



Universitat de Lleida

# DEGREE CURRICULUM **MODERN CATALAN LITERATURE**

Coordination: VENY MESQUIDA, JOAN RAMON

Academic year 2023-24

## Subject's general information

Subject name	MODERN CATALAN LITERATURE			
Code	101232			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Catalan Philology and Occitan Studies	2	COMPULSORY	Attendance-based
	Double degree: Bachelor's degree in Catalan Philology and and Bachelor's degree in Applied Languages and Translation	2	COMPULSORY	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	3		3
	Number of groups	1		1
Coordination	VENY MESQUIDA, JOAN RAMON			
Department	PHILOLOGY AND COMMUNICATION			
Teaching load distribution between lectures and independent student work	60 / 90			
Important information on data processing	Consult <a href="#">this link</a> for more information.			
Language	Catalan			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
VENY MESQUIDA, JOAN RAMON	joanramon.veny@udl.cat	6	Online and face-to-face to be arranged by e-mail

## Subject's extra information

Explanation of the main movements and literary tendencies that take place in Catalonia during the period of the XVI to XVIII centuries and analysis of some of the most representative works.

## Learning objectives

- Let the student understand and assimilate that the establishment of a program such as this one, from the general to the individual (cultural context → theoretical framework → literary practice), presupposes a prior analysis that has followed the reverse process.
- So, that they realize that to make and understand literature history they need a direct and profound knowledge of the original texts, theories and practicals, that confirm it. So:
- That they know how to extract from a programmatic text given the theoretical content that is expressed to him and is able to relate it with the author's and aesthetic context of the period;
- That they can trace and justify these theoretical contents in the literary practice of the texts. And, subsidiarily
- Be familiar in the handling of the variant apparatus of the critical editions and know how to interpret them.

## Competences

CB1 Possessing and understanding knowledge in an area of study that starts from the base of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of your field of study.

CB3 Ability to gather and interpret relevant data (usually within their study area) to make judgments that include a reflection on relevant social, scientific or ethical issues.

CB4 Be able to transmit information, ideas, problems and solutions to both specialized and non-specialized audience. CG1 Optimizing creativity and initiative.

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CG4 Applying the capacity for reasoning and critical analysis, and the ability to make decisions to solve problems.

CG6 Implementing the capacity for autonomous learning.

CG7 Assessing the ability to organize and plan work and research.

CG10 Implementing knowledge and the ability to use ICT in relation to the corresponding field of study.

CG11 Searching and properly managing information, based on diverse documentary sources and typologies.

CG12 Properly use the terminology and techniques of the disciplinary or professional field.

CE6 Defining western literary and cultural traditions.

CE8 Differentiating the main texts, authors and literary movements in Catalan and Occitan languages, as well as their historical evolution and their literary and sociolinguistic context.

CE11 Identifying basic knowledge of the history and cultures of Catalan and Occitan speaking societies, as well as the ability to contextualize linguistic and literary phenomena.

CE13 Developing the capacity for theoretical discrimination in literary exegesis and practical mastery of the techniques and methods of literary analysis and textual criticism applied in particular to texts in Catalan and Occitan.

CE15 Applying the practical domain of teaching the Catalan and Occitan language and / or literature for native or foreign students. CT3 Acquiring training in the use of new technologies and information and communication technologies.

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CT4 Acquiring basic knowledge of entrepreneurship and professional environments.

CT5 Acquiring essential notions of scientific thought.

CT6 Applying the gender perspective to the functions of the professional field.

## Subject contents

### I. 16TH CENTURY [12 sessions]

1. Introduction.
2. The Renaissance (I): Characterization. Definition Humanism Ideological movements: Erasmism, modern devotion, lullism.
3. The Renaissance (II): The genres.
  - 3.1. Poetry. Trends. Ausiàs March's perseverance. Authors: Joan Timoneda. Joan Boscà, Pere Serafí, Francesc Calça, Narcís Vinyoles. Other poets
  - 3.2. The humanistic theater. Religious theater The profane theater.
  - 3.3. Prose Christopher Despuig.
4. The counter-reform Characterization. The poetry: Joan Pujol. The theatre. The prose: Pere Gil i Estadella; Jeroni Pujades.
5. Reading: Pere Serafí, Tria de poemes

### II. 17TH CENTURY [9 sessions]

1. Baroque literature. Characterization. Mannerism. The theme and the shape.
2. Genres
  - 2.1. Poetry Trends Francesc Vicenç Garcia. Francesc Fontanella. Josep Romaguera.
  - 2.2. The theatre. Francesc Fontanella.
3. Reading: Francesc Vicenç Garcia, Tria de poemes

### III. 18TH CENTURY [9 sessions]

1. The illustration. Characterization and periods.
2. Genres
  - 2.1. Poetry The Baroque: Joan de Boixadors. Agustí Eura i Martró, Francesc Tagell. Neoclassicism: Joan Ramis i Ramis, Antoni Febrer and Cardona, Josep de Togores. The preromanticism: Ignasi Ferreres, Antoni Puigblanch.
  - 2.2. The theatre. Hagiographic theater Profane popular theater. Cultured theater: Joan Ramis i Ramis.
  - 2.3. Prose The erudite prose: Baldri Reixac, Josep Pau Ballot. Narrative prose: Baró de Maldà.
3. Reading: Joan Ramis, Lucrècia

In addition, attendance at the "Simposi Viladot" (27-10-2022) and the "II Seminari Internacional d'Estudis Textuals" (16-11-2022) is mandatory.

## Methodology

Activity	Code / Description / Type TPD	HP*	HNP*
<b>Master class (M)</b>	See units and chronology	60	
<b>Seminars (S)</b>			
<b>Assignements (P)</b>	P-1 - Renaissance Poetics (textual practice) P-2 - Baroque Poetic (textual practice) PA-3 P-3 - Poetics of illustration (textual practice)		10 10 10
<b>Works (T)</b>	T-1 - Work Unit 1 T-2 - Work Unit 2 T-3 - Work Unit 3		12 12 12
<b>Tutorials (Tut)</b>	Tut-1 - Preparation Work Tut-2 - Preparation Work Tut-3 - Preparation Work		5 5 5
<b>Other (AA)</b>	AA- Session of control and review of what has been learnt		9
<b>TOTAL</b>		60	90

## Development plan

See the sections **Contents** and **Evaluation**.

## Evaluation

Evaluation mechanisms	Coding / description-criteria / typology TPD	%
Attendance and participation		10
Evaluation Workshop		
Exercices	Work Unit 1: 16th century – Pere Serafi Work Unit 2: 17th century – Francesc Vicenç Garcia Work Unit 3: 18th century – Joan Ramis	30 30 30
Other	Linguistic correction is essential to be evaluated	

TOTAL		100
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To be evaluated, attendance at the "Simposi Viladot" and the "II Seminari Internacional d'Estudis Textuals" (v. **Contents**) must be certified with a summary of a paper from the Symposium and another from the Seminar. The student who cannot attend will be able to have the recordings of the sessions.

Students who want to ask for alternative assessment must submit an employment contract or justify, in a letter addressed to the dean, the reasons that make it impossible for him/her to carry out the continuous assessment within five (5) days after the beginning of the semester. For information, please send an e-mail to lletres.secretariacentre@udl.cat or ask for information at the Faculty's academic office (Secretaria Acadèmica de la Facultat de Lletres). The alternative evaluation will consist of the delivery of three short papers (maximum 10 pages), with comments on a poem by Pere Serafí and Francesc Vicent Garcia and some aspect of the tragedy *Lucrecia* by Joan Ramis.

If academic fraud or spontaneous copying is detected, we will apply what is established in the Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees.

## Bibliography

### 1. General works

Comas, Antoni, *Història de la literatura catalana*, vol. v i vi, Esplugues de Llobregat, Ariel, 1980.

Duran, Eulàlia, *Renaixement i Barroc: la il·lusió de la modernitat*, dins Pere Gabriel (dir.), *Història de la cultura catalana*, vol ii, Barcelona, 1997, Edicions 62, p. 119-144.

Duran, Eulàlia & Josep Solervicens, *Orientacions bibliogràfiques sobre literatura catalana moderna (1474-1833)*, Barcelona, Edicions Universitat de Barcelona, 1993.

Rossich, Albert, «Renaixement, Manierisme i Barroc en la literatura catalana», dins *Actes del vuitè Col·loqui Internacional de Llengua i Literatura Catalanes*, vol. ii, Barcelona, Publicacions de l'Abadia de Montserrat, 1989, p. 149-179.

Rossich, Albert, *La literatura (1515-1716)*, dins Pere Gabriel (dir.), *Història de la cultura catalana*, vol. ii, Barcelona, Edicions 62, 1997, p. 145-166.

Rubió i Balaguer, Jordi, *Història de la literatura catalana*, vol. ii i iii, Barcelona, Publicacions de l'Abadia de Montserrat, 1985, 1986.

### 2. 15th century

Batllori, Miquel, *De l'Humanisme i del Renaixement*, dins *Obres completes*, vol. V, València, Edicions 3 i 4, 1995.

Duran, Eulàlia & Josep Solervicens (ed.), *Renaixement a la carta*, Barcelona / Vic, Universitat de Barcelona / EUMO, 1996.

### 3. 17th century

Rossich, Albert (ed.), *El Barroc català*, Barcelona, Quaderns Crema, 1989.

Rossich, Albert, «La literatura catalana entre el barroc i el romanticisme», *Caplletra* 9, 1990, p. 35-57.

### 4. 18th century

Batllori, Miquel, *La Il·lustració*, dins *Obres completes*, vol. IX, València, Edicions 3 i 4, 1995.

Campabadal i Bertran, Mireia (cur.), *El pensament i l'activitat literària del Setcents català*, 2 vol., Barcelona, Edicions Universitat de Barcelona, 2003.

Rossich, Albert, «La literatura catalana entre el barroc i el romanticisme», *Caplletra* 9, 1990, p. 35-57.