

**COURSE DATA****DATA SUBJECT****Code:** 35390**Name:** History of the Catalan language I**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
1001 - Degree in Catalan Studies	Facultat de Filologia, Traducció i Comunicació	3	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1001 - Degree in Catalan Studies	Diachrony of Catalan	COMPULSORY

**COORDINATION**

MARTI BADIA ADRIA

LLUCH CRESPO GEMMA

**SUMMARY**

The subject History of the Catalan Language I (Formació Avançada en Llengua Catalana i la seua cultura Literària) aims to present students with a panoramic and critical vision of the history of the Catalan language, from its background and origins to the Nueva Planta decrees. Likewise, the subject has the following basic objectives:

- ¿ Relate the history of the Catalan language to that of the other Romance languages.
- ¿ Familiarize students with the theoretical and methodological problems of the discipline.
- ¿ Train students in the management and investigation of the sources and bibliography of the discipline.
- ¿ Develop students' critical and analytical strategies to solve the problems posed by the history of the Catalan language.
- ¿ The subject participates in the teaching innovation projects of the consolidated group GESOLCAT



(GCID23\_2585499).

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

### OTHER REQUIREMENTS

Generic prior knowledge. To pass this subject, it is assumed that you have sufficient mastery of the normative of the Catalan language.

## COMPETENCES / LEARNING OUTCOMES

### 1001 - Degree in Catalan Studies

Compare and analyse the constituents of one's own language with those of other languages.

Interrelate different areas of humanistic studies.

Knowledge of textual criticism and edition of texts in Catalan and how it is applied.

Know the grammar and develop communicative competences in Catalan.

Know the internal and external historical evolution of the Catalan language and its application for the commentary of texts from a historical-philological perspective.

Ser capaz de localizar, manejar y sintetizar información bibliográfica en el área de la filología catalana.

Show ethical commitment in the field of language studies as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

The ability to assess and correct linguistic and literary texts in the Catalan language.

The ability to identify problems and subjects for research and assess their importance in the field of Catalan philology and to begin to carry out research into these subjects.

The ability to receive, understand and transmit scientific production in the languages studied.



## DESCRIPTION OF CONTENTS

### 1. The notion of language history

- 1.1. Concepts
- 1.2. Methods
- 1.3. Issues

### 2. The constituent elements of the Catalan language

- 2.1. Vulgar Latin and the formation of Romance languages.
- 2.2. The pre-Roman substrates.
- 2.3. The Germanic element.

### 3. The formation of the Catalan language

- 3.1. Historical and cultural framework.
- 3.2. Preliterary Catalan.
- 3.3. Social and institutional uses.
- 3.4. Literary uses: Catalan and Occitan.
- 3.5. The influence of the Arab world.
- 3.6. The pre-Catalan Romance element of Xarq al-Andalus.

### 4. The expansion of the language. From the defeat of Muret to the Compromise of Caspe (1213-1412)

- 4.1. Historical and cultural framework.
- 4.2. The formation of the Catalan linguistic space.
- 4.3. Social and institutional uses.
- 4.4. Literary uses.
- 4.5. Interest in language.

### 5. The fullness of the language. From the Compromise of Caspe to the Germanías revolt (1412-1523)

- 5.1. Historical and cultural framework.
- 5.2. Social and institutional uses.
- 5.3. Literary uses.
- 5.4. Linguistic awareness.
- 5.5. Interest in language.

### 6. The subordination of language. From the Germanías revolt to the expulsion of the Moriscos (1523-1610)

- 6.1. Historical and cultural framework.
- 6.2. Social and institutional uses.



- 6.3. Literary uses. The concept of Decadence.
- 6.4. Linguistic awareness. Onomastic Limousinism and language unity.
- 6.5. Interest in language.
- 6.6. The internal evolution of the language. Modernization, dialectalization and exogenous interferences.

7. Dependency and transculturation. From the expulsion of the Moriscos to the abolition of the provincial regime (1610-1716)

- 7.1. Historical and cultural framework.
- 7.2. Linguistic border changes.
- 7.3. Social and institutional uses.
- 7.4. Literary uses.
- 7.5. Linguistic awareness.
- 7.6. Interest in language.

The learning outcomes are:

- Demonstrate an ethical commitment in the philological field, focusing on aspects such as gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, as well as knowledge and appreciation of linguistic diversity and multiculturalism.
- Possess knowledge of textual criticism and editing of texts in the Catalan language and its application.
- Be able to locate, handle and synthesize bibliographic information in the area of Catalan philology.
- Be able to carry out advisory and linguistic correction tasks in the context of the Catalan language.
- Be able to receive, understand and transmit scientific production in the languages studied in the degree.
- Be able to identify problems and research topics and evaluate their relevance in the area of Catalan philology, as well as to initiate themselves in these research topics.
- That students have the ability to collect and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.
- Know grammar and develop communicative skills in the Catalan language.
- Interrelate different areas of humanistic studies.
- Compare and analyze constituents of their own language with those of other languages.
- Know the internal and external historical evolution of the Catalan language and its application for the commentary of texts from a historical-philological perspective.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	60,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	28,00



Independent study and work	50,00
Preparation of lessons	0,00
Preparation for assessment activities	12,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

The contents of the subject are introduced based on the prior knowledge of the learner, who will have to actively participate in the development of learning. Students will have a dossier of expressly recommended texts, which complement the theoretical-practical classes. Students will carry out, individually, theoretical-practical activities related to the content of the subject, and will present them in class. In addition, they will carry out, individually or in a group of two or three people, a final practical work related to the content of the subject, and for which they will take into account the dossier of texts expressly recommended. The professor will guide the students on the selection and completion of this work: the topics that can be studied, the delivery dates, as well as the specific characteristics of these (length, format, font, line spacing, etc.).

Regarding non-contact hours, students will dedicate them to:

- a) the study and preparation of the theoretical-practical classes,
- b) the preparation and implementation of theoretical-practical activities,
- c) the preparation and completion of the final practical work,
- d) the preparation and completion of the final written test.

Professors and students will use *Aula Virtual* and email as a means to communicate changes, details about practical activities, etc. However, attendance at in-person tutorials is recommended to address questions or doubts of an individual or specific nature.

The professors of the subject will guarantee the presentation and discussion of the rubrics provided by the consolidated teaching innovation groups GESOLCAT and TREFINCAT within the framework of the PIEC *Esriptura, expressió oral i discurs audiovisual en les assignatures de l'àrea de Filologia Catalana (2a fase)* and *Metodologies, eines i recursos TIC per al TFG de Filologia Catalana*, respectively.

The completion of a non-evaluable practice of oral/written expression will be ensured in accordance with these rubrics, with the adaptations that are considered appropriate. This practice will serve as an instrument to control the evolution of each student. The results will have to be recorded in order to be able to provide them to the professors of the control subjects of the following year or, where appropriate, to the coordinators of the TFG.

Within the framework of the cycle *Les autores i els autors a les aules*, sessions with guest speakers may be organized. At the beginning of the teaching period for the subject, you will be informed of the possible



complementary activities that will be organized and the impact they may have on teaching and evaluation.

Intellectual honesty is vital in academic communities and for the fair evaluation of the student's work. All work submitted in this course must be of original authorship. Submissions that involve fraudulent collaboration or composition with the aid of artificial intelligence (ChatGPT or others) will not be accepted, unless their use is part of the course content and is authorized by the lecturer.

## EVALUATION

The evaluation of student learning will be carried out based on two elements:

a) The activities related to the theoretical content of the subject, which will have to be carried out during the development of the subject, and the final practical work related to the content of the subject, which will be completed at the end of the course. This part will constitute 30% of the grade (10% activities, 20% final work).

In this part, respect for completion and delivery deadlines, presentation standards, grammatical correctness and participation in practice sessions in which the activities and work will be supervised and commented will be assessed. At the beginning of the course, the professor will determine which practical activities, due to their nature, are recoverable in the second call and which are not.

b) A final written test that will evaluate theoretical and practical knowledge, as well as the acquisition of general and specific skills. This part will constitute 70% of the grade. The final written test will include:

1. Theoretical-practical issues related to the history of the Catalan language and its methodology. (50% of the final grade).
2. The critical summary of one or more than one of the texts in the dossier of expressly recommended texts. (20% of the final grade).

To pass the subject you will have to pass the final practical work, and have passed both parts of the final written test (2.5 out of a maximum of 5 in the theoretical-practical questions and 1 point out of 2 in the summary).

In all tests you must demonstrate good knowledge of the formal register and grammatical regulations. In accordance with the criteria agreed by the Council of the Department of Catalan Philology, the fact of committing violations of regulations in the final test will result in a grade of failure, regardless of the content grade. Likewise, in the final practical work, regulatory errors count negatively.

The grading system follows the regulations of the University of Valencia approved by the Consell de Govern on May 30, 2017. ACGUV 108/2017.

Evaluation summary:



Evaluation tests	% of the final
a) Practical activities (30%)	30%
b) Final tests:	70%
1. Theoretical and practical issues (50%)	
2. Critical summary of a dossier text (20%)	

## REFERENCES

### BASIC

Ferrando, Antoni i Miquel Nicolàs (2005): *Història de la llengua catalana*, Barcelona, Pòrtic / UOC.

Martí i Castell, Joan (2001): *Els orígens de la llengua catalana*, Barcelona: Pòrtic / UOC.

Moran, Josep i Joan Anton Rabella (2001): *Primers textos de la llengua catalana*, Barcelona: Proa.

Nadal, Josep Maria i Modest Prats (1982, 1996): *Història de la llengua catalana*. 1/ Dels inicis fins al segle XV. 2/ El segle XV, Barcelona: ed. 62.

Sanchis Guarner, Manuel (1980): *Aproximació a la història de la llengua catalana*, Barcelona: Salvat.

### ADDITIONAL

Badia i Margarit, Antoni M. (2004): *Moments clau de la història de la llengua catalana*, Vic: Universitat.

Bastardas, Joan (1995): *La llengua catalana mil anys enrere*, Barcelona: Curial.

Colón, Germà (1993): *El lèxic català dins la Romània*, València: Universitat de València.

Ferrando, Antoni (1980): *Consciència idiomàtica i nacionals dels valencians*, València: Universitat de València.

Marcet, Pere (1987): *Història de la llengua catalana*, Barcelona: Teide.



Nicolàs, Miquel (1998): *La història de la llengua catalana: la construcció d'un discurs*, Barcelona: PAM.

Rafanell, August (1999): *La llengua silenciada*, Barcelona: Empúries.

Sanchis Guarner, Manuel (2002): *Els valencians i la llengua autòctona durant els segles XVI, XVII i XVIII*, València: Universitat de València.