

Modern Catalan Literature

Code: 103078
ECTS Credits: 6

Degree	Type	Year	Semester
2501933 Journalism	OT	4	0

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

We recommend that students take advantage of their holidays and free time to read the contemporary Catalan classics.

Objectives and Contextualisation

This optional, four-monthly course is programmed in the mention of Journalism specialized in culture and society (fourth year). Its formative objective is that the student, in addition to enjoying reading, knows how to contextualize the great currents of contemporary Catalan literature in relation to universal literary traditions. The student must also know the authors and the most relevant works and become familiar with the fundamental bibliography of the period and with the reading strategies that allow him/her to develop a critical discourse.

Competences

- Demonstrate adequate knowledge of Catalonias socio-communicative reality in the Spanish, European and global context.
- Develop critical thinking and reasoning and be able to relay them effectively in Catalan, Spanish and a third language.
- Disseminate the areas knowledge and innovations.
- Express oneself fluently and effectively in the two official languages, both orally and in writing.
- Research, select and arrange in hierarchical order any kind of source and useful document to develop communication products.

Learning Outcomes

1. Demonstrate knowledge of the Catalan, Spanish and European cultural context and apply it to the study of modern literary movements, particularly through collaboration with professional writers in the press.
2. Develop critical thinking and reasoning and be able to relay them effectively in Catalan, Spanish and a third language.
3. Disseminate the areas knowledge and innovations.
4. Express oneself fluently and effectively in Catalan, both orally and in writing, knowing how to make the most of language and literary resources that are most appropriate to the different media.

5. Read and analyse specialised texts and documents on any relevant subject and be able to summarise it or adapt it using language or lexicon that is understandable for mainstream audiences.
6. Research, select and arrange in hierarchical order any kind of source and useful document to develop communication products.

Content

1. The post-war period (1939-1959). The rupture of Francoism and the cultural and literary recovery. Periodization (1939-1946-1959). Historical and cultural description
2. Historical realism (1959-1968) as a programme of transformations and as aesthetics. The attempt to configure a literary movement and alternative proposals. Historical and cultural description
3. The 1970s and subsequent derivations. The "generation" of the seventies and the new literary models. A new attempt to institutionalise culture

* The content of the course is sensitive to aspects related to the gender perspective. Proof of this are the course readings.

Methodology

The three hours of each day of class are distributed in theoretical sessions (1 h.) and practical sessions (2 h.) according to the following typology and timing:

Session 1: Presentation of the subject

Session 2: theoretical and monographic class dedicated to Josep Pla

Session 3: theoretical and monographic class dedicated to Salvador Espriu

Session 4: theoretical class, book exhibitions and monographic dedicated to Pere Calders

Session 5: theoretical class, book exhibitions and monographic dedicated to Joan Fuster

Session 6: theoretical class, book exhibitions and monographic dedicated to Manuel de Pedrolo.

Session 7: theoretical class, book exhibitions and reading seminar of Aurora Bertrana's work.

Session 8: theoretical class, book exhibitions and reading seminar of Mercè Rodoreda's work.

Session 9: theoretical class, book exhibitions and reading seminar of the work of Maria Aurèlia Capmany

Session 10: theoretical class, book exhibitions and reading seminar of Montserrat Roig's work.

Session 11: theoretical class, book exhibitions and reading seminar on the work of Maria Mercè Marçal

Session 12: theoretical class, book exhibitions and presentation of group work

Session 13: theoretical class, book exhibitions and presentation of group work

Session 14: theoretical class, book exhibitions and presentation of group work

Session 15: written test

Course Readings

1. Aurora Bertrana, *Tres presoners* (1957)

2. Mercè Rodoreda, *Jardí vora el mar* (1967)

3. Maria Aurèlia Capmany, *Preguntes i respostes sobre la vida i la mort de Francesc Layret, advocat dels obrers de Catalunya* (1970)

4. Montserrat Roig, *El temps de les cireres* (1976)

5. Maria Mercè Marçal, *Cau de llunes* (1977)

* It is necessary that the day of the seminar of each reading the student comes to class with the book in his hands, the work read and the notes of reading to point to intervene actively in the debate.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes	15	0.6	6, 1, 2, 3, 4, 5

Specialized seminars	20	0.8	6, 1, 2, 3, 4, 5
Type: Supervised			
Presentation of papers and debate	10	0.4	6, 1, 2, 3, 4, 5
Type: Autonomous			
Self-employed work student	102	4.08	6, 1, 2, 3, 4, 5

Assessment

1. Continuous

1.1. An oral presentation, in class, on a literary book of the period (except those consigned as course readings). A critical commentary on this book should be made for approximately 10 minutes. 5 %

1.2. A reading questionnaire on the five prescriptive books. 10 %

1.3. A review of one of the obligatory reading books. Length: 2100 characters with spaces. It must be delivered on paper. 25 %

1.4. A receptive and participative attitude in class. 10 %

2. Final

2.1. A group work of 2 students: an in-depth interview with a current writer, who will have to be presented in class in audiovisual format (15 minutes) and subsequent debate. 25 %

2.2. A written test on the theoretical part, in which an open question must be answered on an aspect of the syllabus and a critical commentary on a fragment of the readings commented on in class. It will also include several brief questions about the group work presented in the classroom. 25 %

In order to pass the course, the student will have to follow this evaluation point by point within the established deadlines. Otherwise, it will be considered NOT EVALUABLE. Papers submitted after the deadline will not be accepted. Any form of total or partial plagiarism will result in an immediate suspension.

Only those students who have a median course of more than 3.5 and less than 5 will be able to participate in the reevaluation. In this case, the student will have to take a written test on the contents of the subject.

Calendar

1. Book Exhibitions: Sessions 4-14

2. Submission of reviews and reading questionnaire: session 7

3. Presentation of group work: sessions 12-14

4. Written test: 15th session

Note about the interview

The objectives of an interview with a writer should be, at the very least:

1) to make known the trajectory and the most outstanding constants of the literary work of the person being interviewed;

2) comment in depth on the meaning of their works, based on prior documentation, the more exhaustive and

detailed the better (reading of works, research on the author, etc.).

Care must be taken to ensure that the presentation is attractive and that the viewing works technically. Once edited, the interviews must be published in a virtual portal in order to recover them in class and avoid technical problems.

You can interview any active writer who is part of the Associació d'Escriptors en Llengua Catalana (<http://www.escriptors.cat/>).

You can be inspired by the following journalistic references: Montserrat Roig, Josep Maria Espinàs, Baltasar Porcel or Bernard Pivot. The content, cohesion and coherence of the result will be valued above all.

Qualification criteria

1. Review and oral exposition: capacity of critical deepening, analysis and careful writing / expression.
2. Intervention in class: participation in the debate, critical readings and relevant consultations.
3. Group work: documentation, depth and coherence of the interview.
4. Written test: capacity for analysis and synthesis, relation of ideas, careful writing.

Evaluation procedures

The evaluation of the reading questionnaires and the reviews will be done in a personalized way and the overall results will also be evaluated in the classroom. In the case of the questionnaires, errors and successes in the answers will be commented on. As for the reviews, the positive aspects and the ones that can be improved. With regard to group presentations, a subsequent debate will be encouraged and each group will be evaluated according to the aforementioned criteria. About the calendar of activities, see above. The review of the final grades will be carried out in person in the teacher's office.

The student who performs any irregularity (copy, plagiarism, identity theft...) that can lead to a significant variation of the qualification of an evaluation act, will be qualified with 0 this act of evaluation. In case there are several irregularities, the final grade of the subject will be 0.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
1 text comment	25 %	0	0	6, 1, 2, 3, 4, 5
Group work	25 %	0	0	6, 1, 2, 3, 4, 5
Interventions in seminars	10 %	0	0	2, 4
Oral expression	15 %	0	0	6, 1, 2, 3, 4, 5
Written test	25 %	3	0.12	6, 1, 2, 3, 4, 5

Bibliography

Recent editions of course reading works

1. Bertrana, Aurora, *Tres presoners*, Barcelona, Club Editor, 2007.
2. Rodoreda, Mercè, *Jardí vora el mar*, Barcelona, Club Editor, 2010.

3. Capmany, Maria Aurèlia, *Preguntes i respostes sobre la vida i la mort de Francesc Layret, advocat dels obrers de Catalunya*, Tarragona, Arola, 2011.

4. Roig, Montserrat, *El temps de les cireres*, Barcelona, Edicions 62, 2016.

5. Marçal, Maria Mercè, *Cau de llunes en Llengua abolida*, Barcelona, Labutxaca, 2016.

Complementary bibliography

Autors Diversos, *Història de la literatura catalana*, 4 vols., Barcelona: Edicions 62 / Orbis, 1984.

Glòria Bordons, Jaume Subirana (eds.), *Literatura catalana contemporània*, Barcelona: Edicions de la Universitat Oberta / Proa, 1999.

Enric Bou (dir.), *Nou diccionari 62 de la literatura catalana*, Barcelona: Edicions 62, 2000.

Enric Bou (dir.), *Panorama crític de la literatura catalana. Volum VI - Segle XX. De la postguerra a l'actualitat*, Barcelona: Vicens Vives, 2009.

Àlex Broch (dir.), *Diccionari de la literatura catalana*, Barcelona: Enciclopèdia Catalana, 2008.

Jordi Castellanos (ed.), *Guia de literatura catalana contemporània*, Barcelona: Edicions 62, 1973.

Joan Fuster, *Literatura catalana contemporània*, Barcelona: Curial, 1972.

Albert Manent, *La literatura catalana a l'exili*, 2a ed., Barcelona: Curial, 1989.

Joaquim Molas (dir.), *Història de la literatura catalana. Part moderna*, vols. VIII. IX, X i XI, Barcelona: Ariel, 1986-1987.

Vicent Simbor, *Els fonaments de la literatura contemporània al País Valencià (1900-1939)*, Barcelona: Institut de Filologia Valenciana / Publicacions de l'Abadia de Montserrat, 1988.

On current Catalan literature

Broch, Àlex; Cornudella, Joan (cur.), *Poesia catalana avui. 2000-2015*, Juneda, Fonoll, 2016.

Broch, Àlex; Cornudella, Joan (cur.), *Novel·la catalana avui. 2000-2016*, Juneda, Fonoll, 2017.

Broch, Àlex; Cornudella, Joan; Foguet, Francesc (cur.), *Teatre català avui. 2000-2017*, Juneda, Fonoll, 2018.

Camps, Josep; Dasca, Maria (cur.), *La narrativa catalana al segle XXI. Balanç crític*, Barcelona, Societat Catalana de Llengua i Literatura (filial de l'IEC), 2019.

Gassol, Olívia; Bagur, Òscar (cur.), *La poesia catalana al segle XXI. Balanç crític*, Barcelona, Societat Catalana de Llengua i Literatura (filial de l'IEC), 2018.

Basic webgraphy

Traces. Base de datos de lengua y literatura catalanas <http://traces.uab.cat/>

Otros recursos <http://www.traces.uab.es/tracesbd/altresrecursos/literatura.html>