

**Tirant lo Blanc and Medieval Narrative**

Code: 105843  
 ECTS Credits: 6

**2025/2026**

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

## Contact

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## Teaching groups languages

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

## Prerequisites

None.

## Objectives and Contextualisation

This subject offers an overview of medieval narrative (chivalric romance and sentimental prose) against the backdrop of European developments in the late middle ages. Focus will be on a minutious reading of *Tirant lo Blanc* (1464) and one of its main sources (Joan Roís de Corella's mythological writings). Both language analysis and critical interpretation are of paramount importance. The relationship between these texts and the classical tradition (either in the original or in translation) is also examined.

At the end of the course, students are expected (a) to have a general knowledge of all relevant authors and genres, (b) to have a good grasp of how a literary tradition is built up, and (c) to be able to produce accurate commentaries on any of the works included in the syllabus after having consulted the relevant bibliography.

## 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.
- 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.
- 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 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 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 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. Apply the tools and know consult the documentary sources.
2. Apply the tools and know consult the specific documentary sources.
3. Comment on literary texts, apply the acquired tools and take into account the historical and sociocultural context.
4. Comment on literary texts, using the instruments acquired, with regard to the historical, social and cultural context.
5. Commenting on literary texts, applying the acquired tools and taking into account the historical and sociocultural context.
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 interpreting literary works taking into account the relationships between the different areas of literature and its relationships with human, artistic and social areas.
9. Demonstrate a basic level, knowledge of medieval Catalan language, and draft versions of modern medieval Catalan texts.
10. Demonstrate basic level, knowledge of Catalan medieval, and modern Catalan to write versions of medieval texts.
11. Describe and interpret the Western cultural tradition, from the classical period to the late Middle Ages, and recognise features of the Western tradition in a medieval text.
12. Develop critical texts about the trends, authors and works of poetry and prose of the most significant medieval Catalan literature.
13. Develop effective written work and oral presentations and adapted to the appropriate register.
14. Discern the sex/gender factor in the configuration of the literary canon.
15. Explain the context of medieval Catalan literature and relate works to their historical and cultural context.
16. Expose knowledge about the history, art and other cultural movements.
17. Gain a greater capacity for reading, interpreting and critically analysing literary and linguistic texts.
18. Identify principal and secondary ideas and express them using correct language.
19. Identify relationships between literature and history, art and other cultural movements.
20. Identify the main and secondary ideas and express them with linguistic correctness.
21. Identify the relationships between literature and history, art and other cultural movements.
22. Identify themes and motifs of European classical and medieval tradition in all its literary and artistic events.

23. Identify themes and motifs of the classical and medieval European tradition in any of its literary and artistic manifestations.
24. Identifying the main and secondary ideas and expressing them with linguistic correctness.
25. Identifying the relationships of literature with history, art or other cultural movements.
26. Interpret the Western cultural tradition, from the classical period to the end of the Middle Ages, and recognize a medieval text detail the features of Western tradition.
27. Interpret the Western cultural tradition, from the classical period to the late Middle Ages, and pinpoint features of the Western tradition in a medieval text.
28. Maintain an attitude of respect for the opinions, values, behaviors and practices of others.
29. Make appropriate use of the knowledge acquired in order to collect data and handle documentary sources in the study of Catalan language and literature.
30. Master oral and written expression in Catalan.
31. Plan, organise and carry out work in a team.
32. Produce advanced-level critical texts on the main trends, the most significant authors and the most representative works in Catalan literature.
33. Produce critical texts on the main trends and the most significant authors and works of poetry and prose in Catalan literature.
34. Produce normatively correct written and oral texts.
35. Produce work in accordance with academic ethics.
36. Produce written and oral texts with correction rules.
37. Produce written work and oral presentations that are effective and framed in the appropriate register.
38. Properly apply the knowledge gained to data collection and management of documentary sources application to the study of Catalan language and literature.
39. Recognise the context of advanced medieval Catalan literature and relate works to their historical and cultural context.
40. Respect the opinions, values, behaviour and customs of others.
41. Strengthen the capacity of reading, interpretation and critical analysis of literary texts and language.
42. Use IT tools and be able to consult specific documentary sources.
43. Use technological resources (digital and audiovisual) to acquire knowledge and apply it in language and literature.
44. Work independently in the synchronic and diachronic study of Catalan language and literature.
45. Write complex original essays, showing mastery of the relevant literature, on medieval authors and works.
46. Write original and complex trials, fluent in the relevant literature on authors and works of medieval period.
47. Write original essays, showing mastery of the relevant literature, on medieval authors and works.
48. Write text commentaries from a critical standpoint.

## Content

1. An overview of medieval narrative (12th-14th c.). The chivalric romance: from its birth to the Arthurian Vulgate.
2. Sentimental romance: genre and sources. Translations, literacy and cultural changes in the late Middle Ages. Italian prose writing: Boccaccio. The *Historia de Frondino i Brisona* and Mossèn Gras's *Tragedia de Lancelot*. Joan Roís de Corella's prose: myth and the rewriting of Ovid; autobiographical fiction in his *Tragèdia de Caldesa*.
3. Chivalry in the late Middle Ages. Medieval chronicles and classical historiography. *Jacob Xalabin. Paris e Viana. Curiol e Guelfa*: sources and genre.
4. Joanot Martorell and *Tirant lo Blanc*. Date, printings and translations. Joanot Martorell's life: chivalry, court, and literary culture. A close reading of *Tirant lo Blanc*: Tirant in England; Tirant in Sicily and Rhodes; Tirant at Constantinople: historical and true-to-life episodes; love cunning and military strategy; prose-writing models. Tirant as a crusader. The hero's death.

5. Jaume Roig's *Espill*: overview and interpretation. Religious and sentimental prose before the printing press.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	25	1	29, 4, 11, 15, 21, 23, 7, 17, 47
Seminars (reading and debating)	20	0.8	29, 4, 11, 30, 15, 18, 21, 23, 7, 40, 17, 48
Type: Supervised			
Essay writing and oral delivery	10	0.4	29, 42, 4, 11, 30, 35, 15, 37, 18, 21, 23, 7, 40, 17, 34, 47, 48, 43
Type: Autonomous			
Research (bibliography), study and use of the Campus Virtual	20	0.8	29, 42, 4, 11, 30, 35, 15, 37, 18, 21, 23, 7, 40, 17, 34, 47, 48, 43
Students' own reading of selected texts	50	2	4, 23, 7, 17, 47

Lectures will provide the historical context of the developments of medieval Catalan narrative as well as the necessary background for the study of its major novels, *Tirant lo Blanc* in particular. Classroom seminars will endow him with the ability to analyse a specific aspect of any of these works and to comment on previous critical studies.

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
Essay writing	40%	20	0.8	29, 38, 1, 42, 2, 3, 4, 10, 9, 11, 14, 30, 32, 12, 33, 35, 15, 16, 37, 20, 18, 24, 25, 21, 19, 22, 23, 8, 6, 7, 27, 26, 28, 40, 31, 17, 41, 34, 36, 13, 39, 46, 47, 45, 48, 44, 43
Oral presentation of a textual commentary	10%	2	0.08	29, 1, 2, 42, 5, 3, 4, 11, 14, 30, 35, 15, 37, 18, 20, 24, 25, 19, 21, 23, 22, 8, 6, 7, 28, 40, 41, 17, 34, 36, 13, 39, 47, 48, 43

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Written exam	50%	3	0.12	29, 38, 5, 3, 4, 11, 14, 30, 32, 12, 33, 35, 15, 20, 18, 24, 25, 21, 19, 23, 22, 6, 8, 7, 17, 41, 36, 34, 39, 47, 45, 48
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Students will be assessed by means of (a) written exams, (b) individual essays, and (c) oral presentations (in the classroom). The final qualification will result from the following proportion: (a) 50%, (b) 40%, (c) 10%. All course assignments must be submitted in due time.

Students will receive (via Moddle) prior notice of the date and all relevant information concerning their right to review any assessment item with their teacher.

Submission of an essay and the written exam are required for assessment. The minimum mark to pass is 5. Failure to submit either of the two exercises will result in Not assessable.

Previous evaluation of a set of activities equivalent to two thirds of the total value of the assignments, and a final mark between 3.5 and 4.9 are required to opt for reassessment. Reassessment may include a written exam and/or submitting again an essay which had not reached the pass mark (5). Students who pass the reassessment will obtain a 5.0 mark.

Any impropriety (such as plagiarism or misusse of AI) that may be conducive to substantially alter the assessment of any item will result in a 0 mark for any such item (irrespectively of other disciplinary measures), and there will be no option for reassessment. Were such improper practices to take place repeatedly, the final mark for the subject concerned will be 0. The use of AI technologies is not permitted.

In the event that 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.

#### Non continuous assessment

The student opting for non continuous assessment will be assessed by means of a written essay (40%), a written exam (50%) and an oral exam (10%). The same reassessment method as in continuous assessment will be applied.

## Bibliography

### 1. General bibliography

Badia, Lola (dir.), *Literatura medieval*, 3 vols, dins Àlex Broch (dir.), *Història de la literatura catalana*, I-III (Barcelona: Enciclopèdia Catalana, 2013-2015).

Riquer, Martí de, *Història de la literatura catalana: part antiga*, 3 vols. (Barcelona: Ariel, 1964); també en 4 vols. (Barcelona: Planeta, 1984).

Riquer, Martí de, *Aproximació al "Tirant lo Blanc"* (Barcelona: Quaderns Crema, 1990).

Riquer, Martí de, "Tirant lo Blanc", *novela de historia y de ficción* (Barcelona: Sirmio, 1992).

Pujol, Josep, *La memòria literària de Joanot Martorell: Models i escriptura en el "Tirant lo Blanc"* (Barcelona: Publicacions de l'Abadia de Montserrat, 2002).

Beltran, Rafael, *Tirant lo Blanc* (Madrid: Síntesis, 2006).

Badia, Lola, "En les baixes antenes de vulgar poesia: Corella, els mites i l'amor", in her *De Bernat Metge a Joan Roís de Corella* (Barcelona: Quaderns Crema, 1988).

2. Editions of Corella's works (a) and of Joanot Martorell's *Tirant lo Blanc* (b)

(a)

Joan Roís de Corella, *Obra profana*, ed. Jordi Carbonell (València: Tres i Quatre, 1983).

Joan Roís de Corella, *Tragèdia de Caldesa i altres proses*, ed. Marina Gustà, pròleg de Francisco Rico (Barcelona: Eds. 62 i La Caixa, 1980).

*Proses mitològiques de Joan Roís de Corella*, ed. Josep Lluís Martos (València-Barcelona: PAM, 2001) [digital text in: [www.narpan.net/ben/indexcorella.htm](http://www.narpan.net/ben/indexcorella.htm)]

(b)

Joanot Martorell, *Tirant lo Blanc*, ed. Josep Pujol (Barcelona: Barcino, 2021) [with an introduction and notes].

Joanot Martorell, *Tirant lo Blanc i altres escrits*, ed. Martí de Riquer (Barcelona: Ariel, 1990); the same text, without Riquer's introduction: Barcelona: Eds. 62 i La Caixa (MOLC), 2 vols., and Barcelona: Eds. 62, 2016.

Joanot Martorell (Martí Joan de Galba), *Tirant lo Blanch*, ed. Albert Hauf (València: Tirant lo Blanch, 2004).

3. Editions of Twelfth- and Thirteenth-century French and Occitan *romans* (translated into Catalan), and of Fifteenth-century Catalan novels

Chrétien de Troyes, *El cavaller del lleó*, traducció de Meritxell Simó (Barcelona: Quaderns Crema, 2001).

Chrétien de Troyes, *El conte del Graal*, traducció i pròleg de Martí de Riquer (Barcelona: Quaderns Crema, 1989).

*La mort del rei Artús*, traducció i postfaci de Lola Badia (Barcelona: Cal Carré, 2023).

*Flamenca*, trad., pròleg i notes d'Anton M. Espadaler (Barcelona: Universitat de Barcelona, 2015).

*Jaufré*, ed., trad. i estudi d'Anton M. Espadaler (Barcelona: Barcino, 2021).

*Història de Jacob Xalabín*, ed. Arseni Pacheco (Barcelona: Barcino, 1964); ed. Lola Badia (Barcelona: Edicions 62, 1982); ed. Stefano M. Cingolani (Barcelona: Eds. 62, 2008). Modern translation: *Història del príncep Jacob*, traducció i postfaci d'Anton M. Espadaler (Terrassa: Cal Carré, 2025).

*Història de París i Viana. Ed. facsímil de la primera impressió catalana (Girona, 1495)*, estudi de Pedro M. Cátedra i Modest Prats (Girona: Diputació de Girona, 1986).

Mossèn Gras, *Tragèdia de Lançalot*, ed. Martí de Riquer (Barcelona: Quaderns Crema, 1984).

*Curial e Güelfa*, ed. Lola Badia i Jaume Torró (Barcelona: Quaderns Crema, 2011); ed. Ramon Aramon i Serra, estudi i notes Lola Badia i Jaume Torró (Barcelona: Barcino, 2018).

Jaume Roig, *Espill*, ed. Antònia Carré (Barcelona: Quaderns Crema, 2006); ed. Antònia Carré (Barcelona: Barcino, 2014).

Links:

-PortalTirant lo Blanc: [www.lluisvives.com/portal/tirant/](http://www.lluisvives.com/portal/tirant/)

-Narpan. Cultura i literatura de la baixa edat mitjana: [www.narpan.net](http://www.narpan.net)

## 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	first semester	morning-mixed
(TE) Theory	1	Catalan	first semester	morning-mixed