COURSE DATA

DATA SUBJECT

Code: 35399
Name: Medieval Catalan Literature II
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	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1001 - Degree in Catalan Studies	History of medieval and modern literature	COMPULSORY

COORDINATION

LLUCH CRESPO GEMMA

RUBIO ALBARRACIN JOSEP E

SAIZ RAIMUNDO MARIA

SUMMARY

This course belongs in the third year of the Catalan Philology Degree, and belongs to the subject of history of medieval and modern Catalan literature. It focuses on the twelfth- to fifteenth-century poetry. It is a continuation, and complement, of courses Medieval and Early-Modern Catalan Literature, and Medieval Catalan Literature I.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

A satisfactory knowledge of courses Medieval and Early-Modern Catalan Literature, and Medieval Catalan

Literature I is assumed. Total fluency in Catalan language and its grammar is expected, as is a good written performance in academic essays.

COMPETENCES / LEARNING OUTCOMES

1001 - Degree in Catalan Studies

Interrelate different areas of humanistic studies.

Knowledge of the cultural and historic context necessary to interpret literary texts in the Catalan language at different periods.

Knowledge of the literature and culture of the Catalan language, its different periods and literary genres.

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.

The ability to analyse literary texts in the Catalan language in relation with other literatures.

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 acquisition of a linguistic understanding of literary texts written in Catalan throughout the Middle Ages and the Modern Age.

DESCRIPTION OF CONTENTS

1. Origins: the troubadour poetry

Forms, works and authors.

2. The transition: the fourteenth century.

Evolution of the reference points.

3. Old and new patterns

Later fourteenth-early fifteenth century poets.

4. The early-fifteenth century poetic pattern.

Neo-troubadour Jordi de Sant Jordi.

5. The star.

Ausiàs March.

6. After Ausiàs March.

Joan Roís de Corella and other post-March poets.

The Learning outcomes are:

- Interrelate different areas of humanistic studies.
- Knowledge of the cultural and historic context necessary to interpret literary texts in the Catalan language at different periods.
- Knowledge of the literature and culture of the Catalan language, its different periods and literary genres.
- The ability to analyse literary texts in the Catalan language in relation with other literatures.
- 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 acquisition of a linguistic understanding of literary texts written in Catalan throughout the Middle Ages and the Modern Age

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	45,00
Classroom practices	15,00
Total hours	**60,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	30,00
Independent study and work	0,00
Preparation of lessons	40,00
Preparation for assessment activities	20,00
Resolution of case studies	0,00
Total hours	**90,00**

TEACHING METHODOLOGY

The methodology will combine theoretical and practical activities. Theory is considered to be the exposition of the historical, cultural and contextual contents necessary for the understanding and analysis of the study texts.

The commented reading of the poems is considered practical, and the complementary one searches, in bibliographic resources, for the points of reference that explain them.

The teacher will facilitate the use of the Virtual Classroom, and will use it regularly, both to make study texts available to students and to report incidents. He will also be available to students during the corresponding tutorial hours for queries related to the class subject.

Theoretical teaching:

In the theoretical teaching, the teacher will expose the historical-cultural context and the rhetorical elements from which the poetic work of the different authors studied is configured. The methodology of the lecture will be combined with the comparative study and analysis of the texts from the historical-cultural perspective.

Practical teaching:

Practical teaching will direct students to reading, linguistic comprehension and rhetorical-poetic analysis of the texts under study, in accordance with patterns of cultural history, and also making use of what they have learned with the specific bibliography that the teacher will make available to them.

Within the framework of the cycle Authors in the Classroom, 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 organised and the impact they may have on teaching and assessment.

Intellectual honesty is vital in academic communities and for the fair evaluation of students' work. All papers submitted in this course must be of original authorship. The mere substitution in a source text of elements of textual cohesion, such as connectors, or the use of synonymy do not prevent the result from constituting plagiarism. Works that use fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted.

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

Evaluation criteria.

Theory:
A written exam will consider and evaluate the student's learning in this section, through the expository response to questions on aspects of topics covered in the corresponding classes, while demonstrating sufficient knowledge of the literary texts studied throughout the course. The student will have to demonstrate both the knowledge acquired and the competence in writing academic texts. This part will constitute 70% of the final grade.

Practice:

Practice. Throughout the practical classes, literary comments on texts will be made and will be corrected by the teacher. For evaluation purposes, on the day of the exam, the comment on a text will be evaluated in line with those made in the practical classes. This part will constitute 30% of the final grade. In the second call, the assessable practice will also be carried out on the same day as the exam.

The same criteria for textual correction and the requirement for competence in writing academic texts, applicable to the theoretical exam, will be applied in this test.

Following the guidelines of the Department of Catalan Philology, making more than five regulatory errors in the exam for this subject will automatically result in a final grade of failure.

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

Assessment Summary:

Avaluation tests	% final mark
a) Written test on practice (30%)	30%
b) Written test on theory (70%)	70%

REFERENCES

Basic bibliography

Panorama crític de la literatura catalana. Vols. I i II (direcció d'Albert Hauf). Barcelona, Vicens Vives.

Riquer, Martí de, 1964, Història de la literatura catalana (part antiga) 3 vols., Barcelona, Ariel. Reeditada en 4 vols., Barcelona, Planeta 1984.

Riquer, Martí de, 1974, Literatura catalana medieval, Barcelona, L'Ajuntament.

Rubió i Balaguer, Jordi, 1984, Història de la literatura catalana, 2 vols. ("Obres de Jordi Rubió i Balaguer" 1), Barcelona, Publicacions de l'Abadia de Montserrat.

Editions of the texts to be studied

Archer, Robert (ed.), 1997, Ausiàs March Obra completa, Barcelona, Barcanova, 2 vols.

Badia, Lola (ed.), 1983, Poesia catalana del segle XIV: edició i estudi del "Cançoneret de Ripoll", Barcelona, Quaderns Crema.

Bohigas, Pere (ed.), 2000, Ausiàs March Poesies, Barcelona, Barcino (segona edició).

Gómez, Francesc J., i Pujol, Francesc (eds.), 2008, Ausiàs March Per haver d'amor vida: antologia comentada, Barcelona, Barcino.

Riquer, Martí de (ed.), 1975, Los trovadores, Barcelona, Planeta, 3 vols. (Reimpressions posteriors en Ariel).

RIALC (Repertorio Informatizzato dell'Antica Letteratura Catalana): http://www.rialc.unina.it/. Hi ha tots els textos (del s. XIV en avant) que es veuran a classe, en edicions filològiques.

Riquer, Martí de, i Badia, Lola (eds.), 1984, Les poesies de Jordi de Sant Jordi, cavaller valencià del selge XV, València, Tres i Quatre.

Riquer, Martí de (ed.), 1982, Próixita, Febrer, Gualbes, Sant Jordi Obra lírica, Barcelona, Eds. 62 - La Caixa.