



Universitat de Lleida

DEGREE CURRICULUM  
**CATALAN LITERATURE OF THE  
XIX CENTURY**

Coordination: MACIÀ COSTA, XAVIER

Academic year 2022-23

Subject's general information

<b>Subject name</b>	CATALAN LITERATURE OF THE XIX CENTURY			
<b>Code</b>	101469			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Catalan Philology and Occitan Studies	3	COMPULSORY	Attendance-based
	Double degree: Bachelor's degree in Catalan Philology and and Bachelor's degree in Applied Languages and Translation	4	COMPULSORY	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	3		3
	<b>Number of groups</b>	1		1
<b>Coordination</b>	MACIÀ COSTA, XAVIER			
<b>Department</b>	CATALAN STUDIES AND COMMUNICATION			
<b>Teaching load distribution between lectures and independent student work</b>	Classroom hours: 60 Non-classroom hours: 90			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	Catalan Spanish, Occitan, French			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MACIÀ COSTA, XAVIER	xavier.macia@udl.cat	6	

## Subject's extra information

Study of the particular articulation of the complex Catalan literary system in the 19th century (groups, platforms, currents, texts ...) in relation to the European context and Occitan. Study of the phenomenon of the "Renaixença" and the main authors and works of the period (with special attention to popular culture and references to the medieval past)

## Learning objectives

To Know the main movements, authors and works of Catalan literature in the 19th century

Study of de Catalan culture, society, language and literature of the period in relation to its European context.

To Know the Catalan literary heritage

## 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.

**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.

**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

1. Introduction. (1 week)

2. The catalan literature between 1789 i 1859. La "Renaixença" (2 weeks)

3. Poetry. Verdaguer (4 weeks)

4. Narrative. Oller (4 weeks)

5. Theater. Guimerà (4 weeks)

Compulsory readings:

Jacint Verdaguer: *Canigó* [1885], a cura de M. Gustà, pròleg de R. Torrents, Ed. 62, Barcelona, 2002; a cura de Ll. Soldevila, Barcelona: Proa, 2002. a cura de J. Paré, Barcelona: Hermes, 2003.

Narcís Oller: *La Papallona* [1882], pròleg de Laureà Bonet, Cossetània, Valls, 2010.

Àngel Guimerà: *Terra baixa* [1897], a cura de R. Bacardit, Curial, Barcelona, 2001.

## Methodology

ACTIVITY	CODIFICATION/description/typology TPD	O*	G*	HP*	HNP*
Master class (M)	See contents			60	
Seminars (S)					
Practices (P)	P1: Text 1 P2: Text 2 P3: Text 3 P4: Text 4				35
Exercices(T)	T1: "Jocs Florals" T2: Poetry T3: Narrative T4: Theater				53
Tutorials (Tut)					2
Evaluation (AV)	See evaluation mechanisms				

ACTIVITY	CODIFICATION/description/typology TPD	O*	G*	HP*	HNP*
TOTAL				60	90

## Development plan

See contents

## Evaluation

Table of evaluation Mechanisms

EVALUATION MECHANISMS	codification/description-typology TDP	observations	%
Assistance and participation (As)			10
Evaluation Workshop (TA) (Examen)			20
Reports (in)/Exercices (T)	T1: Programmatic texts T2: Poetry T3: Narrative T4: Theater		10 20 20 20
TOTAL			100

?: Percentage in the final grade

Students who combine their degree with a full time job or a part-time job with schedules coinciding with classes have the right to ask for alternative assessment within 5 days after the beginning of the semester. For information, please send an e-mail to [lletres.secretariacentre@udl.cat](mailto:lletres.secretariacentre@udl.cat) or ask for information at the Faculty's office (Secretaria de la Facultat de Lletres).

## Bibliography

### Sources

J. Molas, M. Jorba, A. Tayadella (eds.): *La Renaixença. Fonts per al seu estudi. 1815-1877*, Departament de Literatura Catalana de la UB / Departament de Filologia Hispànica de la UAB, Barcelona, 1984.

J. Molas: *Antologia de la poesia romàntica*, a cura de R. Pinyol i Torrents, Eds. 62, Barcelona, 1994.

### Bibliography

J. Molas, dir.: *Història de la literatura catalana. Part Moderna*, vii, Ariel, Barcelona, 1987.

P. Gabriel, dir. *Història de la cultura catalana*, iv, v, Eds. 62, B., 1995, 1994.

E. Cassany (dir.): *Panorama crític de la literatura catalana. iv. Segle xix*, coord. A. Rossich, Vicens Vives, Barcelona, 2009.

Joan Lluís Marfany, *Llengua, nació i diglòssia*, L'Avenç, Barcelona, 2008.

Josep M. Domingo (ed.), *Barcelona i els Jocs Florals, 1859. Modernització i romanticisme*, Museu d'Història de Barcelona, Barcelona, 2011

Manuel Jorba et al. (eds), *Actes del col·loqui internacional sobre la Renaixença*, PAM, Barcelona, 1992-1994 (2 volums).

Josep M. Domingo i Miquel M. Gibert (eds.), *El segle romàntic. Actes del Col·loqui sobre Àngel Guimerà i el Teatre català al segle XIX*, Publicacions de la Diputació de Tarragona, Tarragona, 2000

Josep M. Domingo i Francesc Roig (eds.), *Actes del Col·loqui sobre Josep Yxart i el seu temps*, IET Ramon Berenguer IV, Tarragona, 2000.