

Comparative Literature

Code: 100271
ECTS Credits: 6

2025/2026

Degree	Type	Year
Art History	FB	1
Musicology	FB	1
Humanities	FB	1
Catalan Philology: Literary Studies and Linguistics	FB	1
Spanish Language and Literature	FB	1
English Studies	FB	1
English and Catalan Studies	FB	1
English and Spanish Studies	FB	1
Catalan and Spanish Studies	FB	1
English and French Studies	FB	1
English and Classics Studies	FB	1

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Teachers

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David Roas Deus

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Teaching groups languages

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

Prerequisites

Since the students have duely given evidence of having acquired the basic competences of the subject, they will need to be able to express properly their ideas both in oral and in written form. Spelling mistakes will be marked down. Coursework will have to be original work and plagiarism either partial or total will be penalised with a failure (0) in the final assessment. The students are expected to be acquainted with the basic rules of

academic language and presentation, and also follow the instructions and conventions indicated by the teacher.

Objectives and Contextualisation

The course is a general introduction to the study of literary works from a theoretical and comparative perspective, and it makes available to its students a selection of the most appropriate concepts and procedures for the analysis and interpretation of the literary text mainly in an immanent sense, namely, regardless of its historical circumstance and national differences. The reflection on problems related to the definition of the nature of the literary work will be completed, in the second part of the program, by a characterization of its main generic varieties (poetry, narrative and drama), and a study of the conventions that in each case determine their reading, understanding and evaluation.

Competences

Art History

- 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 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.

Musicology

- 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 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.

Humanities

- 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 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 Philology: Literary Studies and Linguistics

- Interpret literary texts from a philological and comparative viewpoint.
- Interpret the thematic and symbolic content of narrative, poetic and theatrical texts in accordance with the main analytical methodologies and according to their textual and pragmatic strategies.
- 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 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.

Spanish Language and Literature

- Act in one's own field of knowledge evaluating inequalities based on sex/gender.
- 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 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 sources and contexts.

English Studies

- Critically evaluate linguistic, literary and cultural production in English.
- Identify and analyse the main currents, genres, works and authors in English and comparative literature.
- Produce effective written work or oral presentations adapted to the appropriate register in distinct languages (except English).
- 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 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.

English and Catalan Studies

- Act in one's own field of knowledge evaluating inequalities based on sex/gender.
- 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 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.
- 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 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 Spanish Studies

- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Critically analyse linguistic, literary and cultural production in English and Spanish, applying the techniques and methods of critical editing and digital processing.
- Identify and interpret English and Spanish literary texts, analysing generic, formal, thematic and cultural characteristics according to the concepts and methods of comparative literature and literary theory.
- 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 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.

Catalan and Spanish Studies

- 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 Catalan and Spanish, analysing the generic, formal, thematic and cultural traits in accordance with the concepts and methods of comparative and literary theory.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

English and French 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.
- Demonstrate the ability to work autonomously and in teams with the aim of attaining the planned objectives in multicultural and interdisciplinary contexts.
- Evaluate and propose solutions to theoretical or practical problems in the fields of English and French literature, culture and linguistics.
- Recognize the most significant periods, traditions, trends, authors and works of literature in English and French in their historical and social 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 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand and produce oral and written academic texts with appropriateness and fluency in distinct communicative contexts.
- Use digital tools and specific documentary sources to gather and organise information.
- Use spoken English and French correctly for academic and professional purposes related to the study of linguistics, history, culture and literature.

English and Classics Studies

- Apply the methodology of analysis and knowledge of genres, metrics and stylistics to comment on literary texts and analyse the culture and history of English-speaking countries and the ancient world.
- Produce effective written work or oral presentations adapted to the appropriate register in distinct languages.
- Recognize the most significant periods, traditions, trends, authors and works of Greek, Latin and English literatures in their historical and social 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 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.

Learning Outcomes

1. Analyse and interpret (in an introductory way) modern and contemporary literary texts in English.
2. Apply different analytical tools to several types of literary works.
3. Apply different instruments of analysis to different types of literary work.
4. Apply the different instruments of analysis to different types of literary works.
5. Apply the specific concepts of literary theory to analyse texts.
6. Apply the various instruments of analysis to different types of literary works.
7. Applying different analytical tools to several types of literary works.
8. Applying the acquired scientific and work planning methodologies to the research in English.
9. Argue a case regarding several literary topics and problems arising from different works and evaluate the results.
10. Argue about several issues and literary problems for the purpose of different works and the assessment of the results.
11. Argue on various literary themes and problems in relation to different works and evaluate the results.
12. Arguing about several issues and literary problems for the purpose of different works and assessing the results.
13. Arguing about several issues and literary problems for the purpose of different works and the assessment of the results.
14. Assess the results related to the argumentation about several issues and literary problems for the purpose of several works.
15. Assessing the results related to the argumentation about several issues and literary problems for the purpose of several works.
16. Comment on literary texts, apply the acquired tools and take into account the historical and sociocultural context.

17. Comment on literary texts, applying the instruments acquired and considering the historical and sociocultural context.
18. Comment on literary texts, applying the instruments acquired, taking into account the historical and socio-cultural context.
19. Comment on literary texts, using the instruments acquired, with regard to the historical, social and cultural context.
20. Commenting on literary texts, applying the acquired tools and taking into account the historical and sociocultural context.
21. Critically analyse the principles, values and procedures governing English literature.
22. Critically interpret literary works taking into account the relationships between different areas of literature and its relationships with human, artistic and social areas.
23. Critically interpret literary works, taking into account the relationships between the different areas within literature and their relationship to humanistic, artistic and social areas.
24. Critically interpret literary works taking into account the relationships between the different fields of literature and their relationship with human, artistic and social areas.
25. Critically interpreting literary works taking into account the relationships between the different areas of literature and its relationships with human, artistic and social areas.
26. Demonstrate knowledge of topics related to the study of literature and its methods of analysis.
27. Discern the sex/gender factor in the configuration of the literary canon.
28. Distinguish and assemble the basic critical bibliography that makes up the field of study of a work or author of French-language literature.
29. Distinguish principal ideas from secondary ideas and synthesise their content in modern and contemporary literary texts in English.
30. Distinguish the sex/gender factor in the configuration of the literary canon.
31. Evaluar los resultados relacionados con la argumentación sobre varios temas y problemas literarios a propósito de obras distintas.
32. Evaluate the result with the argumentation on different topics and literary problems with regard to different works.
33. Evaluate the results related to the argumentation of various literary themes and problems in relation to different works.
34. Evaluate, with regard to different works, the results of reasoned argument on various literary topics and problems.
35. Explaining the basic characteristics of comparative literary texts.
36. Express oneself in English, orally and in writing, in an academic register, using terminology appropriate to the study of distinct genres of modern and contemporary English literature.
37. Give oral presentations in English at Advanced User level (C1) on topics related to nineteenth-and twentieth-century English literature.
38. Identify and explain the basic characteristics of literary texts.
39. Identify and explain the basic characteristics of the interpretation process.
40. Identify and explain the basic characteristics of the interpreting process.
41. Identify and explain the basic characteristics of the process of interpretation.
42. Identify and explain the basic features of literary texts
43. Identify and explain the basic features of the interpretation process.
44. Identify relationships between literature and history, art and other cultural movements.
45. Identify the key elements of the Western cultural tradition from the nineteenth century to the present
46. Identify the key elements of the Western cultural tradition from the 19th century to the present day.
47. Identify the key elements of Western cultural tradition from the 19th century to the present day.
48. Identify the relationship between literature and history, art or other cultural movements.
49. Identify the relationships between literature and history, art and other cultural movements.
50. Identifying and explaining the basic characteristics of literary texts.
51. Identifying and explaining the basic structures of literary works.
52. Identifying and explaining the basic structures of the interpretation process.
53. Identifying main and supporting ideas and expressing them with linguistic correctness.
54. Identifying the key elements of the Western culture from the 19th century to the present.
55. Identifying the relationships of literature with history, art or other cultural movements.
56. Locate and organise relevant English-language information available on the Internet, through databases and in libraries.
57. Maintain an attitude of respect for the opinions, values, behaviors and practices of others.

58. Participate in face-to-face and virtual debates in English at Advanced User level (C1) on topics related to modern and contemporary English literature.
59. Present arguments and evaluate the relevance of the analysis of a linguistic, literary or cultural phenomenon.
60. Produce an essay (or similar) respecting the ethical aspects related to the authorship of ideas and the diversity of opinions.
61. Produce works in which the fundamental digital and bibliographic tools for the field of study are applied.
62. Resolve tasks on authors, methods and trends in comparative literature by drawing on knowledge of other humanistic disciplines.
63. Solve problems about authors and currents of comparative literature, connecting them with knowledge of other humanistic disciplines.
64. Solve problems about writers, methods and currents of comparative literature, connecting them with knowledge of other humanistic disciplines.
65. Solve problems related to the study of different literatures.
66. Solve tasks about authors and currents of comparative literature, relating knowledge of other human disciplines.
67. Solve tasks on authors and currents of comparative literature, relating knowledge of other human disciplines.
68. Solving problems about writers, methods and currents of comparative literature, and connecting them with knowledge of other humanistic disciplines.
69. Solving problems about writers, methods and currents of comparative literature, connecting them with knowledge of other humanistic disciplines.
70. Synthesise information obtained from distinct sources, problematise a topic, and structure the information in a relevant way in oral and written presentations adapted to the audience.
71. Undertake readings according to the literary genre of a work.
72. Use suitable terminology when drawing up an academic text.
73. Use the appropriate terminology in the construction of an academic text.
74. Use the appropriate terminology when writing an academic text.
75. Use the English language with appropriate expression (correctness, fluency, pronunciation, communicative strategies) in both formal (presentations, debates, formal interactions) and informal (conversational) contexts, at proficient-user level C1.
76. Using suitable terminology when drawing up an academic text.
77. Write short argumentative essays or textual commentaries in English at Advanced User level (C1) on topics related to modern and contemporary English literature.
78. Write text commentaries based on comparative criticism.
79. Write text commentaries from a critical standpoint.
80. Write text commentaries from the view of comparative criticism.

Content

I. LITERARY STUDIES AND THEIR DISCIPLINES

0. An aesthetic approach to the literary phenomenon

1. The place of theory of literature and comparative literature in literary research.

II. THE LITERARY SYSTEM

2. The notion of "literature".
3. Literary communication: author, text, reader, context.
4. Intertextuality.
5. Literary genres.

III. GENRES, FORMS AND TOPICS

6. Poetry

7. Narrative.

8. Drama.

IV. THE LITERARY TRADITION AND THE CANON

9. The "classics." Tradition and modernity. The notion of canon.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes and sessions of seminars and practices led by the teaching staff	52.5	2.1	5, 7, 4, 6, 3, 2, 59, 13, 10, 11, 9, 12, 15, 14, 32, 34, 33, 20, 16, 18, 19, 17, 26, 27, 30, 61, 60, 31, 35, 71, 76, 73, 74, 72, 54, 45, 47, 46, 52, 43, 41, 40, 39, 50, 42, 38, 51, 53, 55, 44, 48, 49, 25, 22, 24, 23, 57, 79, 78, 80, 65, 66, 63, 67, 69, 62, 64, 68, 70
Type: Supervised			
Programmed tutorials	15	0.6	7, 20, 25
Type: Autonomous			
Autonomous work	75	3	5, 7, 6, 4, 2, 3, 59, 13, 10, 9, 11, 12, 15, 14, 32, 33, 34, 20, 16, 18, 19, 17, 26, 27, 30, 61, 60, 31, 35, 71, 72, 76, 73, 74, 54, 45, 47, 46, 52, 43, 41, 40, 39, 50, 42, 38, 51, 53, 49, 55, 44, 48, 25, 22, 23, 24, 57, 79, 78, 80, 65, 66, 63, 67, 69, 68, 62, 64, 70

The subject combines the format of the master class, always on the basis of the theoretical texts, with the seminar to discuss creation texts, in which the student's collaboration is necessary. Periodically, students will be invited to perform several exercises (from the review to the monographic work) on certain aspects of the syllabus.

The learning of this subject by the students is distributed as follows:

Directed activities (35%). These activities are divided into master classes and seminars and classroom practices led by the faculty, in which theoretical explanation is combined with discussion of all types of texts.

Supervised activities (10%). These tutorials are programmed by the teacher, dedicated to correcting and commenting on problems at different levels of literary analysis.

Autonomous activities (50%). These activities include both time devoted to individual study and production of papers and analytical comments written, as well as oral presentations.

Evaluation activities (5%). The evaluation of the subject will be carried out through written tests.

15 minutes of a class will be set aside, within the calendar established by the center/degree, for students to complete the evaluation surveys of the teachers' performance and the evaluation of the subject.

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

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Oral presentations and written appraisals	Periodical assessment of the acquisition, collective and individual, of concepts and analytic strategies	7.5	0.3	21, 1, 8, 5, 7, 2, 6, 3, 4, 59, 13, 10, 11, 9, 12, 15, 14, 32, 33, 34, 20, 16, 18, 19, 17, 26, 28, 27, 30, 29, 61, 60, 31, 35, 36, 71, 37, 72, 74, 76, 73, 54, 45, 46, 47, 52, 43, 41, 39, 40, 50, 42, 38, 51, 53, 55, 48, 44, 49, 25, 22, 24, 23, 56, 57, 58, 77, 79, 78, 80, 65, 66, 63, 67, 69, 62, 64, 68, 70, 75

According to a continuous conception of evaluation, students must adopt the skills achievement of the course through the elaboration of two mandatory final exams with a proportional value of 40% each: a theoretical one, with questions of a thematic nature, and another practical, focused on the commentary of specific texts. The remaining 20% may be obtained as a result of a practical, written, literary analysis and interpretation exercise (genre to be determined), which will be requested mid-semester. Also, the final grade may be susceptible to an upward correction, as long as the student has actively participated in the sessions of the course.

Students will obtain a Not assessed/Not submitted course grade unless they have submitted more than 30% of the assessment items. Only students who have been previously evaluated in a set of activities whose weight is equivalent to a minimum of 2/3 of the total grade and who have obtained a minimum grade of 3.5 in the average of the course can be submitted to the recovery of the course. This one will take place at the end of the semester and will consist of a single test, on the basis of the previously failed exam(s). On carrying out each evaluation activity, lecturers will inform students (on Moodle or e-mail) 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 (copy, unauthorized use of AI, etc.), the student will be given a zero as the final grade for this subject.

This subject entirely prohibits the use of AI technologies in all of its activities. Any submitted work that contains content generated using AI will be considered academic dishonesty; the corresponding grade will be awarded a zero, without the possibility of reassessment. In cases of greater infringement, more serious action may be taken.

Bibliography

Apart from the study and commentary of the texts included in the course dossier and those that will be introduced periodically in class, the following references allow to cover partially or totally the subject's syllabus

1. Blocks I-II and V

ABELLAN, Joan; BALLART, Pere; SULLÀ, Enric.

1997. *Introducció a la teoria de la literatura*, Manresa, Angle Editorial.

AGUIAR E SILVA, Vítor Manuel de.

1972. *Teoría de la literatura*, tr. Valentín García Yebra, Madrid, Gredos.

BALLART, Pere

2023 *Primera lliçó de literatura*, Barcelona, Publicacions de l'Abadia de Montserrat.

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1988. *Introducción al estudio de la literatura*, tr. Carlos Vaillo, Barcelona, Ariel.

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2015. *El demonio de la teoría. Literatura y sentido común*, Barcelona, El Acantilado.

CULLER, Jonathan.

2000. *Breve introducción a la teoría literaria*, tr. Gonzalo García, Barcelona, Crítica.

DOMÍNGUEZ CAPARRÓS, José.

2009. *Introducción a la Teoría Literaria*, Madrid, UNED.

EAGLETON, Terry.

1988. *Una introducción a la teoría literaria*, tr. José Esteban Calderón, Mèxic, FCE.

2013 *El acontecimiento de la literatura*, Barcelona, Península.

ESTÉBANEZ CALDERÓN, Domingo.

1996. *Diccionario de términos literarios*, Madrid, Alianza Editorial.

KING, Stephen

2018 *Escriure. Memòries d'un ofici*, Barcelona, L'Altra Editorial.

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1994. *Curso de teoría de la literatura*, Madrid, Taurus.

2016. *Lo que Borges enseñó a Cervantes. Una introducción a la literatura comparada*, Madrid, Taurus.

WELLEK, René i WARREN, Austin.

1979. *Teoría literaria*, tr. José M^a Gimeno, Madrid, Gredos.

2. Block III

BALLART, Pere.

1998. *El contorn del poema*, Barcelona Quaderns Crema, 1998 (versión española: Barcelona, El Acantilado, 2005).

GRILLO TORRES,

María Paz. 2004. *Compendio de teoría teatral*, Madrid, Biblioteca Nueva.

LODGE, David.

1998. *L'art de la ficció*, tr. Montserrat Lunati i Jordi Larios, Barcelona, Empúries.

MEDEL, Elena

2018 *Todo lo que hay que saber sobre poesía*, Barcelona, Ariel.

NÚÑEZ RAMOS, Rafael.

1992. *La poesía*, Madrid, Síntesis.

PAVIS, Patrice.

1980. *Diccionario del teatro*, tr. Fernando de Toro, Barcelona, Paidós, 1999.

SULLÀ, Enric (ed.).

1985. *Poètica de la narració*, Barcelona, Empúries.

WOOD, James.

2009. *Los mecanismos de la ficción. Cómo se construye una novela*, tr. Ana Herrera, Madrid, Gredos.

Software

The course will not have any specific computer requirements.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	English	first semester	morning-mixed
(PAUL) Classroom practices	2	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	3	Spanish	first semester	morning-mixed
(PAUL) Classroom practices	4	Spanish	first semester	morning-mixed
(PAUL) Classroom practices	5	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	6	Catalan	second semester	morning-mixed
(PAUL) Classroom practices	7	Spanish	second semester	morning-mixed
(PAUL) Classroom practices	8	Spanish	second semester	morning-mixed
(PAUL) Classroom practices	9	Catalan	second semester	morning-mixed
(TE) Theory	1	English	first semester	morning-mixed

(TE) Theory	2	English	first semester	morning-mixed
(TE) Theory	3	Spanish	first semester	morning-mixed
(TE) Theory	4	Spanish	first semester	morning-mixed
(TE) Theory	5	Catalan	first semester	morning-mixed
(TE) Theory	6	Catalan	second semester	morning-mixed
(TE) Theory	7	Spanish	second semester	morning-mixed
(TE) Theory	8	Spanish	second semester	morning-mixed
(TE) Theory	9	Catalan	second semester	morning-mixed