

Degree	Type	Year
4313382 Advanced Studies in Catalan Language and Literature	OT	0

## Errata

In the Teachers section, Montserrat Ferrer Santanach is no external.

## Contact

Name: Alejandro Coroleu Lletget

Email: [alejandro.coroleu@uab.cat](mailto:alejandro.coroleu@uab.cat)

## Teachers

Josep Pujol Gomez

Alejandro Coroleu Lletget

Francesc Josep Gomez Martin

(External) Josep Solervicens Bo

(External) Montserrat Ferrer Santanach

## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

None.

## Objectives and Contextualisation

Catalan literature from the Middle Ages and the Modern Age uses writing models that respond to the general currents of all Romance literatures, based on the reception of the great models of the classical world and European movements (Middle Ages, Renaissance, Baroque, illustration). This module explores various aspects of the articulation of local production and European tradition and provides the methodology for carrying out specific research on the models of medieval and modern Catalan literature and globally on the notion of period and the analysis of ancient literature.

## Competences

- Apply the research methods of linguistics and literary studies.
- Construct a well-argued critical evaluation of a linguistic or literary analysis.
- Produce reports on linguistic or literary activities or works.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.

## Learning Outcomes

1. Analyse 13th- to 18th-century literary texts.
2. Analyse 13th- to 18th-century texts in search of influences from the historical period (historical, cultural, social, etc.) in comparison with present-day influences.
3. Identify the literary function of 13th- to 18th-century texts.
4. Produce critical texts on the mediaeval and modern classics.
5. Produce work that displays a mastery of historical perspective.
6. Relate 13th- to 18th-century Catalan literary works literature to those of other literatures.
7. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
8. Use current methods of critical analysis to produce works on Catalan literary production between the 13th and the 18th centuries.

## Content

1. Classical tradition in medieval Catalan literature: Ovid  
(Àlex Coroleu and Josep Pujol [UAB])

The classical tradition in medieval Catalan literature: Ovid

(teaching: Àlex Coroleu and Josep Pujol [UAB])

- 1.1. Introduction The classical tradition. Latin poetry in the age of August
- 1.2. Ovid: biography, career, context, summary description of the work.
- 1.3. The loving Ovid: overview. The Amores and the Heroides.
- 1.4. Transmission Ovid in the Latin and vernacular Middle Ages. Ovid in
- 1.5. Reception of classics and medieval Catalan literature. Ways of diffus
- 1.6. Ovid in Catalan literature (1). The translations of the Heroides and th
- 1.7. Ovid in Catalan literature (2). Presence in Catalan writers: Metge, M:

2. European models and Baroque Catalan literature: assimilation, remission, recreation

(Josep Solervicens [UB])

1. A theoretical framework. The concept of time: uses and functions. The models of Baroque Catalan literature: from the "Castellan school" to the recreation of contemporary models of Castilian, Italian and French literature. Ways to document the reading of the models.

2. A methodological framework. The contemporary notions of source, imitation, emulation, plagiarism, referral and parody. Some concepts of current literary theory: intertextuality, transtextuality and architextuality: fuzzy approaches and restricted rethinking.

3. The reflection on literature in the Catalan Baroque and Italian and Castilian poetics. L'Apologético de las comedias españolas by Ricardo de Turia (1616), Il compendio della poesia tragicomica (1601) by Giambattista Guarini and Lope de Vega's Arte nuevo de hacer comedias en este tiempo (1609): the rapid assimilation of the Italian theory on gender mixing in Valencia.

4. The lyrics of Vicent Garcia and Antoni Massanés and the Italian (Tasso, Marino) and Castilian (Lope, Quevedo, Villamediana) models. The imitation of Góngora's style in the work of Francesc Fontanella and Josep Blanch.

5. Francesc Fontanella's theater and the Spanish, Italian and French models. The Tragicomedy (1643-1652) of Il pastor fido (1590) by Giambattista Guarini. The Delusion (1643-1652) and L'illusion comique (1636-1639) by Corneille.

6. The narrative in Baroque verse and the Italian and Spanish models. The models of The Navigation of the Marquis of Almazan (1612) by Vicent Garcia. The Valencian Gatomaquia (2nd half of the 18th century) attributed to Bartomeu Tormo and the Gatomaquia (1634) by Lope de Vega.

7. The models of reflective and contrived literary prose: Josep Romaguera's Ateneo de grandesa (1681) and Baltasar Gracián's The Hero (1637).

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Class attendance and debates	50	2	1, 2, 6, 8
Type: Supervised			
Supervision and coaching	70	2.8	2, 3, 6
Type: Autonomous			
Study and writing assignments	120	4.8	1, 2, 3, 4, 5, 6, 7, 8

The course is organised in alternating lectures (in introductions) with the seminar (when analysing the texts), either in the open discussion format or by student presentations, with a subsequent debate. It also encourages the drafting of individual works supervised by the teacher and with diverse specialization, according to the student's interests.

the course deals with two specific instances of the assimilation and recreation of the European tradition, but it emphasizes comparative reading, philological analysis and critical methodology, applicable to the future research of students.

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.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Oral presentation	40%	4	0.16	1, 2, 3, 5, 6, 7, 8
Written assignment	40%	4	0.16	1, 2, 3, 4, 5, 6, 7, 8
Written exercise of text commentary	20%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8

### Three exercises

1. Module taught at UAB: Written essay on a medieval Catalan text influenced by Ovid (supervised) (40% of the final grade).
2. Module taught at UB: Preparation of a seminar format session, with oral presentation, reading and discussion of texts on the connection of a Catalan Baroque text with a European text: analysis of the degree of assimilation and recreation of the model. The choice of the topic and the preparation of the session will be supervised through tutoring (40% of the final mark).
3. Written exercise of commentary on an elegy from Ovid's *Amores* or on an early-modern Catalan literary text: (20% of the final grade).

Submission of 50% of the assignment tasks is compulsory; failure to do so will result in a No mark. A final mark according to the above percentages will be awarded upon submission of the assignment tasks.

Previous evaluation of a set of activities equivalent to two thirds of the total value of the assignments is required to opt for reassessment.

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

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.

In the event that tests or exams could not 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.

### Non-continuous assessment

Students will be required to submit the following items or undertake the following tasks on an agreed date: a written essay on the influence of Ovid upon a Catalan writer (40%), a written commentary on one of the poems in Ovid's *Amores* or on a Catalan baroque text (20%) and an oral presentation on the links between a Catalan text of the Baroque period and a European counterpart (40%). The same criteria employed for continuous assessment will be applied to non-continuous assessment.

## Bibliography

Part 1: La tradició clàssica en la literatura catalana medieval: Ovidi

### General

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

Bieler, Ludwig, *Historia de la literatura romana*. Madrid: Gredos, 1971.

Black, Robert, *Humanism and Education in Medieval and Renaissance Italy*. Cambridge: Cambridge University Press, 2001.

*Brill's Companion to Ovid*, ed. Barbara Weiden Boyd. Leiden-Boston-Colònia: Brill, 2002.

Clark, James G., Frank T. Coulson i Kathryn L. McKinley (eds.), *Ovid in the Middle Ages*. Cambridge: Cambridge University Press, 2011.

Curtius, Ernst Robert, *Literatura europea y edad media latina*. Mèxic: Fondo de Cultura Económica, 1955.

Riquer, Martí de, *Història de la literatura catalana. Part antiga*. Barcelona: Ariel, 1964, 3 vols.

Ruys, J. F., J. O. Ward i M. Heyworth (eds.), *The Classics in the Medieval and Renaissance Classroom. The role of Ancient Texts in the Arts Curriculum Revealed by Surviving Manuscripts and Early Printed Books*. Turnhout: Brepols, 2014.

#### Dissemination and translation of Ovid in the Crown of Aragon

Badia, Lola, "Per la presència d'Ovidi a l'Edat Mitjana catalana, amb notes sobre les traduccions de les *Heroides* i de les *Metamorfosis* al vulgar", dins el seu *Tradició i modernitat als segles XIV i XV. Estudis de cultura literària i lectures d'Ausiàs March*. València / Barcelona: IUFV /PAM, 1993, pp. 39-71.

Duran, Eulàlia, i Josep Solervicens (eds.): Francesc Alegre, endreça, pròleg i epíleg a la seva traducció de les *Metamorfosis (Transformacions)*, dins *Renaixement a la carta*. Barcelona / Vic: UB / Eumo, 1996, pp. 34-42.

Gómez, Francesc i Josep Pujol, "Entre la escuela y las cortes: caminos de Ovidio en la literatura catalana de los siglos XIV y XV", dins *La trama del texto. Fuentes literarias y cultura escrita en la Edad Media y el Renacimiento (VIII Congreso La SEMYR)*, 2024, pp. 609-31.

Pujol, Josep (ed): Ovidi, *Heroides*. Traducció catalana medieval de Guillem Nicolau. Barcelona: Barcino, 2018.

#### Edicions of Ovid with modern Catalan translation

*Amors*, traducció de Jordi Parramon. Barcelona: Quaderns Crema, 2000; edició de Jordi Pérez Durà i Miquel Dolç. Barcelona: FBM, 1971.

*Art amatòria*, edició i traducció de J. Pérez Durà. Barcelona: FBM, 1977.

*Art d'enamorar*, trad. Jaume Juan Castelló, Martorell: Adesiara, 2011.

*Heroides*, introducció de Pere Fàbregas i traducció d'Esther Artigas, Martorell: Adesiara, 2021.

*Les Metamorfosis*, edició i traducció d'Adela M<sup>a</sup> Trepà i Anna M<sup>a</sup> de Saavedra, 3 vols. Barcelona: FBM, 1929-1932.

*Remeis a l'amor*, edició i traducció de M. Dolç. Barcelona: FBM, 1979.

*Heroides*, text revisat i traducció d'Adela M. Trepà i Anna M. de Saavedra. Barcelona: FBM, 1927.

*Tristes*, edició i traducció de Carme Boyé i Miquel Dolç, 2 vols. Barcelona: FBM, 1965-1966.

*Pòntiques*, edició i traducció de Carme Boyé, 2 vols. Barcelona: FBM, 1983-1985.

Part 2: Els models europeus de la literatura catalana barroca: assimilació, remissió, recreació

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(<http://www.filmmod.unina.it/aisc/attive/Alegret.pdf>)

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Valsalobre, Pep. «Vicent Garcia, poeta europeu», *Caplletra*, núm. 52 (2012), 153-179.

## Software

None

## Language list

Name	Group	Language	Semester	Turn
(TEm) Theory (master)	1	Catalan	annual	afternoon