

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

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 course provides an overview of Catalan poetry from the last quarter of the fourteenth century to the mid fifteenth, with emphasis on concurrent European trends (in French, Italian and Spanish), as well a close reading of a selection of Ausiàs March's works. Analysis of the manuscript chansonniers and observation of critical editions are also important issues.

At the end of the course, students are expected (a) to have a general knowledge of all major developments related to medieval Catalan poetry, and (b) to have acquired a close acquaintance with the many facets of March's oeuvre, so that (c) they are able to comment on any of the poems included in the selection, showing literary acumen and a reasonably good command of medieval Catalan.

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 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.
- Apply scientific ethical principles to information processing.

- 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 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 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 digital tools and specific documentary sources to gather and organise information.
- 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. Characterise literary phenomena taking into account the different levels of analysis.
4. Comment on literary texts, apply the acquired tools and take into account the historical and sociocultural context.
5. Comment on literary texts from different periods.
6. Comment on literary texts, using the instruments acquired, with regard to the historical, social and cultural context.
7. Commenting on literary texts, applying the acquired tools and taking into account the historical and sociocultural context.
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 interpreting literary works taking into account the relationships between the different areas of literature and its relationships with human, artistic and social areas.
11. Demonstrate a basic level, knowledge of medieval Catalan language, and draft versions of modern medieval Catalan texts.
12. Demonstrate an advanced mastery of medieval Catalan and draft versions of complex modern Catalan medieval texts.
13. Demonstrate basic level, knowledge of Catalan medieval, and modern Catalan to write versions of medieval texts.
14. 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.

15. Determine the stylistic features of the main authors of medieval and golden age literature.
16. Develop critical texts about the trends, authors and works of poetry and prose of the most significant medieval Catalan literature.
17. Develop effective written work and oral presentations and adapted to the appropriate register.
18. Discern the sex/gender factor in the configuration of the literary canon.
19. Display advanced expertise in medieval Catalan and write versions of complex medieval texts in modern Catalan.
20. Display basic knowledge of medieval Catalan and write versions of medieval texts in modern Catalan.
21. Explain the context of medieval Catalan literature and relate works to their historical and cultural context.
22. Expose knowledge about the history, art and other cultural movements.
23. Gain a greater capacity for reading, interpreting and critically analysing literary and linguistic texts.
24. Identify, at an advanced level, themes and motifs of the classical and medieval European tradition in any of its literary and artistic manifestations.
25. Identify principal and secondary ideas and express them using correct language.
26. Identify relationships between literature and history, art and other cultural movements.
27. Identify the main and secondary ideas and express them with linguistic correctness.
28. Identify the relationships between literature and history, art and other cultural movements.
29. Identify themes and motifs of European classical and medieval tradition in all its literary and artistic events.
30. Identify themes and motifs of the classical and medieval European tradition in any of its literary and artistic manifestations.
31. Identifying the main and secondary ideas and expressing them with linguistic correctness.
32. Identifying the relationships of literature with history, art or other cultural movements.
33. 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.
34. 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.
35. Justify by means of appropriate terminology the analysis of data from a linguistic point of view.
36. Know how to carry out individual or group work applying the theoretical knowledge acquired and facing new challenges and cultural realities.
37. Know the periods of Medieval and Golden Age literature (16th-17th centuries) in all their genres, trends, tendencies and most representative authors.
38. Maintain an attitude of respect for the opinions, values, behaviors and practices of others.
39. Make appropriate use of the knowledge acquired in order to collect data and handle documentary sources in the study of Catalan language and literature.
40. Make literary predictions and inferences about the content of a text.
41. Master oral and written expression in Catalan.
42. Plan, organise and carry out work in a team.
43. Produce advanced-level critical texts on the main trends, the most significant authors and the most representative works in Catalan literature.
44. Produce critical texts on the main trends and the most significant authors and works of poetry and prose in Catalan literature.
45. Produce normatively correct written and oral texts.
46. Produce work in accordance with academic ethics.
47. Produce written and oral texts with correction rules.
48. Produce written work and oral presentations that are effective and framed in the appropriate register.
49. Properly apply the knowledge gained to data collection and management of documentary sources application to the study of Catalan language and literature.
50. Recognise, at an advanced level, themes and motifs of the European tradition in a medieval Catalan text.
51. Recognise the context of advanced medieval Catalan literature and relate works to their historical and cultural context.
52. Recognise the different types of poetry (lyric, narrative, song, Italianate, etc.) and their metrical forms.
53. Recognise the forms of prose (brachylogy and paremiologic, popular or cultured, fiction (sentimental, chivalrous, pastoral, Moorish, Byzantine, picaresque, etc.) and thought (epistle, chronicle, dialogue, essay, prayer, etc.) and their evolution throughout the two periods.

54. "Recognise the historical-literary series from the early Middle Ages to the end of the 17th century, so that continuity can be established between the different literary genres and their projection; for example, traditional lyric poetry in the work of Lope de Vega, or medieval storytelling in Cervantes."
55. Recognise the theatrical forms: religious, pastoral, tragic and the so-called New Comedy.
56. Recognise themes and motifs of the European tradition in a medieval Catalan text.
57. Respect the opinions, values, behaviour and customs of others.
58. Strengthen the capacity of reading, interpretation and critical analysis of literary texts and language.
59. Understand the relationship between text and discourse.
60. Use digital tools to obtain, classify, interpret and analyse relevant data related to the study of Spanish language and literature.
61. Use IT tools and be able to consult specific documentary sources.
62. Use technological resources (digital and audiovisual) to acquire knowledge and apply it in language and literature.
63. Use the appropriate terminology in the construction of an academic text and in the transmission of their knowledge.
64. Use the techniques of textual criticism and its related disciplines: ecdotics, book history, palaeography and codicology.
65. Use traditional sources to obtain, classify, interpret and analyse relevant data related to the study of Spanish language and literature.
66. Work independently in the synchronic and diachronic study of Catalan language and literature.
67. Write complex original essays, showing mastery of the relevant literature, on medieval authors and works.
68. Write original and complex trials, fluent in the relevant literature on authors and works of medieval period.
69. Write original essays, showing mastery of the relevant literature, on medieval authors and works.
70. Write text commentaries from a critical standpoint.

Content

1. Introduction. The Troubadour tradition: courtly poetry from Peter the Great to Peter III (1276-1387). The troubadour revival at Toulouse, and the codification of verse writing. Chansonniers. Verse patterns and language.
2. Poetry at the courts of John I, Martin I and his son Martin the Younger (1387-1410). French and Italian influence: Guillaume de Machaut and Dante. Gilabert de Pròixita, Andreu Febrer, Melcior de Gualbes. Genres: ballad, lay and estramps. Christine de Pizan.
3. Poetry at the court of the young Alfonso IV. Jordi de Sant Jordi (d. 1424). The courtly reading of Petrarch.
4. Ausiàs March (1400-59). Chronology of his works. Literary backdrop. Cycles (Lir entre cards, Plena de seny, Mon darrer bé, Death poems). Other love poems. Spiritual and moral poetry.
5. The posterity of March. 15th-century followers. Ausiàs March in print (1539-1633). Renaissance imitatio in Catalan and Spanish.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	25	1	39, 61, 14, 21, 28, 30, 9, 23, 56
Seminars	10	0.4	6, 20, 14, 21, 25, 28, 9, 57, 23, 56, 70
Type: Supervised			

Oral presentations (flipped class)	11	0.44	61, 6, 41, 46, 48, 25, 57, 42, 45, 62
Type: Autonomous			
Bibliographical research	10.5	0.42	39, 61, 46, 69, 62
Critical reading	40	1.6	6, 20, 28, 30, 9, 23, 56

Lectures will provide students with the historical context of the best medieval Catalan poets. This course, however, is based on reading practice at the classroom (online if necessary). Such practice will focus on (a) translating the texts into modern Catalan, (b) commenting on their sources, and (c) discussing their interpretation from the viewpoint of comparative literature, women writers included.

The calendar and compulsory readings 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.

Within the regular calendar of classes, 15' will be reserved for the students to fill in a questionnaire in order to assess both the teacher and the course unit concerned.

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
Essays writing	40%	24	0.96	39, 49, 1, 2, 61, 3, 7, 4, 6, 5, 59, 37, 11, 13, 19, 12, 20, 14, 15, 18, 41, 43, 16, 44, 46, 21, 22, 40, 63, 60, 65, 48, 24, 27, 25, 31, 28, 32, 26, 30, 29, 71, 8, 10, 9, 34, 33, 35, 38, 57, 42, 58, 23, 45, 47, 17, 50, 51, 52, 53, 55, 54, 56, 68, 69, 67, 70, 36, 66, 64, 62
Exams (preparation and writing)	50%	28.5	1.14	39, 49, 2, 61, 7, 4, 6, 20, 14, 41, 46, 21, 31, 25, 28, 32, 26, 30, 10, 8, 9, 38, 57, 42, 58, 23, 45, 56, 70, 62
Oral presentations	10%	1	0.04	39, 49, 1, 2, 61, 4, 7, 6, 20, 14, 18, 41, 46, 21, 22, 40, 63, 48, 27, 25, 31, 32, 28, 26, 30, 10, 8, 9, 57, 42, 23, 58, 45, 17, 56, 70, 36, 62

Assessment is continuous. A minimum grade of 5 is required to pass the course.

Students will be assessed by means of (a) written exams, (b) individual essays, and (c) oral presentations (in the classroom or via Teams etc.). The final qualification will result from the following proportion: (a) 50%, (b) 40%, (c) 10%.

For any assessment activity, students will receive (via Moodle) prior notice of the date and all relevant information concerning their right to review any assessment item with their teacher.

To opt for reassessment students must have been assessed of at least 2/3 of the overall input, and must have obtained a final mark between 3.5 and 4.9. Reassessment may include a written exam and/or submitting again an essay which had not reached the pass mark (5). The reassessment grade will not be higher than 5.

Students who have submitted less than 30% of the course assignments will be considered Not Assessable.

In this course, 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 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, the student will be given a zero as the final grade for this subject.

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.

One-day assessment

On the same day as in the continuous assessment (January, wk 2/3), students must sit a written exam (50%) and submit two essays (25% + 25%). Reassessment will follow the same procedure as with the continuous assessment.

Bibliography

Badia, Lola (dir.), *Literatura medieval*, II: *Segles XIV-XV* (Barcelona: Enciclopèdia Catalana/Ajuntament/Barcino, 2014).

Badia, Lola, *Tradició i modernitat als segles XIV i XV: Estudis de cultura literaria i lectures d'Ausias March* (Barcelona: Publicacions de l'Abadia de Montserrat, 1993).

Gómez, Francesc J., & Josep Pujol (eds.), Ausiàs March, *Per haver d'amor vida* (Barcelona: Barcino, 2008).

Riquer, Marfí de, *Historia de la literatura catalana: Part antiga*, 3 vols. (Barcelona: Ariel, 1964); 4 vols. (Barcelona: Planeta, 1984).

Bohigas, Pere (ed.), Ausiàs March, *Poesies* (Barcelona: Barcino, 2000).

Riquer, Martí de (ed.), Andreu Febrer, *Poesies* (Barcelona: Barcino: 1951).

Riquer, Martí de (ed.), Gilabert de Pròixita, *Poesies* (Barcelona: Barcino, 1954).

Riquer, Marfí de, & Lola Badia (eds.), *Les poesies de Jordi de Sant Jordi* (València: Tres i Quatre, 1984).

Torró, Jaume (ed.), *Sis poetes del regnat d'Alfons el Magnànim* (Barcelona: Barcino, 2009).

Enllaços

Biblioteca Cervantes / Joan Lluís Vives Virtual: Ausiàs March
https://www.cervantesvirtual.com/portales/ausias_march/

Biblioteca Cervantes / Joan Lluís Vives Virtual: https://www.cervantesvirtual.com/portales/rois_de_corella/

Repertorio informatizzato dell'Antica Letteratura Catalana (RIALC): www.rialc.unina.it

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