UAB
Universitat Autònoma de Barcelona

Introduction to Romance Literatures

Code: 103370
ECTS Credits: 6

2025/2026

Degree	Type	Year
English and French Studies	OT	0
English and French Studies	OT	3
English and French Studies	OT	4

Contact

Name: Jordi Cerdà Subirachs

Email: jordi.cerda@uab.cat

Teaching groups languages

You can view this information at the end of this document.

Prerequisites

There are not

Objectives and Contextualisation

The diversity of images that have been created throughout the history of the medieval world is innumerable. The range extends from the absolute negativity expressed by some Renaissance thinkers to the sublimation of Romanticism. Lately we have also seen how cultural products aimed at wide consumption feed on the medieval world. In this subject we propose to the student an approach to European medieval literature, to the society that produced and consumed it and to the repercussions it has had afterwards. To this end, we will insist on the reading of the original sources and on the philological and hermeneutic reflection that literary critics have made of these sources. We will also analyse, from a gender perspective, the origins of some of the types, stories or themes that have formed the basis of European literature.

Competences

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.
- Identify and interpret literary texts of different languages (English and French), analysing generic, formal, thematic and cultural features according to concepts and methods proper to comparative literature and literary theory.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.

1

- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use digital tools and specific documentary sources to gather and organise information.

Learning Outcomes

1. Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
2. Analysing romance literatures in their social, religious and political context.
3. Analyze medieval oral and written literary documents.
4. Arguing about several issues and literary problems for the purpose of different works and the assessment of the results.
5. Being able to define the medieval literary genres.
6. Being able to perform a comparative analysis of the various multicultural medieval Romance literatures.
7. Carry out written projects or oral presentation that are effective and adapted to the adquate register in different languages.
8. Conceptually analysing a work of the subject matter.
9. Critically interpreting literary works taking into account the relationships between the different areas of literature and its relationships with human, artistic and social areas.
10. Describing the first medieval linguistic and literary monuments.
11. Identifying and analysing texts coming from the European literary tradition.
12. Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
13. Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
14. Use digital tools and specific documentary sources for finding and organising information.

Content

1-Linguistic overview of medieval Romania: linguistic hybridization and constitution of literary languages

2. Comparative Literature and Romance Philology: nity and diversity of the medieval romance tradition

3. Genres and Thematology in the Origin of Romance Literatures: Theory of Reception and Theory of Medieval Genres

4.Oral and Written Cultures: constituent elements of the medieval written tradition and approach to the theories of orality

5.Anthropological structures and medieval literature

6.Women and medieval culture

7.Social uses of medieval literature

We will work on a wide range of medieval short tales (*einfache Form*) so as to study the diversity of styles and purposes they served in the society of the time: religious, for diversion or amusement, dramatic, allegorical or moral.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Gender and storytelling in the Middle Ages	10	0.4	1, 13, 8, 3, 2, 4, 10, 14, 7, 11, 9, 12, 5, 6
Technical description of texts from a selection where their linguistic and sociocultural diversity will be prioritized.	10	0.4	1, 13, 8, 3, 2, 4, 10, 14, 7, 11, 9, 12, 5, 6
Type: Supervised			
Knowledge and interpretation of medieval Romanesque literary diversity	15	0.6	1, 13, 8, 3, 2, 4, 10, 14, 7, 11, 9, 12, 5, 6
Symbolic reading and critical resources	15	0.6	1, 13, 8, 3, 2, 4, 10, 14, 7, 11, 9, 12, 5, 6
Type: Autonomous			
Establish a theory of literary genres from oral or written diffusion n	20	0.8	1, 13, 8, 3, 2, 4, 10, 14, 7, 11, 9, 12, 5, 6
The motif of transvestism	20	0.8	1, 13, 8, 3, 2, 4, 10, 14, 7, 11, 9, 12, 5, 6

Generally, the learning process will be directed through a number of techniques and activities:

- Masterclass supported by the use of ICT and students' discussion

- Practice of written and oral production

- Individual and group exercises, both written and oral

- Out of Class assignments: reading of primary and critical sources, writing and bibliographic search.

- Feedback sessions for the correction and assessment of exercises and activities.

-Inverse classes of some item of the program and subsequent collective discussion and analysis of the bibliographic sources consulted.

15 minutes of a class will be reserved, within the timetable established by the centre/title, for the complementation by the students of the assessment surveys of the teaching staff's performance and the assessment 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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Develop a theme of the program and expose it in class	Evaluation with instrumental and bibliographic guidance	10	0.4	1, 13, 8, 3, 2, 4, 10, 14, 7, 11, 9, 12, 5, 6
Literary genres and transmission: orality and writing	Evaluation with instrumental and bibliographic guidance	30	1.2	1, 13, 8, 3, 2, 4, 10, 14, 7, 11, 9, 12, 5, 6
Multilingualism and multiculturalism	Evaluation with instrumental and bibliographic guidance	20	0.8	1, 13, 8, 3, 2, 4, 10, 14, 7, 11, 9, 12, 5, 6

ASSESSMENT PROCEDURE: The competences of this subject will be assessed through written tests, individual and group work, text commentaries and oral presentations.

-Paper submission module: A minimum of two papers will be required in this module. Results will value 45% of the final mark.

-Module for presentations of texts in the classroom: 25%.

-Module of written tests: 30%.

At the time of each assessment task, students will be informed through Moodle about the procedure and the date of the review of results.

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.

ABSENT: Students will be considered absent if they have completed less than 30% of the work assigned during the course and 30% less of the tests. Therefore, if they have done more than 30% of each part, they will be assessed.

REMEDIATION: Students are required to have been awarded marks previously in a set of activities that score at least 2/3 of the total mark. Only students with an average mark equal or higher than 3.5 will be eligible for remediation. Activities such as oral presentations, group work, or those related to daily teaching may not be eligible for remediation.

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 thesame subject, the student will be given a zero as the final grade for this subject. Total and partial plagiarism of any of the exercises will automatically be considered a FAIL. Plagiarism means deliberately or accidentally using someone else's work, whether a single sentence or more, as if it were your own. This includes copying sentences or whole paragraphs from digital documents on the Internet and it can have very serious consequences, which is why it is important to follow good academic practices and to reference your work properly.

This subject allows the use of AI technologies exclusively for support tasks such as bibliographic or content-based searches, text correction or translations, where applicable.In the case of subjects in a Modern Languages degree, use of translation must be specificallyauthorised by the teacher. Other specific situations may be contemplated, as deemed appropriate by the teacher.

The student must clearly (i) identify which parts have been generated using AI technology; (ii) specify the tools used; and (iii) include a critical reflection on how these have influenced the process and final outcome of the activity.

Lack of transparency regarding the use of AI in the assessed activity will be considered academic dishonesty; the corresponding grade may be lowered, or the work may even be awarded a zero. In cases of greater infringement, more serious action may be taken.

Single assessment

The student must carry out the Directed Activities (minimum two) that are indicated in the Methodology section of this Teaching Guide, and two other types of evidence that accredit the achievement of the objectives and learning outcomes established in this subject:

-The Directed Activities will account for 45% of the final grade and, as indicated in this Teaching Guide, there will be a minimum of two.

-Two more evidences will be added: Reading Control of the proposed works (one or two throughout the course), which will represent 25% of the weight of the grade, and a Final Test which will have the remaining 30%.

In order to take advantage of the single assessment it will be necessary to request it through the form that will be available.

The same assessment method as continuous assement will be used.

Erasmus

Erasmus students who request to advance an exam must present the teacher with a written document from their home university justifying their request.

Bibliography

Relevant bibliography (course readings):

Cerdà, Jordi (coord.) (2012). *Literatura europea dels orígens. Introducció a les literatures romàniques medievals*, EdiUOC, Barcelona.

Arras, Jean d' (2003). *Mélusine.* Lettres Gothiques, Paris.

Fasseur, Valérie (ed.) (2025). Chanson de Sainte Foy. Droz, Paris.

De la Salle, A. (2002) Il paradiso della regina Sibilla,Tarara.

Partonopeu de Blois (2006). Lettres Gothiques, Paris.

Silence (2007): Silence a thirteenth-century French romance newly edited and translated with introduction and notes by Sarah Roche-Mahdi, East Lansing : Michigan State University.

Bibliography:

Asperti, Stefano. (2009), *Origini romanze. Lingue, testi antichi, letterature.* Roma: Viella.

Auerbach, Erich. (1996). *Mimesis. La representación de la realidad en la literatura occidental* (1942). Mèxic: FCE.

Auerbach, Erich (1969). *Lenguaje literario y público en la baja latinidad y en la Edad Media*, Barcelona: Seix Barral.

AA.VV (1968). *Grundriss der romanischen Literaturen des Mittelalters*. Heildelberg: C. Winter Universitätsverlag.

Di Girolamo, Constanzo (1994), *La letteratura romanza medievale. Bolònia:*Il Mulino.

Heers, Jacques (2000). La invención de la edad media. Barcelona: Crítica.

Jauss, Hans Robert (1991). "Alteridad y modernidad de la literatura medieval". A: Deyermond, A. (ed.), Historia y crítica de la literatura española. Edad Media (vol. 1/1, p. 26-35). Barcelona: Crítica.

Varvaro, Alberto (1983). *Literatura románica en la Edad Media*, Barcelona: Ariel.

Zumthor, Paul(1989), *La letra y la voz. De la "literatura" medieval*, Madrid: Cátedra.

Software

No specific software is necessary. Although unlikely, if required later in the course, this would be indicated in due time.

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	Catalan	second semester	morning-mixed
(TE) Theory	1	Catalan	second semester	morning-mixed