

Catalan Literature from the Renaissance to the Enlightenment

Code: 105840
 ECTS Credits: 6

2025/2026

Degree	Type	Year
Catalan Philology: Literary Studies and Linguistics	OB	2
English and Catalan Studies	OT	3
English and Catalan Studies	OT	4
Catalan and Spanish Studies	OT	3
Catalan and Spanish Studies	OT	4

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Teaching groups languages

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

Prerequisites

None.

Objectives and Contextualisation

This is an optional subject for the Bachelor's Degree in Catalan and Spanish Studies, and for the Bachelor's Degree in English and Catalan Studies. However, if someone opts not to take it, he misses engaging with three crucial centuries.

As an initial university approach to Catalan literature of the 16th-18th centuries, it is a basic course, albeit relatively complex and critical.

Fundamental aspects:

1. to enquire into the concept of «Decadència» and to determine the incidence of historical events on literature,
2. to examine cultural periodization (terminology, characterisation of movements, conditioning factors, models, particularities...),
3. to take note of the vitality of popular literature,
4. to highlight the main trends in poetry, theatre and prose,
5. to gain an awareness of the most representative authors and works
6. to improve text-commentary abilities.

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.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- Interpret literary texts from a philological and comparative viewpoint.
- 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 in one's own field of knowledge evaluating inequalities based on sex/gender.
- 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.
- 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.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- 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. Analyse literary texts from philological and comparative standpoints, apply these criteria to the study of modern-period texts and write analyses of the literary language of modern Catalan texts.
2. Analyze literary texts from philological bases and comparatists apply to the study of the texts of the modern era and draft analysis of the literary language of modern Catalan texts.
3. Apply the tools and know consult the documentary sources.
4. Apply the tools and know consult the specific documentary sources.
5. Comment on literary texts, using the instruments acquired, with regard to the historical, social and cultural context.
6. Commenting on literary texts, applying the acquired tools and taking into account the historical and sociocultural context.
7. Contextualise historically, socially and ideologically the literary production of the Enlightenment and Romanticism.
8. Critically interpret literary works take into account the relationships between different areas of literature and its relationships with human, artistic and social areas.
9. Critically interpret literary works, taking into account the relationships between the different areas within literature and their relationship to humanistic, artistic and social areas.
10. Critically interpret literary works taking into account their historical and social context.
11. Critically interpreting literary works taking into account the relationships between the different areas of literature and its relationships with human, artistic and social areas.
12. Describe the historical context of modern Catalan literature and relate literary works to their historical and cultural context.
13. Discern the sex/gender factor in the configuration of the literary canon.
14. Gain a greater capacity for reading, interpreting and critically analysing literary and linguistic texts.
15. Identify principal and secondary ideas and express them using correct language.
16. Identify relationships between literature and history, art and other cultural movements.
17. Identify the main and secondary ideas and express them with linguistic correctness.
18. Identify the relationships between literature and history, art and other cultural movements.
19. Identifying the main and secondary ideas and expressing them with linguistic correctness.
20. Identifying the relationships of literature with history, art or other cultural movements.
21. Issue rating pertinent criticism supported in understanding the relevant information on issues related to the literature and culture.
22. Maintain an attitude of respect for the opinions, values, behaviors and practices of others.
23. Make appropriate use of the knowledge acquired in order to collect data and handle documentary sources in the study of Catalan language and literature.
24. Master oral and written expression in Catalan.
25. Present and explain overall perspectives on phenomena of modern Catalan literature.

26. Produce critical texts on the works and trends of the modern Catalan literature, with the relevant conceptual and methodological domain, and write original essays, with domain of the relevant bibliography on authors and works of the modern period.
27. Produce critical texts on works and trends in modern Catalan literature, showing suitable mastery of concepts and methods, and write original essays, showing mastery of the relevant literature on authors and works of the modern period.
28. Produce normatively correct written and oral texts.
29. Produce work in accordance with academic ethics.
30. Produce written and oral texts with correction rules.
31. Produce written work and oral presentations that are effective and framed in the appropriate register.
32. Properly apply the knowledge gained to data collection and management of documentary sources application to the study of Catalan language and literature.
33. Respect the opinions, values, behaviour and customs of others.
34. Strengthen the capacity of reading, interpretation and critical analysis of literary texts and language.
35. Use IT tools and be able to consult specific documentary sources.
36. Use technological resources (digital and audiovisual) to acquire knowledge and apply it in language and literature.
37. Write and present academic works.
38. Write historical interpretative essays on the modern Catalan literary tradition.
39. Write text commentaries from a critical standpoint.

Content

1. REVISING OF THE CONCEPT OF «DECADÈNCIA». The situation of Catalan culture, the prejudices about this period held by the historiographical tradition, the problematics of using this term, and alternatives
2. THE RENAISSANCE, THE COUNTER-REFOMATION AND MANIERISME
 - 2.1. Poetry. Valeri Fuster, Andreu Martí Pineda, Gaspar Guerau de Montmajor, Joan Timoneda, Pere Serafí and Joan Pujol
 - 2.2. Theatre. Bartolomé de Torres Naharro, Joan Ferrandis d'Herèdia and Joan Timoneda
 - 2.3. Prose. Epistolarium (the Borja and Estefania de Requesens), the *Espill de la vida religiosa*, Joan Timoneda and Cristòfor Despuig
3. BAROQUE
 - 3.1. Poetry. Francesc Vicent Garcia, Francesc Fontanella and Josep Romeguera
 - 3.2. Theatre. Francesc Vicent Garcia, burlesque comedy (*La gala està en son punt* and the works attributed to Francesc Mulet) and Francesc Fontanella
 - 3.3. Prose. Narratives of Pere Porter's travel
4. ROCOCÓ, THE ENLIGHTENMENT AND NEOCLASSICISM
 - 4.1. Poetry. Francesc Tegell, Ignasi Ferrera and Guillem Roca i Seguí
 - 4.2. Theatre. Minorca (Joan Ramis i Ramis), Northen Catalonia and Guillem Roca i Seguí
 - 4.3. Prose. The Baró de Maldà and Lluís Galiana
5. POPULAR LITERATURE

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
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Type: Directed			
Theoretical classes	43.5	1.74	6, 5, 7, 12, 13, 24, 21, 25, 19, 17, 15, 20, 18, 16, 10, 11, 8, 9, 22, 33, 34, 14

and discussion

Type: Supervised

Oral or writing commentary	30	1.2	1, 2, 23, 32, 3, 4, 35, 6, 5, 7, 12, 13, 24, 37, 26, 27, 29, 21, 25, 31, 19, 17, 15, 20, 18, 16, 10, 8, 11, 9, 22, 33, 14, 34, 28, 30, 38, 39, 36
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Type: Autonomous

Documentation, reading and study	69	2.76	23, 32, 3, 4, 35, 7, 12, 13, 21, 15, 17, 19, 16, 18, 20, 10, 11, 8, 9, 22, 33, 34, 14, 36
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Flipped classroom.

Explanations of the historical context, cultural trends and the most relevant aspects of genres, authors and works

Discussion of problematic issues and readings.

Tutorials.

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
Essay	35%	4	0.16	2, 1, 23, 32, 3, 35, 4, 6, 5, 7, 12, 13, 24, 37, 26, 27, 29, 21, 31, 17, 15, 19, 16, 18, 20, 10, 8, 11, 9, 22, 33, 34, 14, 28, 30, 38, 39, 36
Exam	50%	1.5	0.06	2, 1, 6, 5, 7, 12, 13, 24, 21, 25, 17, 15, 19, 20, 16, 18, 10, 8, 11, 9, 22, 33, 28, 30, 38, 39
Participation (attendance will be determined in accordance with the presence established by the regulations and will be worth 10% of the course grade)	15%	2	0.08	2, 1, 6, 5, 7, 12, 13, 24, 21, 25, 31, 19, 17, 15, 18, 16, 20, 10, 11, 8, 9, 22, 33, 14, 34, 28, 30, 39

The assessment activities and deadlines will be particularised in class. In addition, this information will be posted on the Virtual Campus, as well as the grades of assessment activities, which may be reviewed in the manner that will be indicated.

The grade of «not assessable» will be applicable if a student has not delivered more than 30% of the constituent assessment activities

In accordance with UAB regulations, «in the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity [copying, plagiarism, impersonation...], 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».

The use of Artificial Intelligence (AI) technologies is not permitted. Including AI-generated fragments in any work will be considered a lack of academic honesty and may result in a partial or total penalty in the grade of the activity, or greater sanctions in serious cases.

The activities in which irregularities were committed, the participation and the essay may not be recovered. The students that have obtain a subject grade at least of 3.5 and, in the continuous evaluation, completed, at the minimum, 2/3 of the percentage of the assessment activities, and, in the unique evaluation, all of activities, have the right to recovery, in which the maximum overall grade awarded is 5.

In the event that tests or exams cannot be taken on site, 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.

Unique evaluation

Exam (50%)

Essay (35%)

Commentaries of texts (15%)

The recovery and review procedures will be those of the continuous assessment.

Bibliography

Readings

A dossier of theoretical or literary texts.

SERAFFÍ, Pere, *Poesies catalanes*, Josep Romeu i Figueras (ed.), Barcelona: Barcino, 2001, p. 58, 67-68, 71, 86-87, 97-102, 125, 130-134, 409, 136-137, 149-150, 144-148, 151-154, 172-175, 184-185, 218-220, 279, 287, 312-313 and 340-343.

FONTANELLA, Francesc, *Amor, firmesa i porfia. Lo Desengany*, Pep Valsalobre i Albert Rossich (ed.), Barcelona: Barcino, 2022, p. 303-432, corresponding to the second work / *Lo Desengany: Poema dramàtic, Obra completa de Francesc Fontanella, edició crítica electrònica*, Pep Valsalobre; Marc Sogues (coord. i ed.); Albert Rossich; Eulàlia Miralles; Marta Castaño; Anna Garcia Busquets; Verònica Zaragoza; Narcís Figueras (ed.), Girona: Servei de Publicacions de la Universitat de Girona, 2017.

https://www.nise.cat/ca-es/Biblioteca-Digital/Autors/Autor/Poema/pid/1352/Lo_Desengany__Poema_dramatic. RAMIS I RAMIS, Joan, *Lucrècia*, Vicent de Melchor; Pep Valsalobre (ed.), Bellcaire d'Empordà: Vitel·la, 2019 / *Lucrècia in Teatre complet*, Barcelona: Barcino, 2023, p. 57-113 / *Lucrècia o Roma libre: Tragèdia en cinc actes*, Sergi Marí (ed.), Barcelona: Institut del Teatre, 2017.

<http://redit.institutdelteatre.cat/handle/20.500.11904/875?locale-attribute=es>.

Approaches

GABRIEL, Pere, *Història de la cultura catalana*, vol. II-III, Barcelona: Edicions 62, 1996 and 1997.

RIQUER, Martí de; COMAS, Antoni; MOLAS, Joaquim (dir.), *Història de la literatura catalana*, vol. III-IV, Barcelona: Ariel, 1964.

RIQUER I PERMANYER, Borja de (dir.), *Història, política, societat i cultura dels Països Catalans*, vol. IV-V, Barcelona: Encyclopèdia Catalana, 1995 and 1997.

ROSSICH, Albert, «Renaixement, Manierisme i Barroc en la cultura catalana», *Actes del VIII Col·loqui Internacional de Llengua i Literatura Catalanes*, vol. II, Barcelona: Publicacions de l'Abadia de Montserrat, 1989, p. 149-179. http://aillc.espaies.iec.cat/files/2018/09/8_2_aillc_149_180.pdf.

- «La literatura catalana entre el Barroc i el Romanticisme», *Caplletra*, nº 9 (autumn 1990), p. 35-57.

<https://www.raco.cat/index.php/Caplletra/article/view/299957/389416>.

- (dir.), *Panorama crític de la literatura catalana: Edat moderna*, Barcelona: Vicens Vives, 2011.

ROSSICH, Albert; VALSALOBRE, Pep, *Literatura catalana moderna, segles XVI-XVIII*, Madrid: Síntesis, 2011.

RUBIÓ I BALAGUER, Jordi, *Història de la literatura catalana*, vol. II-III, Barcelona: Publicacions de l'Abadia de Montserrat, 1985 and 1986.

SOLERVICENS, Josep (dir.), *Literatura catalana moderna*, Barcelona: Encyclopèdia Catalana / Barcino / Ajuntament de Barcelona, 2016.

VALSALOBRE, Pep; ROSSICH, Albert, *Literatura i cultura catalanes (segles XVII-XVIII)*, Barcelona: UOC, 2007. https://cataleg.uab.cat/iii/encore/record/C__Rb2084574.

Dictionaries

BOU, Enric, *Nou diccionari 62 de la literatura catalana*, Barcelona: Edicions 62, 2000.

BROCH, Àlex, *Diccionari de la literatura catalana*, Barcelona: Enciclopèdia Catalana, 2008.

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Bibliographical repertoires

DURAN, Eulàlia; SOLERVICENS, Josep, *Orientacions bibliogràfiques sobre literatura catalana moderna (1474-1833)*, Barcelona: UB, 1993.

<http://www.quern.cat>.

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Software

No specific software.

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