

Orientations and Investigation in Catalan Literary Studies

Code: 42499

ECTS Credits: 10

| Degree | Type | Year | Semester |
|---|------|------|----------|
| 4313382 Advanced Studies in Catalan Language and Literature | OT | 0 | 1 |

Contact

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

External teachers

Jordi Marrugat (UB)

Prerequisites

Those who are asked to study the master's degree

Objectives and Contextualisation

This course offers analytical tools to understand how the history of Catalan literature has been built over the years. The aim is for the future researcher to identify the methodologies underlying the concepts of age, period and canon and the usefulness of these concepts for the understanding of literature (UB teaching in particular). At the same time, this course provides a gallery of research case-studies (UAB teaching in particular) so that students may learn research methodologies and how to resort to research tools, which are equally useful to those wishing to work in the field of documentary cultural research in the media.

Competences

- Apply the research methods of linguistics and literary studies.
- Construct a well-argued critical evaluation of a linguistic or literary analysis.
- Contextualise texts for analysis and production.
- Continue the learning process, to a large extent autonomously
- Show respect for the opinions, values, behaviours, and practice of other researchers and professionals.

Learning Outcomes

1. Compare the different methodological approaches to the study of linguistic typology, the main typological classifications of natural languages and the theoretical principles underpinning the typologies.
2. Continue the learning process, to a large extent autonomously
3. Display knowledge of the great historical, cultural and literary movements.
4. Distinguish and analyse historiographic methodologies
5. Know the characteristics of critical argumentation and literary appraisal.
6. Relate Catalan literary works to those of other literatures.
7. Show respect for the opinions, values, behaviours, and practice of other researchers and professionals.
8. Situate Catalan literary works in their historical, cultural and literary context, in relation to other European literary traditions.
9. Display knowledge of Catalan literary evolution .

Content

TEACHING AT THE UB

A) The building of the history of Catalan literature: the 19th century.
Jordi Marrugat - 5 cr.

Programmatic points

1. Literary history as a genre. The history of literature as a provocation.
2. Key issues in Catalan literary historiography: a repertoire.
3. The nineteenth century in the Catalan literary canon.

4. Reconsiderations and rereadings.

Issues

1. Historiography issues. About literary history. Historizing the nineteenth
2. Romanticism and Catalan literature.
3. The question of the "Renaixença".
4. The question of "Jocs Florals".
5. "Renaixença" and Catalan literature.
6. Catalan as a literary language.
7. Víctor Balaguer. Heterotopies of the "Renaixença".
8. Eighties literature and gender perspective.
9. The "Renaixença" in perspective: personal balance sheets.
10. The academic shadow.
11. Jacint Verdaguer. Itineraries in the canon.

TEACHING AT THE UAB

B) Avenues of research

Francesc J. Gómez (UAB) - 5 cr.

Several aspects will be dealt with by means of invited seminars.

1. (Lluís Cabré i Francesc J. Gómez). Introduction (1). The origins of Catalan Philology. Manuscript codicology. The Biblioteca de Catalunya. The backbone of Catalan literary historiography: from Milà i Fontanals to the present day.
2. (Francesc J. Gómez). Introduction (2). The histories of Catalan Literature. The diving force of those by Jordi Rubió i Balaguer (1949-58), Martí de Riquer (1964), Antoni Comas (1972) and Joaquim Molas (1984), and the ongoing one (2013-, dir. Àlex Broch).
3. (Enric Cassany). Catalan literary criticism.
4. (Manuel Guerrero). The study of a writer's intellectual biography.
5. (Manuel Jorba). Little-known archives at the Biblioteca de Catalunya. Unpublished material and how to catalogue and make the most of it.
6. (Àlex Coroleu). The printing press (s. XV-XIX). Catalogues and databases. The study of paratexts and users' notes.
7. (Lluís Quintana). Editing an author's complete works (Joan Maragall). Readership, criteria, annotation.
8. [To be determined]
9. (Francesc Foguet). Exploring documentary holdings for literary research
10. (Lluís Cabré). Ausiàs March and Twentieth century authors
11. (Mireia Sopena). Documents for the analysis of a publishing company (postwar examples).
12. (Gemma Bartolí). Proceedings and methodology of a recent Ph. D. Thesis.

Methodology

Lectures, debates, exercises, writing assignments and personal study.

The teaching methodology and the evaluation proposed in the guide may undergo some modification subject to the onsite teaching restrictions imposed by health authorities.

Within the regular calendar of classes, 15' will be reserved for the students to fill in a questionnaire in order to assess both the teacher and the course unit concerned.

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 | | | |
| Participation and debates in class | 50 | 2 | 1, 4, 6, 8 |
| Type: Supervised | | | |
| Supervision and coaching | 70 | 2.8 | 4, 5 |

| | | | |
|-------------------------------|-----|-----|---------------|
| Study and writing assignments | 120 | 4.8 | 1, 4, 5, 6, 8 |
|-------------------------------|-----|-----|---------------|

Assessment

The competences of this subject will be evaluated through oral presentations (one for "Bloc A" and another for "Bloc B"), of which a short written script will be presented, and the active participation in the corresponding comments and debates. Individualized follow-up of the student will make these requirements slightly adaptable. 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 performed.

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.

To participate in the recovery the students must have been previously evaluated in a set of activities whose weight is equivalent to a minimum of two thirds of the total qualification of the subject, and must have achieved in set a rating between 3.5 and 4.9. The maximum grade for recovery is 5. In order to pass the subject it is necessary to obtain a 5.

The student will receive the grade "Not evaluable" if not has delivered more than 30% of the evaluation activities.

In the event that the student commits any irregularity that could lead to a significant variation in the grade of an assessment act, this assessment act will be graded with 0, regardless of the disciplinary process that may be instructed. In the event of several irregularities in the assessment acts of the same subject, the final grade for this subject will be 0. In the event that the tests cannot be carried out in person, their format will be adapted (maintaining their weighting) to the possibilities offered by the UAB's virtual tools. Homework, activities and class participation will be done through forums, wikis and / or exercise discussions through Teams, ensuring that all students can access them.

Non continuous assessment

1. Oral presentation (40% block A; 40% block B) on the day scheduled for the non continuous assessment
2. Written script about the oral presentation (2.5% block A; 2.5% block B) delivered the same day of the non continuous assessment
3. Written summary of one lecture from each block (7.5% block A; 7.5% block B) throughout the course, delivered the same day of the non continuous assessment.

The same assessment method as continuous assessment will be used.

Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|---|-----------|-------|------|---------------------------|
| Oral presentation (40% "bloc A"; 40% "bloc B") | 80% | 8 | 0.32 | 1, 2, 3, 4, 5, 6, 7, 8, 9 |
| Participation in discussions (7,5 "bloc A"; 7,5 "bloc B") | 15% | 1 | 0.04 | 1, 2, 3, 4, 5, 6, 8, 9 |
| Written summary of the oral presentation (2,5% "bloc A"; 2,5% "bloc B") | 5% | 1 | 0.04 | 1, 2, 3, 4, 5, 6, 8, 9 |

Bibliography

Specific bibliography will be indicated throughout the course.

SELECT BIBLIOGRAPHY

Beltrán Almería, Luis & Reig, José Antonio (eds.), *Teorías de la historia literaria*, Madrid: Arco libros, 2005.

Molas, Joaquin (1984), "Sobre la periodització en les històries generals de la literatura catalana". En *Symposium in honorem prof. M. de Riquer*. Barcelona: Universitat de Barcelona; Quaderns Crema., ps. 257-276.

Rubió i Balaguer, Jordi, 1984-86 [or. en castellà 1949-58]. *Història de la literatura catalana*, 3 vols., Barcelona, PAM.

Riquer, Martí de, 1964. *Història de la literatura catalana*, vol I-III [s. XII-XVII], Barcelona, Ariel.

Comas, Antoni, 1972. *Història de la literatura catalana*, vol. IV [s. XVIII], Barcelona, Ariel.

Molas, Joaquim (dir.), 1984. *Història de la literatura catalana*, vol. VII-XI [s. XIX-XX], Barcelona, Ariel. [Edició del conjunt incorporant els volums de Riquer i Comas amb una distribució diferent: vol. I-VI].

Broch, Àlex (dir.), 2013-. *Història de la literatura catalana*, 7 vols. [en procés], Barcelona: Ajuntament-Barcino-Enciclopèdia Catalana [s. XIV-XV, 3 vols, dir. Lola Badia; s. XVI-XVIII, 1 vol., dir. Josep Solervicens; s. XIX, 1 vol., dir. Enric Cassany i Josep M. Domingo; s. XX, en procés, dir. Jordi Marrugat.]

Software

none