval (Campus Virtual) (texts, maps, pictures and music). Additional resources in the course folder in the Campus Virtual.

#### 5. Links

For the study of medieval literature and culture, see <[www.narpan.net](http://www.narpan.net)>.

All the medieval Catalan poetry has been compiled in the *Repertorio Informatizzato dell'Antica Letteratura Catalana* (RIALC): <[www.rialc.unina.it](http://www.rialc.unina.it)>

### **Software**

None.