

Medieval Romance Epic

Code: 103371
 ECTS Credits: 6

Degree	Type	Year	Semester
2501913 English and French	OT	3	0
2501913 English and French	OT	4	0
2502533 French Studies	OT	3	0
2502533 French Studies	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: Yes

Prerequisites

No admission requirements

Objectives and Contextualisation

Epic poetry is one of the most important literary genres in the Europe of the Middle Ages. Romance epic poems, "chansons de geste", were born at the end of the 11th century as a literary and linguistic manifestation in the northern area of present-day France. They evolved with extraordinary qualitative and quantitative richness throughout the 12th and 13th centuries up to the 15th century. This subject aims to make the students travel to this medieval heroic universe as well as to make them aware of the linguistic and cultural diversity of Romania.

Competences

English and French

- Comparative and multicultural different medieval Romance literature study.
- Establish guidelines for definition of medieval literary genres from oral or written nature.
- 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.

French Studies

- Analysing the various medieval romance literatures from a contrastive and multicultural perspective.
- Establish guidelines for definition of medieval literary genres from oral or written nature.
- Knowing the beginning of European literature in medieval romance languages.
- 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.

Learning Outcomes

1. Analysing oral and written medieval literary documents.
2. Analysing romance literatures in their social, religious and political context.
3. Analyze medieval oral and written literary documents.
4. Arguing about several issues and literary problems for the purpose of different works and the assessment of the results.
5. Being able to define the medieval literary genres.
6. Being able to perform a comparative analysis of the various multicultural medieval Romance literatures.
7. Conceptually analysing a work of the subject matter.
8. Critically interpreting literary works taking into account the relationships between the different areas of literature and its relationships with human, artistic and social areas.
9. Describing the first medieval linguistic and literary monuments.
10. Identifying and analysing texts coming from the European literary tradition.
11. Identifying the main ideas of a related text and drawing a diagram.
12. Student must be capable of defining the medieval literary genres.
13. Students must be capable of carrying out a comparative and multicultural analysis of the various medieval romance literatures.

Content

1. General features of heroic poetry.
 - 1.1 The figure of the hero.
 - 1.2 The problem of origins: ideology and theory.
 - 1.3 Historical event versus legend.
 - 1.4 Epic poetry: a universal gender?
 - 1.5 Heroic poetry from a gender perspective.
2. The origins of European heroic poetry: the Latin, Germanic and Anglo-Saxon traditions.
 - 2.1 Medieval Romance epic and hagiography: the case of the Life of *Sainte Fe* and the Life of *Saint Alexis*.
 - 2.2 Feudal epic society.
3. Formal features of the heroic poem.
 - 3.1 *Laisse* or *tirada*.
 - 3.2 The epic poem: metre and rhyme.

3.3 Narrative and rhetorical stereotypes.

3.4 Orality and writing. The marks of orality in epic poems.

4. *La Chanson de Roland*.

4.1 Handwritten tradition.

4.2 The Carolingian cycle.

4.3 The epic and history.

5. The crusades and their repercussion for the epic poetry.

6. The cycle of the rebellious Barons.

6.1 The Raoul of Cambrai.

7. The cyclic configuration

7.1 The main French epic cycles.

7.2 Thematic and Formal evolution of the French epic and the European epic.

7.3 Cycle de Guillaume.

8. The Hispanic epic.

8.1 General features.

8.2 The case of *Cantar del Mio Cid*.

9. Epic poems in Occitan language.

9.1 General features.

9.2 Roland in Zaragoza and the Ronsalvals.

Methodology

Generally, the learning process will be directed through a number of techniques and activities:

- Masterclass supported by the use of ICT and students' discussion
- Practice of written and oral production
- Individual and group exercises, both written and oral
- Out of Class assignments: reading of primary and critical sources, writing and bibliographic search.
- Feedback sessions for the correction and assessment of exercises and activities.

Activities

Title	Hours	ECTS	Learning Outcomes
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Type: Directed

Activity participated in class and coordinated with other students	30	1.2	7, 8
Type: Supervised			
Commentaries of a epic text applying the knowledge of the historical and socio-cultural context.	30	1.2	7, 8

Assessment

ASSESSMENT PROCEDURE: The competences of this subject will be assessed through written tests, individual and group work, text commentaries and oral presentations.

-Paper submission module: A minimum of two papers will be required in this module. Results will value 45% of the final mark.

-Module for presentations of texts in the classroom: 30%.

-Module of written tests: 25%.

At the time of each assessment task, students will be informed through Moodle about the procedure and the date of the review of results.

ABSENT: Students will be considered absent if they have completed less than 30% of the work assigned during the course and 30% less of the tests. Therefore, if they have done more than 30% of each part, they will be assessed.

REMEDIATION: Students are required to have been awarded marks previously in a set of activities that score at least 2/3 of the total mark. Only students with an average mark equal or higher than 3.5 will be eligible for remediation. Activities such as oral presentations, group work, or those related to daily teaching may not be eligible for remediation.

PLAGIARISM: Total and partial plagiarism of any of the exercises will automatically be considered a FAIL. Plagiarism means deliberately or accidentally using someone else's work, whether a single sentence or more, as if it were your own. This includes copying sentences or whole paragraphs from digital documents on the Internet and it can have very serious consequences, which is why it is important to follow good academic practices and to reference your work properly.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Commentaries of a epic text applying the knowledge of the historical and socio-cultural context.	Autonomous bibliographic search	40	1.6	7, 3, 4, 8, 5, 6
Minimum two comments of poetry epic texts	Autonomous bibliographical approach to the subject	30	1.2	7, 3, 1, 2, 4, 9, 10, 11, 8, 5, 12, 13, 6
Minimum two comments of poetry epic texts	Assessment with instrumental and bibliographic orientation	20	0.8	7, 3, 4, 8, 5, 6

Bibliography

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- LAFONT, Robert. 1991. *La Geste de Roland*, Paris.
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- LIMENTANI, Alberto, e INFURNA, Marcos. 1986, *L'epica*, Bologna, Il Mulino.
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- VALLCORBA, Jaume. 2010. *Lectura de la Chanson de Roland*, Barcelona, Acantilado.