

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

Name: Nuria Santamaria Roig
Email: nuria.santamaria@uab.cat

Teaching groups languages

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

Prerequisites

There is no previous requirement.

Objectives and Contextualisation

The course aims to supply the historical and methodological bases for the study of the performance and dramatic literature in Catalan. Along with some theoretical rudiments and a brief review of the most significant periods and authors, the axis of the course will be the analysis and commentary on a selection of illustrative plays from a technical, aesthetic or historical point of view.

The final objective of the course is not the exhaustiveness in the study of the periods and their characteristics, but rather to offer a panoramic vision of the artistic changes that have affected the dramatic literature and the theatre of the 20th century, mainly, to propose a general reflection on the new directions of dramatic writing and provide some foundations for the critical assessment of contemporary Catalan theatre.

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.
- 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.
- Use digital tools and specific documentary sources to gather and organise information.

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. Argue about different topics and problems of literary language in relation to different works and evaluate the results.
4. Comment on literary texts, apply the acquired tools and take into account the historical and sociocultural context.
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. Critically interpret literary works take into account the relationships between different areas of literature and its relationships with human, artistic and social areas.
8. Critically interpret literary works, taking into account the relationships between the different areas within literature and their relationship to humanistic, artistic and social areas.
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. Develop effective written work and oral presentations and adapted to the appropriate register.
11. Discern the sex/gender factor in the configuration of the literary canon.
12. Gain a greater capacity for reading, interpreting and critically analysing literary and linguistic texts.
13. Identify principal and secondary ideas and express them using correct language.
14. Identify relationships between literature and history, art and other cultural movements.
15. Identify the key elements of the Western cultural tradition from the nineteenth century to the present
16. Identify the key elements of Western cultural tradition from the 19th century to the present day.
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 key elements of the Western culture from the 19th century to the present.

20. Identifying the main and secondary ideas and expressing them with linguistic correctness.
21. Identifying the relationships of literature with history, art or other cultural movements.
22. Incorporate ideas and concepts from published sources into work, citing and referencing appropriately.
23. Interpret Western cultural tradition from the 19th century to the present day, pinpointing features of the Western tradition in a contemporary text.
24. Locate specialised and academic information and select this according to its relevance.
25. Maintain an attitude of respect for the opinions, values, behaviors and practices of others.
26. Make appropriate use of the knowledge acquired in order to collect data and handle documentary sources in the study of Catalan language and literature.
27. Master oral and written expression in Catalan.
28. Organise the autonomous component to the learning process in an effective manner.
29. Plan, organise and carry out work in a team.
30. Plan work effectively, individually or in groups, in order to fulfil the planned objectives.
31. Present and explain overall perspectives on phenomena of contemporary Catalan literature.
32. Present and explain overall perspectives on phenomena of modern Catalan literature.
33. Produce critical texts on the main trends, the most significant authors and the most representative works 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 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.
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. To delimit the characteristics of literary language.
43. Use digital tools and documentary sources to obtain, classify, interpret and analyse relevant data related to the practice of commenting on literary texts.
44. Use IT tools and be able to consult specific documentary sources.
45. Use technological resources (digital and audiovisual) to acquire knowledge and apply it in language and literature.
46. Write original essays, showing mastery of the relevant literature and of contemporary authors and works.
47. Write text commentaries from a critical standpoint.

Content

1. Introduction to theatre studies.
2. Brief historical review: from medieval theatre to Naturalist drama.
3. Catalan theatre from *Modernisme* to the Civil War.
4. A devastating heritage: post-war Catalan theatre.
5. Myths and parables. Attempts to restore the performance essences. Variations on the relegation of the literary author.
6. Beckett's grandchildren. Metadramaticity and deconstruction.
7. Orientations of Catalan theatre writing at the turn of the century.

* The contents of the sessions and the compulsory readings will be detailed on the first day of the course. some foundations for the critical assessment of contemporary Catalan theatre

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	20	0.8	5, 11, 31, 16, 18, 8, 23, 40, 12, 39
Seminars	30	1.2	26, 44, 5, 11, 27, 33, 35, 32, 37, 16, 13, 18, 8, 23, 40, 12, 34, 39, 46, 47, 45
Type: Supervised			
Mentoring	30	1.2	26, 44, 5, 11, 27, 33, 35, 32, 13, 8, 40, 29, 12, 34, 39, 46, 47, 45
Type: Autonomous			
Compulsory exercises	22.5	0.9	26, 44, 5, 11, 27, 33, 35, 31, 32, 37, 16, 13, 18, 8, 23, 40, 29, 12, 34, 39, 47, 45
Reading	20	0.8	5, 11, 27, 16, 13, 18, 8, 40, 12
Studying	18	0.72	11, 31, 32, 16, 18, 23, 40, 39

The course combines theoretical sessions, which have a panoramic and contextualising character and reading seminars, aimed at the analysis of compulsory books and other complementary materials.

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
Active participation	10%	2	0.08	3, 4, 6, 5, 11, 27, 35, 31, 32, 37, 20, 13, 17, 7, 9, 8, 23, 25, 40, 41, 12, 36, 34, 39
Exam	30 %	3	0.12	3, 6, 4, 5, 42, 11, 27, 33, 35, 31, 32, 16, 15, 19, 13, 20, 17, 18, 21, 14, 9, 7, 8, 23, 25, 40, 28, 41, 12, 34, 36, 39, 46, 47
Group exercises	30 %	2	0.08	26, 38, 1, 44, 2, 3, 6, 4, 5, 42, 11, 27, 33, 35, 31, 32, 43, 37, 16, 19, 15, 13, 17, 20, 18, 21, 14, 22, 9, 7, 8, 23, 24, 25, 40, 28, 30, 29, 12, 41, 34, 36, 10, 39, 46, 47, 45
Individual Exercise	20%	2	0.08	26, 38, 1, 2, 44, 3, 4, 6, 5, 42, 11, 27, 33, 35, 31, 32, 43, 37, 16, 19, 15, 20, 13, 17, 18, 14, 21, 22, 7, 9, 8, 23, 24, 25, 40, 28, 30, 12, 41, 36, 34, 10, 39, 46, 47, 45
Test reading	10%	0.5	0.02	27, 35, 37, 13, 17, 20, 8, 41, 12, 34, 36, 10

In order to pass the course, a minimum score of 5 is required. The course assessment is the result of the sum of the percentages of the whole assessment activities.

The correct use of the language will be taken into account in the evaluation. Papers will not be admitted after the deadline.

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). In addition, 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.

If a student commits 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 occur. 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.

Review procedures: students have a right to review their exercises with the teacher in a personal tutorial, on the set dates, never later than two weeks after the exercise/exam is marked.

The exam and the test reading are susceptible to be reassessed.

The student will be entitled to the reassessment of the subject if he or she has been evaluated of the set of activities, the weight of which equals a minimum of 2/3 of the total grade of the subject. Students eligible for reassessments have got a final average exam mark between 3.5 and 4.9. Reassessment will be an exam. The exam is awarded a Pass/Fail mark, and the maximum possible mark is a 5.

Single Assessment

1. Individual exercise (30%)
2. Oral interview (30%)
3. Final written examination (40%)

The conditions for reevaluation are the same as applied in the continuous evaluation system.

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.

Bibliography

Provisional Bibliography

1981-1991. Centre Dramàtic de la Generalitat de Catalunya. 10 anys / dir. Domènec Reixach, B: Institut del Teatre - CDGC, 1991.

Contemporary Catalan Theatre / ed. D. George, John London, Sheffield: The Anglo-Catalan Society, 1996.

Deu lliçons sobre teatre: text i representació / J. Sala ed., Girona: Universitat de Girona, 2000.

Història de la Literatura Catalana / dir. M. de Riquer, A. Comas, J. Molas, vols. 10-11, B.: Ariel, 1987-1988.

Història de la Literatura Catalana / coord. Àlex Broch, vols. 1-7, Barcelona: Grup Enciclopèdia Catalana - Barcino - Ajuntament de Barcelona, 2013- 2021.

Romea 125 anys / dir. E. Gallén, B.: Generalitat de Catalunya, 1989.

AADD, «Dossier: Dramatúrgia Catalana Actual», *Pausa*, 9-10, setembre-desembre 1991, p. 24-90.

AADD, «Monogràfic dedicat al teatre català de postguerra», *Caplletra*, 14, primavera 1993.

AADD, «Teatre: la generació del "baby-boom"», *Transversal*, 21, juny 2003.

AADD, *Teatre valencià: joves creadors*, Alzira: Bromera, 1994.

AADD, *Trenta anys de teatre valencià*, Alzira: Bromera, 2000.

AADD, *La dramatúrgia als Països Catalans*, Barcelona: Associació d'Escriptors en Llengua Catalana, 2005 (Quaderns Divulgatius, 27)

AADD, *L'escena del futur. Memòria de les arts escèniques als Països Catalans (1975-2005)*, Vilanova i la Geltrú: El Cep i la Nansa, 2006 (Argumenta, 6)

AADD. *Diccionari del Teatre a les Illes Balears*, 2 vols, Palma - Barcelona: LI. Muntaner - PAM, 2003-22006.

ALOMAR, M. Antònia, *El teatre a Palma entre 1955 i 1970*, Mallorca: Documenta Balear, 2005.

ARBONÉS, Joan, *Teatre català de postguerra*, B.: Pòrtic, 1973.

ARÉVALO, Just, *La cultura de masses a la Barcelona del nou-cents*, Barcelona: PAM (Textos i Estudis de Cultura Catalana, 91).

BACARDIT, Ramon; GIBERT, Miquel M. *El debat teatral a Catalunya. Antologia de textos de teoria i crítica dramàtiques. Segle XIX*, Barcelona: Institut del Teatre, 2003.

BATLLE, Carles «Una valoració de la dramatúrgia catalana actual: realisme i perplexitat», *Revista de Catalunya*, 86, p. 75-92.

---, «La nova dramatúrgia catalana: de la perplexitat a la diversitat», *Caplletra*, 22, primavera 1997, p. 49-78.

BROCH, Àlex (dir.) *Història de la Literatura Catalana*, 7 vols, Barcelona: Enciclopèdia Catalana / Barcino / Ajuntament de Barcelona, 2013-2021.

CANET, Josep Lluís, *De la comèdia humanística al teatre representable*, València: Universitat de València, 1994.

CURET, Francesc, *Història del Teatre Català*, B: Aedos, 1967.

FÀBREGAS, Xavier, *Aproximació a la Història del teatre català modern*, Barcelona: Curial, 1972.

--- *De l'Off Barcelona a l'acció comarcal. Dos anys de teatre català 1967-1968*, B: Institut del Teatre-Edicions 62, 1976.

--- *Història del teatre català*, B: Millà, 1978.

--- *Teatre en viu (1969-1972)*, B: Institut del Teatre-Edicions 62, 1987.

--- *Teatre en viu (1973-1976)*, B: Institut del Teatre, 1990.

--- *El teatre a la ciutat de Barcelona durant el règim franquista (1939-1954)*, Barcelona: Institut del Teatre-Edicions 62, 1985.

- FELDMAN, Sharon, *In the Eye of Storm. Contemporary Theatre in Barcelona*, Lewinsburg - Buknell University press, 2009. Traducció en català: *A l'ull de l'huracà*, Barcelona: L'Avenç, 2011.
- FERRER VALLS, Teresa, *Nobleza y espectáculo teatral (1535-1622)*, València: UNED - Universidad de Sevilla, Universitat de València, 1993.
- FOGUET, Francesc, *Teatre, guerra i revolució. Barcelona, 1936-1939*, Barcelona: PAM, 2005 (Textos i Estudis de Cultura Catalana, 103).
- FOGUET, Francesc; GALLÉN, Enric; GIBERT, Miquel M. *El debat teatral a Catalunya. Antologia de textos de teoria i crítica dramàtiques. Del Modernisme a la Guerra Civil*, Barcelona: Institut del Teatre, 2011.
- GALLÉN, Enric. *El teatre a la ciutat de Barcelona durant el règim franquista (1939-1954)*, Barcelona: Edicions 62-Institut del Teatre, 1985 (Monografies de teatre, 19)
- MARRAST, Robert, *El teatre durant la Guerra Civil Espanyola. Assaig d'història i documents*, Barcelona: Institut del Teatre, 1978 (Monografies de l'Institut del Teatre, 8)
- MARTÍNEZ, Joan Tomàs, *El conflicte social en el teatre català del tombant de segle (1890-1909)*, Barcelona: PAM, 2016 (Textos i Estudis de Cultura Catalana, 208)
- MAS I VIVES, Joan, *El teatre a Mallorca a l'època romàntica*, Barcelona: Curial - PAM, 1986 (Textos i Estudis de Cultura Catalana,)
- *Estudis teatrals*, Palma de Mallorca - Barcelona: UIB - Institut d'Estudis Baleàrics - PAM, 2013 (Biblioteca Miquel dels Sants Oliver, 45)
- MASSIP, Francesc, *Història del teatre català. Dels orígens a 1800*, vol. 1, Tarragona: Arola, 2007.
- MASSIP, Francesc; KOVÁCS, Lenke, *La teatralitat medieval i la seva pervivència*, Barcelona: Institut del Teatre - Universitat de Barcelona, 2017.
- NADAL, Antoni. *Teatre modern a Mallorca*, B: PAM, 1998 (Biblioteca Miquel dels Sants Oliver, 8)
- *Estudis sobre el teatre català del segle XX*, B: PAM, 2005 (Biblioteca Miquel dels Sants Oliver, 23)
- PÉREZ de OLAGUER, Gonzalo. *Teatre independent a Catalunya*, Barcelona: Bruguera, 1970.
- RAGUÉ, M. José *El teatro de fin de milenio en España. (De 1975 hasta hoy)*, B: Ariel, 1996.
- *¿Nuevas dramaturgias? Los autores de fin de siglo en Cataluña, Valencia y Baleares*, M: INAEM, 2000.
- ROSSELLÓ, Ramon X., *El teatre català del segle XX*, València: Bromera - Universitat Jaume I - Universitat de València - Universitat d'Alacant, 2011 (Essència, 14)
- ROSSICH, Albert; SERRA, Antoni; VALSALOBRE, Pep, *El teatre català dels orígens al segle XVIII*, Kassel: Reichenberger - Universitat de Girona, 2001.
- SALA VALLDAURA, Josep M. *Història del teatre a Catalunya*, Lleida: Pagès, 2006 (Biblioteca d'Història de Catalunya, 8)
- SALORD, Josefina (coord.) *Vicenç Albertí i el teatre entre la Il·lustració i el Romanticisme*, 2 vols., Palma de Mallorca-Barcelona: Edicions UIB - Institut d'Estudis Baleàrics - PAM, 2001 (Biblioteca Miquel dels Sants Oliver, 43-44).
- SALVAT, Ricard *Escrits per al teatre*, B: Institut del Teatre, 1991.
- SERRA, Antoni, *Entremesos mallorquins del segle XVIII*, Barcelona: Edicions 62, 1971.
- SIRERA, Josep Lluís *El fet teatral dins la societat valenciana*, V: Linds-Quaderns de Poesia, 1979.

--- «Literatura i pràctiques dramàtiques al País Valencià contemporani: dos segles d'indefinicions» dins AADD, *Estudis de Literatura Catalana al País Valencià*, Alacant: Ajuntament de Benidorm-Universitat d'Alacant, 1987, p. 139-156.

---, *Passat, present i futur del teatre valencià*, V: Institució Alfons el Magnànim, 1981.

VILA, Pep, *Teatre català del Rosselló (segles XVII-XIX)*, 2 vols., Barcelona: Curial, 1989

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