

**COURSE DATA****DATA SUBJECT**

Code: 35404
Name: Contemporary genres III
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	4	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1001 - Degree in Catalan Studies	History of contemporary Catalan literature	COMPULSORY

COORDINATION

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SUMMARY

It is a compulsory subject, which belongs to the subject History of contemporary Catalan literature. Attached to the fourth year, she delves into the study of the novel, the novella and the short story based on the studies acquired in the Contemporary Catalan Literature subject in the first year. It therefore completes, along with the subjects dedicated to the study of theater and poetry, the analysis of the evolution of contemporary Catalan literature:

The basic objectives of the subject are:

-Study the evolution of Catalan narrative during the contemporary period.-

-Learn the analysis of representative narrative works of this period.



- Investigate the relationships of contemporary Catalan narrative with the narrative of other literary circuits in the Western environment.

The subject participates in the teaching innovation project of the consolidated group GESOLCAT (GCID23_2585499). The PIEC of this group responds to strategic lines aimed at achieving the Sustainable Development Goals: incorporation of non-profit entities (associations, foundations and NGOs) in teaching innovation teaching; actions to promote employment and entrepreneurship; actions to promote gender equality, diversity and sustainability; and active methodologies for learning, among others.

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 knowledge of the subjects Contemporary Catalan Literature, Contemporary Genres I (Theatre) and Contemporary Genres II (Poetry) and the subject Analysis and criticism of Catalan narrative. It is also necessary to have a command of oral and written expression in the Catalan language.

COMPETENCES / LEARNING OUTCOMES

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Familiarity with techniques and methods of analysis of literary texts in the Catalan language and how they are applied in the academic field and in literary criticism.

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

Knowledge of the different processes of the industries of language and culture, and the different elements that comprise the literary circuit in the field of the Catalan language.

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.

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 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.

Work and learn autonomously and plan and manage work time.

Work as a team in the environment of language studies and develop interpersonal relations.

DESCRIPTION OF CONTENTS

1. The narrative of the 19th century

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- 1.1. The infrastructural problem
- 1.2. Romanticism and historical novel
- 1.3. Customism
- 1.4. Hybrid recreation of Romanticism, Customism and feuilleton
- 1.5. The thesis novel
- 1.6. A timid incorporation of Realism and Naturalism.
- 1.6. The figure of Narcís Oller
- 1.7. The narrative in the Valencian Country

2. The narrative from the beginning of the century until 1939

- 2.1. The infrastructural problem
- 2.2. Exhaustion of the realistic and naturalistic model. The new alternatives: the syncretic model, the decadent model and the ideological model.
- 2.3. Revitalization of the novel and renewal of narrative models starting in the 1920s. The survival of the old authors. Young innovators: the psychological model, the avant-garde contribution, the gender narrative and various unique proposals.

3. The postwar narrative

- 3.1. The reorganization of the literary circuit
- 3.2. The testimonial narrative: war and exile
- 3.3. The dominant literary norm of engaged realism.
- 3.4. Other alternative models: the recreation of nineteenth-century realism, the psychological narrative, the existentialist-influenced narrative, the Catholic one, the commitment to the reality of the dream and the gender narrative.
- 3.5. Four unique names: Pere Calders, Mercè Rodoreda, Llorenç Villalonga and Manuel de Pedrolo.



4. Literature nowadays

- 4.1. Transformation and greater establishment of the literary circuit.
- 4.2. The renewal of ideological and literary references.
- 4.3. The revolution of narrative models.
- 4.4. The renewal of narrative models.
- 4.5. The rise of the historical novel
- 4.6. The strengthening of the gender narrative

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	22,00
Independent study and work	28,00
Preparation of lessons	20,00
Preparation for assessment activities	17,00
Resolution of case studies	3,00
Total hours	90,00

TEACHING METHODOLOGY

The subject, with regard to contact hours, is structured in 2 weekly theoretical-practical sessions in the classroom (3 theoretical hours and 1 practical) for each student.

The teachers will make a dossier of theoretical material available to the students.

Theoretical classes:

The theoretical classes will be aimed at analyzing, through the contributions of teachers and students, the infrastructural problems with the transformation of the literary circuit as it affects narrative, the evolution of the various contemporary narrative movements and models and of the authors. most representative and the characteristics of the production of the four narrators whose work will be specifically studied



Practical classes:

The practical sessions will respond to the following activities:

¿ Preparation and correction of specific analysis activities on the three novels and the collection of required reading stories, carried out collectively.

¿ Preparation in pairs of a specific analysis activity of an aspect of one of the required reading works that may be presented orally in class and will count towards the final grade.

Within the framework of the Authors in the Classrooms cycle, 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.

Email and the Virtual Classroom will be used as means to communicate changes, details about practices, etc. For individual questions or doubts about the subject, there are face-to-face tutorials.

Intellectual honesty is vital in academic communities and for the fair evaluation of student work. All works presented in this course must be original authorship. The mere substitution in a source text of elements of textual cohesion, such as connectors, or the use of synonymy does 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 admitted, unless its use forms part of the contents of the subject and it is authorized by the teaching staff.

EVALUATION

Theory

A final written exam worth 70% of the final grade. It will consist of a question on issues related to the history of contemporary narrative (movements, models, authors, infrastructural problems,...) or on issues related to the required reading novels and short stories analyzed throughout the course.

Practices

An analysis work focused on an aspect of one of the required reading works. It will be worth 30% of the final grade. The work will be done in pairs and may be written or presented orally in class. The work must necessarily be delivered before analyzing the reading corresponding to class and will not be recoverable in the second call. Note: Throughout the final test it is necessary to demonstrate good knowledge of the



formal register and grammatical regulations. In accordance with the criteria agreed upon by the Council of the Department of Catalan Philology, violating the regulations will result in a disqualification, regardless of the content grade.

Evaluation Summary:

Practices 30 %

Final exam 70 %

The general grading system will comply with the regulations established by the University of Valencia, as approved by the Governing Council on May 30th, 2017 (ACGUV 108/2017).

REFERENCES

Bibliografia bàsica

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- CASSANY, E.-DOMINGO, J.M. (dir.) (2018) *Història de la literatura catalana. Literatura catalana contemporània (I). El Vuit-cents*, Enciclopèdia Catalana-Barcino, Barcelona (capítols dedicats a la narrativa).
- CASTELLANOS, J.-MARRUGAT, J. (dir.) (2020) *Història de la literatura catalana. Literatura catalana contemporània (II). Modernisme, Noucentisme, Avantguardes*, Enciclopèdia Catalana-Barcino, Barcelona (capítols dedicats a la narrativa).
- CASTELLANOS, J.-MARRUGAT, J. (dir.) (2021) *Història de la literatura catalana. Literatura catalana contemporània (III). Del 1922 al 1959*, Enciclopèdia Catalana-Barcino, Barcelona (capítols dedicats a la narrativa).
- Carbó, F.-Simbor, V.: *La recuperació literària en la postguerra valenciana (1939-1972)* (capítols dedicats a la narrativa), IIFV-PAM, Barcelona, 1993.
- Fuster, J. : *Literatura catalana contemporània* (capítols dedicats a la narrativa), Curial, Barcelona, 1972.
- Molas, J. (ed.): *Història de la literatura catalana*. Vol. 7 (capítols sobre narrativa del segle XIX: d'E. Cassany, pp. 365-410; E. Cassany-A. Tayadella, pp. 411-436; i A. Tayadella, pp. 505-542 i 605-668), Ariel, Barcelona, 1986. *Història de la literatura catalana*. Vol. 8 (capítols sobre narrativa del Modernisme de J. Castellanos, pp. 481-623 i E. Gallén, pp. 471-475), Ariel, Barcelona, 1986. *Història de la literatura catalana*. Vol. 9 (capítols sobre narrativa des del Noucentisme fins a 1939 de J. Murgades, pp. 73-98; E. Gallén-M. Gustà, pp. 488-496), Ariel, Barcelona, 1987. *Història de la literatura catalana*. Vol.10 (capítols sobre narrativa des del Noucentisme fins a 1939 de C. Arnau, pp. 9-101; M. Gustà, pp. 129-189; i C. Miralles, pp. 391-402), Ariel, Barcelona, 1987. *Història de la*



literatura catalana. Vol.11 (capítols sobre narrativa des de la postguerra fins a l'actualitat de M. Campillo, pp. 9-43; M. Campillo-J. Castellanos, pp.45-117; M. Gustà, pp. 119-156; C. Arnau, pp. 157-190; J-L. Marfany, pp. 222-226,229-235,257-267; i E. Bou, pp.355-360-362, 365-369, 370, 394-410), Ariel, Barcelona, 1988.

- Simbor, V. : *La narrativa catalana del segle XX*, Bromera, Alzira, 2005
- Simbor, V. : *Els fonaments de la literatura contemporània al País Valencià (1900- 1939)* (capítols dedicats a la narrativa), IIFV-PAM, Barcelona, 1988.
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- Rosselló Bover, P. : *Els moviments literaris a les Balears (1840-1990)* (capítols dedicats a la narrativa), Documenta Balear, Palma, 1997.

Bibliografia complementària

- Auferil, J. : "El Noucentisme i la crisi de la novel·la", *L'Espill*, 21, 1985, pp. 47-63.
- Arnau, C. : *Marginats i integrats en la novel·la catalana (1925-1938)*, Edicions 62, Barcelona, 1987.
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- CAMPS ARBÓS, J.-DASCA, M. (eds.) (2019) *La narrativa catalana al segle XXI*, balanç crític, Institut d'Estudis Catalanas, Barcelona.
- Castellanos, J. : "Mercat del llibre i cultura nacional (1882-1925)", *Els Marges*, 56, 1996, pp. 5-38.
- Corretger, M. : *Escriptors, periodistes i crítics. El combat per la novel·la (1924-1936)*, PAM, Barcelona, 2008.
- Fuster, J. . *L'aventura del llibre català*. Amb un epíleg de F. Vallverdú, Empúries, Barcelona, 1992.
- Lluch, C. : *La novel·la catòlica a Catalunya. Precedents teòrics (1925-1936)*, Cruïlla, Barcelona, 2000.
- MALÉ, J. (ed.) (2011) *Les idees literàries al període d'entreguerres*, Universitat de Lleida-Pagès Editors, Lleida.
- Marfany, J. L. : *Aspectes del Modernisme*, Curial, Barcelona, 1975, pp. 61-96, 189-210,231-252.
- Martínez Gil, V. : "El lloc de la literatura en la societat postmoderna", dins B. de Riquer (dir.): *Història, política, societat i cultura als Països Catalans*, 12, Enciclopèdia Catalana, Barcelona, 1992, pp. 314-325.
- Martínez Gil, V.: "Els escriptors com a intel·lectuals postmoderns", dins R. Panyella-J. Marrugat (eds.): *L'escriptor i la seva imatge. Contribució a la història dels intel·lectuals en la literatura catalana contemporània*, GELCC-L'Avenç, Barcelona, 2006, pp. 299-322
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- Simbor, V. : *El realisme compromès en la narrativa catalana de postguerra*, IIFV-PAM, Barcelona, 2005.
- Vallverdú, F. : "L'edició catalana de 1923 a 1930", *Els Marges*, 9, 1977, pp. 23-50.
- Yates, A. : *Una generació sense novel·la*, Edicions 62, Barcelona, 1975.

The Virtual Classroom will provide students with access to bibliographic dossiers related to the compulsory readings.