

**COURSE DATA****DATA SUBJECT****Code:** 35391**Name:** History of the Catalan language II**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1001 - Degree in Catalan Studies	Facultat de Filologia, Traducció i Comunicació	4	First quarter

SUBJECT-MATTER

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

COORDINATION

LOPEZ-PAMPLO RIUS GONÇAL

MARTI BADIA ADRIA

SUMMARY

The subject History of the Catalan Language II (belonging to the module Diacrony of Catalan Language) aims to present students with a panoramic and critical view of the history of the Catalan language, from the Nueva Planta decrees to the present day. The subject also has the following basic objectives:

- To relate the history of the Catalan language with that of other Romance languages.
- To familiarize students with the theoretical and methodological problems of the discipline.
- To train students in the use and search for sources and bibliography of the discipline.
- To develop students' critical and analytical strategies to solve the problems posed by the history of the Catalan language.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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



OTHER REQUIREMENTS

It is recommended to have taken History of the Catalan Language I.
To pass this subject it is necessary to master the regulations 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. Public proscription and dynamic privacy. From the Castilian annexation of the Crown of Aragon (1707-1716) to the triumph of the Spanish liberal oligarchy (1833).

- 1.1. Historical and cultural framework.
- 1.2. Social and institutional uses.
- 1.3. Literary uses.



- 1.4. Linguistic ideologies.
- 1.5. Interest in language.
- 1.6. Internal evolution of the language. Exogenous interference and dialectalization.

2. Legal exclusion and literary recovery. From the triumph of the Spanish liberal oligarchy (1833) to Catalan Solidarity (1906).

- 2.1. Historical and cultural framework.
- 2.2. Social uses and linguistic policy of the liberal state.
- 2.3. Written uses.
- 2.4. Linguistic ideas and interest in language.
- 2.5. Internal evolution of the language

3. A language of modern culture. From Catalan Solidarity (1906) to the end of the Second Spanish Republic (1939).

- 3.1. Historical and cultural framework.
- 3.2. Social conflicts and linguistic attitudes.
- 3.3. Social and literary uses.

4. Persecution and resistance during Franco's regime and the transition. From the end of the Second Spanish Republic (1939) to institutional recognition (1983).

- 4.1. Historical and cultural framework.
- 4.2. Cultural resistance and reconstruction of the social space of Catalan.
- 4.3. Sociolinguistic dynamics.

5. Advances and limits in the horizon of linguistic normality. From Spanish institutional recognition (1983) to the present day.

- 5.1. The historical framework.
- 5.2. The different legal frameworks of the Catalan linguistic community.
- 5.3. The social space of Catalan.



- 5.4. Public debates about the Catalan language.
- 5.5. Glottophagous strategies
- 5.6. International projection and future expectations.

6. Evolution of contemporary Catalan. Standardisation, language models and linguistic studies.

- 6.1. The standardisation of contemporary Catalan. Acceptance and resistance.
- 6.2. The configuration of language models.
- 6.3. Interest in the language.
- 6.4. The internal evolution of the Catalan language to the present day.

At the end of this subject, the student is expected to be able to:

- Understand and correctly summarise the content of studies or monographs on the history of the Catalan language.

Be able to reconstruct the social past of the Catalan language from the Nueva Planta Decrees to the present day.

Correctly place in time and space the facts of the history of the Catalan language of the period studied.

Know and know how to use the nomenclature of the discipline.

Know and correctly relate the three types of objects that intervene in the reconstruction of the history of a language: linguistic forms, linguistic uses and linguistic awareness.

Know and understand, from the field of the degree itself, the inequalities due to sex and gender in society; integrating the different needs and preferences due to sex and gender in the design of solutions and problem solving.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	60,00
Total hours	60,00

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	0,00
Individual or group project	28,00
Independent study and work	0,00
Preparation of lessons	20,00
Preparation for assessment activities	36,00
Resolution of case studies	6,00
Total hours	90,00

TEACHING METHODOLOGY

The contents of the subject are introduced based on the student's prior knowledge, who will have to actively participate in the development of the learning process. The teachers will provide the students with texts relevant to the history of the Catalan language that complement the theoretical-practical classes. The students will carry out, individually, theoretical-practical activities related

to the content of the subject, which will be the subject of presentation and critical analysis in class. In addition, students will be able to carry out, individually or in a group of two or three people, a practical assignment related to the content of the subject. The teacher will guide the students on the choice and completion of this assignment: the specification of the topics to be studied, the bibliography, the structure and formal features (length, format, fonts, line spacing, etc.) of the presentation, the delivery dates.

As for non-classroom hours, students will dedicate them to:

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

In addition, the possibility of organizing, in collaboration with the teachers who teach the subjects of Contemporary Catalan Literature and Catalan Dialectology, a guided visit to a place particularly relevant to the history of the Catalan language will be considered.

Teachers and students will use the Virtual Classroom and email as a means to communicate changes, details about practical activities, etc. However, attendance at face-to-face tutorials is recommended to discuss issues or doubts of an individual or specific nature.

Within the framework of the Authors in the Classrooms cycle, sessions with guest speakers may be organized. At the beginning of the teaching period of the subject, information will be provided on the possible complementary activities that will be organized and the impact they may have on teaching and



assessment.

EVALUATION

Student learning will be assessed with two types of tests:

a) A course work, the content and objectives of which will be detailed at the beginning of the semester, or, alternatively, a series of practical activities that will be proposed throughout the classes. The work or alternative practices will be worth 30% of the grade.

b) A final written test that will assess theoretical and practical knowledge, as well as the acquisition of general and specific skills. This part will constitute 70% of the grade, and will consist of theoretical and practical questions related to the history of the Catalan language and its methodology.

In the exam, students must obtain at least a grade of 5 to be added to the grade for the work or alternative practices.

In all tests, it is necessary to demonstrate a good knowledge of the formal register and grammatical rules.

According to the criteria agreed by the Council of the Department of Catalan Philology, any errors in the final exam will result in a grade of not passing, regardless of the grade for the content. Likewise, errors in the final practical work will count negatively.

REFERENCES

Main references

- Ferrando, Antoni i Miquel Nicolàs (2011): *Història de la llengua catalana*, Barcelona: UOC.
- Gifreu, Josep (2014): *El català a l'espai de comunicació. El procés de normalització de la llengua als mèdia (1976-2013)*. València: PUV ("Aldea Global" 29).
- Ginebra, Jordi i Joan Solà (2007): *Pompeu Fabra: vida i obra*, Barcelona: Teide. Marcet, Pere (1987): *Història de la llengua catalana*. 2 vols. Barcelona: Teide.
- Marfany, Joan-Lluís (2008) *Llengua, nació i diglòssia*. Barcelona: L'Avenç.
- Pradilla, Miquel Àngel (2015): *La catalanofonia. Una comunitat del segle XXI a la recerca de la normalitat lingüística*. Barcelona: Institut d'Estudis Catalans.
- 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.

Secondary references



- Anguera, Pere (1997): *El català al segle XIX: de llengua del poble a llengua nacional*, Barcelona: Empúries.
- Aracil, Lluís (1968): "Introducció" a Eduard Escalante: *Les xiques de l'entresuelo; Tres forasters de Madrid*, València: Garbí.
- Buch, Roger (2014): *Asfixiant la llengua*, Barcelona: Angle Editorial.
- Climent, Josep Daniel (2003): *L'interés per la llengua dels valencians (segles XV-XIX)*. València: Consell Valencià de Cultura.
- Ferrando, Antoni i Miquel Nicolàs (eds.) (2006): *La configuració social de la norma lingüística a l'Europa llatina*, Alacant: IIFV.
- Gabriel, P. (dir.) (1994-1999): *Història de la cultura catalana*, Barcelona: Edicions 62, 11 vols.
- Riquer, Borja (coord.) (1995-2000): *Història, política, societat i cultura dels Països Catalans*, Barcelona: Enciclopèdia Catalana, 13 vols.
- Marfany, Joan-Lluís (2001): *La llengua maltractada*. Barcelona: Empúries.
- Solà, Joan (1980): "El català que ara es parla", *L'Avenç*, 27, pp. 65-86.