

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

## Contact

Name: Victor Martinez Gil

Email: victor.martinez@uab.cat

## Teaching groups languages

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

## Prerequisites

No prerequisite.

## Objectives and Contextualisation

The aim is to deepen the knowledge of Catalan poetry of the 20th century that could have been acquired previously. With this goal some important books of the poetry of this century will be analyzed in relation to the currents and the poetic ones that characterize it.

Preference will be given to the detailed analysis of poems, and to the diverse documentation that allows to contextualise and illuminate them, in order to arrive at a reading or global interpretation of the book. Students are expected to progress in the written comment on poetic and critical texts, and --if it's possible-- in the oral exposition and defense of their readings.

## 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.
- Display teamwork skills.
- Identify the main tendencies, most significant authors and most representative work in Catalan literature.

- 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.
- Apply scientific ethical principles to information processing.
- 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.
- 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.
- 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 of literature in the Catalan and English languages in their socio-historical 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 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.
- Produce arguments applicable to the areas of Catalan and Spanish philology, literary theory and linguistics and evaluate their academic relevance.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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, and identify literary language models in contemporary Catalan texts.
2. Apply the tools and know consult the documentary sources.
3. Comment on literary texts, using the instruments acquired, with regard to the historical, social and cultural context.
4. Commenting on literary texts, applying the acquired tools and taking into account the historical and sociocultural context.
5. Critically interpret bibliography.
6. Critically interpret literary works take into account the relationships between different areas of literature and its relationships with human, artistic and social areas.
7. Critically interpret literary works, taking into account the relationships between the different areas within literature and their relationship to humanistic, artistic and social areas.
8. Critically interpret literary works taking into account their historical and social context.
9. Describe the historical context of contemporary Catalan literature and relate works to their historical and cultural context.
10. Discern the sex/gender factor in the configuration of the literary canon.
11. Gain a greater capacity for reading, interpreting and critically analysing literary and linguistic texts.
12. Identify principal and secondary ideas and express them using correct language.
13. Identify relationships between literature and history, art and other cultural movements.
14. Identify the key elements of Western cultural tradition from the 19th century to the present day.
15. Identify the main and secondary ideas and express them with linguistic correctness.
16. Identify the relationships between literature and history, art and other cultural movements.
17. Identifying the key elements of the Western culture from the 19th century to the present.
18. Identifying the main and secondary ideas and expressing them with linguistic correctness.
19. Identifying the relationships of literature with history, art or other cultural movements.
20. Incorporate ideas and concepts from published sources into work, citing and referencing appropriately.
21. Interpret Western cultural tradition from the 19th century to the present day, pinpointing features of the Western tradition in a contemporary text.
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. Plan, organise and carry out work in a team.
26. Present and explain overall perspectives on phenomena of contemporary Catalan literature.
27. Produce critical texts on the main trends, the most significant authors and the most representative works in Catalan literature.

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. Recognise literary texts from philological and comparative standpoints, apply these criteria to texts in contemporary Catalan literature and write analyses of the literary language of contemporary Catalan texts.
34. Recognize literary texts from philological bases and comparatists apply to the texts of contemporary Catalan literature and writing analysis of contemporary Catalan literary language texts.
35. Respect the opinions, values, behaviour and customs of others.
36. Strengthen the capacity of reading, interpretation and critical analysis of literary texts and language.
37. Use IT tools and be able to consult specific documentary sources.
38. Use technological resources (digital and audiovisual) to acquire knowledge and apply it in language and literature.
39. Work independently in the synchronic and diachronic study of Catalan language and literature.
40. Write and present academic works.
41. Write complex original essays, showing mastery of the relevant literature, on contemporary authors and works.
42. Write historical interpretative essays on the contemporary literary tradition.
43. Write original essays, showing mastery of the relevant literature and of contemporary authors and works.
44. Write text commentaries from a critical standpoint.

## Content

### 1. "Modernisme"

The "Modernisme" and the valuation of poetry. Broadcasting platforms. Tradition and the international context. Influences. Poetic currents: Spontaneism and vitality. Joan Maragall and spontaneity. The Maragallian poets and other vitalist poets. Symbolic and Parnassian influences. Jeroni Zanné, Gabriel Alomar, Alexandre de Riquer, Miquel de Palol. The concept of Mallorcan School. Miquel Costa i Llobera, Joan Alcover.

### 2. "Noucentisme"

The "Noucentisme" and the valuation of poetry. Broadcasting platforms. Tradition and context international. Influences. Positive poetic lines and evolution. From a poetic dominant to a model in crisis. The career of Josep Carner. "Guerau de Liost". Josep M. López-Picó and other smaller poets. The Mallorcan School. Maria Antònia Salvà.

### 3. The twenties and thirties

Poetry and changes in the orientation of culture. The image of the poet. Diversification of poetic. The great tendencies of poetic creation. Post-symbolist poetry. Theoretical reflection and the debate on pure poetry. The evolution of Josep Carner and Josep M. López-Picó. Carles Riba as the central axis. Other authors. Post-symbolist poetry in the 30s. Bartomeu Rosselló-Pòrcel. The avant-garde poetry. Theoretical reflection and the connection with postsymbolism. Futurism. Diffusion channels. Josep M. Junoy, Joan Salvat-Papasseit and others. The case of Joaquim Folguera. Surrealism. Salvador Dalí and *L'Amic de les Arts*. The case of J. V. Foix. Other poetic. "Pere Quart" and his idea of realism.

### 4. The postwar period (1939-1959)

The situation of Catalan poetry during the postwar period. Broadcasting platforms. The international context Trends and trends: The readaptation of the post-symbolist poetry: Josep Carner, Carles Riba, J. V. Foix, Rosa Leveroni. The reappearance or discovery of the young people of the thirties. Continuity and evolution of avant-garde models: Josep Palau i Fabre, Joan Brossa. Different approaches to a poetic considered "realist":

Pere Quart, Jordi Sarsanedas, Vicent Andrés Estellés. Two mythopoetic constructions: Agustí Bartra and Salvador Espriu.

## 5. The sixties

Historical Realism and poetry. The models and the tradition. Platforms for a decade. The poetic practice and the different concepts of realism. Francesc Vallverdú, Joaquim Horta, Lluís Alpera and others. The case of Gabriel Ferrater. Other poetic proposals. Between continuity and renewal.

## 6. The seventies

A new poetic context and other means of dissemination. Diversification of proposals. Between the ferratic masters, the echoes of Joan Brossa and the multiple cuttings of the flowers of the Mall: Narcís Comadira, Francesc Parcerisas, Pere Gimferrer, Maria-Mercè Marçal and so many others.

## READINGS

The course will give priority to the reading of poems and the global analysis of poetry books, so the theme is only a framework on which compulsory reading works and complementary texts will be added through the Virtual Campus. The books that will be worked on throughout the course are:

1. Josep CARNER, *La paraula en el vent* (1914), Edicions 62, 1998.
2. Carles RIBA, *Primer llibre d'estances* (1919). In C.R., *Llibres de poesia*, Edicions 62, 2019. [Digital edition in Càtedra Màrius Torres.]
3. Joan SALVAT-PAPASSEIT, *L'irradiador del port i les gavines (Poemes d'Avantguarda)* (1921), Edicions 62, 2007.
4. J. V. FOIX, *On he deixat les claus...* (1953), Quaderns Crema, 1988 ("Obra poètica de J.V. Foix", 5). Also in J. V. FOIX, *Obres completes, vol. 1: poesia*, Edicions 62, 1974; also in *Obres completes de J. V. Foix. Volum primer. Obra poètica en vers i en prosa*, Edicions 62 / Diputació de Barcelona, 2000. [Digital edition in Càtedra Màrius Torres.]
5. Salvador ESPRIU, *Cementiri de Sinera* (1946) & *La pell de brau* (1960). In *Obres Completes - Edició Crítica*, Edicions 62, 2003 & 2008. [Digital editions in Càtedra Màrius Torres.]
6. Gabriel FERRATER, *Da nuces pueris* (1960). In G.F., *Les dones i els dies*, Edicions 62, 2018, p. 23-79. [Digital edition in Càtedra Màrius Torres.]
7. Maria-Mercè MARÇAL, *Cau de llunes* (1977), Proa, 1998. Also in M. Mercè MARÇAL, *Llengua abolida* (1973-1988), València, Eliseu Climent editor, 1989.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Presentation, by the teacher, of the points of the program; contextualization of readings	30	1.2	3, 14, 16, 7
Presentation (oral or written) on a theoretical or critical text	15	0.6	23, 9, 24, 31, 16, 11, 28, 44
Type: Supervised			
Analysis and discussion of poetic, theoretical and critical texts	20	0.8	23, 3, 12, 16, 7, 11, 33, 44

Type: Autonomous			
Bibliographic search. Documentary sources and resources	30	1.2	23, 37, 38
Guided reading of texts.	20	0.8	3, 10, 14, 16, 7, 11, 33
Written commentary on poetic, theoretical and critical texts, with the teacher's guidance	25	1	3, 10, 24, 29, 31, 14, 12, 16, 7, 11, 28, 33, 43, 44

The subject is distributed in theoretical sessions and reading seminars. The theoretical sessions have a panoramic and contextual character and are accompanied by the commentary of theoretical-critical texts. The sessions devoted to reading focus on the analysis of compulsory reading works and other complementary texts. A list of works and bibliographical references associated with each reading will be available.

The calendar will be available on the first day of class. Students will find all information on the Virtual Campus: the description of the activities, teaching materials, and any necessary information for the proper follow-up of the subject. In case of a change of teaching modality for health reasons, teachers will make readjustments in the schedule and methodologies.

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
Exam (written) on the subject	50 %	4	0.16	1, 23, 3, 9, 10, 24, 26, 12, 18, 15, 16, 5, 8, 7, 21, 35, 11, 28, 30, 34, 33, 42, 43, 44, 39
Group oral presentation on a book of 20th century Catalan poetry	35%	3	0.12	1, 23, 32, 2, 37, 3, 9, 10, 24, 40, 27, 29, 26, 31, 14, 15, 12, 13, 16, 19, 20, 5, 8, 6, 7, 21, 22, 25, 36, 11, 28, 30, 34, 33, 43, 39, 38
Presentation on a theoretical or critical text	15%	3	0.12	1, 23, 32, 2, 37, 4, 3, 9, 10, 24, 40, 27, 29, 26, 31, 14, 17, 15, 12, 16, 13, 19, 20, 5, 8, 6, 7, 21, 22, 35, 25, 11, 36, 30, 28, 33, 42, 43, 41, 44, 39, 38

The competences of this subject will be evaluated by means of an examination and of individual or collaborative works.

The evaluation system is organized in 3 types of activities or modules, each of which will have a specific weight assigned in the final grade:

Module of presentations, analyzes and debates on texts, with a global weight of 15% (each student will have to analyze a theoretical or critical text, which will be presented in writing).

Module of written tests, with a global weight of 50% (exam on the subject).

Work presentation module, in which a group work will be evaluated with an overall weight of 35%

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.

The individualized follow-up to the student will make those demands adapt slightly. 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 carried out. To participate in the recovery the students must have been previously evaluated in a set of activities whose weight equals to a minimum of two thirds of the total grade of the subject, and must have achieved overall a rating between 3.5 and 4.9. The maximum recovery note is 5.

A 5 is needed for the final pass.

Students will obtain a "Not assessed/Not submitted" course grade unless they have submitted more than 30% of the assessment items.

In the event that the student conducts any irregularity that can lead to a significant variation of the qualification of an evaluation act, this evaluation act will be qualified with 0, regardless of the disciplinary process that can be instructed. In case that there are several irregularities in the evaluation acts of the same subject, the final grade of this subject will be 0.

In this subject, the use of Artificial Intelligence (AI) technologies is not allowed in any of its phases. Any work that includes fragments generated with AI will be considered a lack of academic honesty and may lead to a partial or total penalty in the grade of the activity, or greater sanctions in serious cases.

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.

#### **SINGLE ASSESSMENT**

1. Oral presentation on a theoretical or critical text (25%)
2. Essay on a book of 20th century Catalan poetry (25%)
3. Final exam (written) on the subject (50%)

Students will obtain a "Not assessed/Not submitted" course grade unless they have submitted more than 30% of the assessment items.

The same assessment method as continuous assessment will be used.

## **Bibliography**

Throughout the course, a more complete bibliography will be provided through the "campus virtual", especially with regard to compulsory readings.

Jaume AULET, "Estudi introductor". In *Antologia de la poesia noucentista*, Barcelona, Ed. 62, 1990, ps. 7-54.

Jaume AULET, "La poesia catalana dels anys seixanta i els diversos usos del realisme", *Caplletra*, n. 28 (primavera 2000), ps. 33-50.

Enric BOU (dir.), *Panorama crític de la literatura catalana. Volum V: Segle XX. Del modernisme a l'avantguarda*, Barcelona, Vicens Vives, 2010.

Enric BOU (dir.), *Panorama crític de la literatura catalana. Volum VI: Segle XX. De la postguerra a l'actualitat*, Barcelona, Vicens Vives, 2009.

Àlex BROCH, *La literatura catalana dels anys setanta*, Barcelona, Edicions 62, 1980.

Ferran CARBÓ, *La poesia catalana del segle XX*, Alzira, Bromera, 2007.

Jordi CASTELLANOS, "Estudi introductori". In *Antologia de la poesia modernista*, Barcelona, Edicions 62, 1990, ps. 5-74.

Jordi CASTELLANOS, Jordi MARRUGAT (dirs.), *Història de la literatura catalana. Literatura contemporània (II). Modernisme, Noucentisme, Avantguardes*, Barcelona, Enciclopèdia Catalana / Barcino / Ajuntament de Barcelona, 2020.

Jordi CASTELLANOS, Jordi MARRUGAT (dirs.), *Història de la literatura catalana. Literatura contemporània (III). Del 1922 al 1959*, Barcelona, Enciclopèdia Catalana / Barcino / Ajuntament de Barcelona, 2021.

Josep M. CASTELLET & Joaquim MOLAS, *Poesia catalana del segle XX*, Barcelona, Edicions 62, 1963.

Joaquim MOLAS (dir.), *Història de la literatura catalana. Part moderna* (vol. 8, 9, 10 i 11), Barcelona, Ariel, 1986-1987.

Jordi MALÉ, Laura BORRÀS (eds.), *Poètiques catalanes del segle XX*, Barcelona, UOC, 2008.

Jordi MALÉ (ed.), *Les idees literàries al període d'entreguerres. Antologia de textos*, Lleida, Pagès, 2011.

Joaquim MOLAS, *La literatura catalana d'avantguarda: 1918-1938*, Barcelona, Antoni Bosch ed., 1983.

Carles RIBA, *Obres completes. Vol. 2: Crítica 1, Obres completes. Volum 3: Crítica 2, Obres completes. Volum 4: Crítica 3*, Barcelona, Edicions 62, 1985-1988.

Arthur TERRY, *Sobre poesia catalana contemporània: Riba, Foix, Espriu*, B., Edicions 62, 1985.

Arthur TERRY, *Quatre poetes catalans: Ferrater, Brossa, Gimferrer, Xirau*, Barcelona, Edicions 62, 1991.

Joan TRIADÚ, *Poesia catalana de postguerra*, Barcelona, Edicions 62, 1985.

Marta VALLVERDÚ I BORRÀS, *Seixantisme. L'esclat cultural català dels 60*, Barcelona, L'Avenç, 2022.

Websites especially useful:

TRACES. Bases de dades de llengua i literatura catalanes <http://traces.uab.cat/>

<http://www.traces.uab.es/tracesbd/altresrecursos/literatura.html>

CÀTEDRA MÀRIUS TORRES>>CORPUS LITERARI:

<http://www.catedramariustorres.udl.cat/materials/hemeroteca/index.php>

## Software

None

## 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
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