



COURSE DATA

DATA SUBJECT

Code: 35751
Name: Contemporary Catalan literature
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1000 - Degree in English Studies	Facultat de Filologia, Traducció i Comunicació	3	Second quarter
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Facultat de Filologia, Traducció i Comunicació	3	Second quarter
1008 - Degree in Modern Languages and Literatures	Facultat de Filologia, Traducció i Comunicació	3	Second quarter
1008 - Degree in Modern Languages and Literatures	Facultat de Filologia, Traducció i Comunicació	4	Second quarter
1013 - Degree in Classical Philology	Facultat de Filologia, Traducció i Comunicació	3	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1000 - Degree in English Studies	Minor in Catalan Studies	ELECTIVES
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Minor in Catalan	ELECTIVES
1008 - Degree in Modern Languages and Literatures	Minor in Catalan studies	ELECTIVES
1008 - Degree in Modern Languages and Literatures	Minor in Catalan studies	ELECTIVES
1013 - Degree in Classical Philology	Minor en Filología Catalana	ELECTIVES

COORDINATION

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BERNAL GIMENEZ MARIA ASSUMPCIO

SUMMARY

This subject is one of the five electives that make up the *Minor* in Catalan Philology of the degree in English Studies, the degree in Hispanic Studies, the degree in Classical Philology and the degree in Modern Languages and their Literatures. It starts from the competences and knowledge



achieved in Catalan Literature (2nd language), a subject of the Basic training module of the philological degrees that must be taken to access the *Minor* in Catalan Philology, in relation to which it is considered as a deepening, together with medieval and modern Catalan literature. This subject organizes the contents of the subject (contemporary Catalan literature) in the form of a general historical and aesthetic overview.

The basic objectives of the subject are to:

- Highlight the historical and aesthetic dimension of literature.
- Work on the oral and written practice of commenting on literary texts.
- Relate contemporary Catalan literature to other literatures and cultures of the Western environment.
- Develop the students' basic strategies to deal with the management of the bibliography and the analysis of literary texts independently.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

Proficient mastery of the linguistic norms of the Catalan language is advised.

COMPETENCES / LEARNING OUTCOMES

1003 - Degree in Hispanic Studies, Spanish Language and Literature

Be able to work and learn autonomously and to plan and manage work time.

Be familiar with a literature in a language other than the main Degree language.

Interrelate different areas of humanistic studies.

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.

1008 - Degree in Modern Languages and Literatures

Capacidad para interrelacionar diferentes áreas de estudio de la filología.



Conocimiento de las literaturas en lengua catalana.

Poseer y comprender los conocimientos propios en el ámbito de la lengua catalana, sus literaturas y culturas.

1013 - Degree in Classical Philology

Apply information and communication technologies and computer tools to language studies.

Apply quality criteria in philological work.

Be able to work and learn autonomously and to plan and manage work time.

Have and apply general knowledge in humanistic areas related to this field of study.

Have the ability to communicate orally and in writing in the native languages.

Interrelate different areas of humanistic studies.

Know the grammar and develop communicative competences in Catalan.

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 be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

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.

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

DESCRIPTION OF CONTENTS



1. Catalan literature of the 19th century

- 1.1. Romanticism and Renaissance. Romantic poetry.
- 1.2. Realism and Naturalism. Narcís Oller.
- 1.3. Jacint Verdaguer

2. Catalan literature from the turn of the century to 1939

- 2.1. Modernism and the aesthetic currents of the turn of the century. Joan Maragall and Víctor Català.
- 2.2. Noucentisme Eugeni d'Ors and Josep Carner.
- 2.3. Avant-garde currents and trends. Joan Salvat-Papasseit.
- 2.4. Pre-war and war literature. Carles Riba and Josep Pla.

3. Post-war Catalan literature

- 3.1. Repression, exile and process of recovery of cultural infrastructures.
- 3.2. Aesthetic currents of the post-war period. Salvador Espriu, Vicent Andrés Estellés and Pere Calders.
- 3.3. The realistic commitment. Josep Maria Espinàs.
- 3.4. Mercè Rodoreda
- 3.5. Joan Fuster

4. Present Catalan literature

- 4.1. Growth and consolidation of the literary circuit
- 4.2. Literary renewal: between the poetics of rupture and postmodernity.
- 4.3. Quim Monzó



Learning outcomes

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

- Correctly write comments on topics and texts of contemporary Catalan literature.
- Correctly describe fundamental aspects of the history of contemporary Catalan literature, its different periods and its literary genres.
- Analyze literary texts with the appropriate analysis methods and techniques.
- Understand and correctly summarize the content of studies or monographs.
- Relate literary works to the corresponding bibliographic materials and adequately argue the relationships established there.

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	20,00
Independent study and work	25,00
Preparation of lessons	2,00
Preparation for assessment activities	43,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

The contents of the subject will be worked through the teacher's presentations and the debate and the contributions from the whole group in the classroom, the preparation and implementation of the practices and the exam and the work individual student with bibliography and compulsory readings. The student will have to participate in active form in the development of learning.

Theoretical classes:

In the theoretical classes, the contents of the subject will be worked on through exposition and debate. For at the follow-up of these classes, the teacher will make available to the students a work file and will give the appropriate directions.



Practical classes:

In the practical classes, the analysis and commentary of literary texts will be worked on, both orally and written. Students will attend the practice schedule of the group in which they are enrolled.

The practical activities will be:

1. Completion of a written reading commentary on one of the mandatory readings (Verdaguer, Rodoreda, Fuster, Monzó) based on the rules and recommendations established in class and a specific bibliography, adjusted to a topic of analysis and /or a default fragment. The extent, focus and characteristics of this comment will be fixed in the practical classes.
2. Carrying out practical exercises on different aspects of commenting on literary texts (metrics, paratexts, structure and expressive resources, treatment of bibliographic and documentary sources, citation rules, etc.).
3. Summary and commentary of the main works in the reference bibliography.

In the practice sessions, the teacher will provide guidance on the principles and methodology of analyzing literary texts and on the preparation and completion of written comments.

In the oral comments made in class, the mastery of the standard register, the mechanisms of communication (verbal and non-verbal), the ability to adjust the presentation of a topic to a specific time, to structure it and organize it and make yourself understood with an explanatory speech. In the written comment, the correctness and linguistic adequacy will be worked on, the academic rules for the presentation of texts and the treatment of information sources, the ability to structure and articulate the exposition and to adjust to the proposed topic. In the comments it will be essential to consult, synthesize and reproduce the reference bibliography with a critical spirit and operationally.

The teacher will also inform in the practice sessions about the preparation of the final written exam, about the evaluation criteria and about the calendar for the realization of the practical exercises.

Other activities

Throughout the class period, complementary activities related to the subject's syllabus or training objectives may be carried out, which will be set in accordance with the specific offer of the academic and cultural programming of the Department, the Faculty and the University or other institutions or entities. As part of the cycle *Authors and authors in classrooms*, it will be possible to organize sessions with invited speakers. At the beginning of the teaching period of the subject, you will be informed of the possible complementary activities that will be organized and of the impact they may have on teaching and assessment.

Teachers and students will use the Virtual Classroom and email as a means of communicating changes, timely information, etc. However, it is recommended to attend face-to-face tutorials to deal with questions or doubts of an individual or specific nature, especially to prepare the reading comments.

The course incorporates the Sustainable Development Goals (SDGs), promoting a critical and pluralistic approach that fosters respect for cultural diversity, equality, and social responsibility in the study of



literature.

EVALUATION

Evaluation criteria

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

1. A final written exam 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. This exam consists of two questions:

¿ a first specific question about some of the basic content of the subject (essential concepts, panoramic views of a genre in a certain period, periodizations, etc.) which the student must answer concisely and without consulting any kind of material,

¿ a second question that will consist of developing a theme of the program based on the study bibliography, the readings and the work done in the theoretical and practical classes. In this question, the student will be able to consult the bibliography and the other working materials of the subject.

In the exam it is necessary to demonstrate a good knowledge of the formal register and the grammatical rules. If the final written test contains more than ten regulatory errors, the test will not be considered passed, regardless of the content grade.

2. The written text commentary completed during the course. This section will constitute 30% of the final grade for the course. The commentary can be made up in the second sitting (on the submission dates set by the professor).

In the evaluation of the comment, the respect of the completion and delivery deadlines, the suitability to the established presentation rules and characteristics and the participation in all the practice sessions of the course will be assessed. To pass the subject, it is necessary to obtain a minimum score of 5 with the sum of the exam and comment marks.

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



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

REFERENCES

Basic references

- F. Carbó-V. Simbor: *Literatura catalana del siglo XX*, Síntesis, Madrid, 2005
- ¿ : *La recuperació literària en la postguerra valenciana (1939-1972)*, IIFV-PAM, Barcelona, 1993.
- ¿ : *Literatura actual al País Valencià (1973-1992)*, IIFV-PAM, Barcelona, 1993.
- V. Simbor: *Els fonaments de la literatura contemporània al País Valencià (1900-1939)*, IIFV-PAM, 1988.
- P. Rosselló Bover: *Els moviments literaris a les Balears (1840-1990)*, Documenta Balear, Palma, 1997.
- J. Fuster: *Literatura catalana contemporània*, Curial, Barcelona, 1972. J. Molas (ed): *Història de la literatura catalana*, vols. 7, 8, 9, 10 i 11, Ariel, Barcelona, 1986-1988.

Complementary references

- V. Simbor: ¿La Renaixença i la normalització literària¿, dins F. Carbó-R. Rosselló-J.L. Sirera (eds.): *Escalante i el segle XIX*, IIFV-PAM, Barcelona, 1997, p. 347-373.
- R. Roca: ¿Noves perspectives de la Renaixença valenciana¿, dins *Anuari Verdaguer*, 15 (2007), p. 411-433.
- J. Molas (ed): *La literatura catalana d'avantguarda 1916-1938*, Antoni Bosch editor, Barcelona, 1983.
- ¿ : *Manifestos d'avantguarda. Antologia*, Edicions 62, Barcelona, 1995.
- DDAA: ¿El franquisme, una mirada enrerà¿ I i II, dins *Serra d'Or*, juliol-agost i setembre 1995, p. 18-45 i 15-28.
- C. Arnau: *Introducció a la narrativa de Mercè Rodoreda*, Ed. 62, Barcelona, 1979. M. Campillo: ¿La plaça del Diamant. El substrat històric d'una narració de vida¿, dins *Els Marges*, 70, setembre 2002, p. 5-23.
- M. Campillo-M. Gustà: ¿Mirall trencat¿, de Mercè Rodoreda, Empúries, Barcelona, 1985. C. Gregori: *Anotacions al marge. Els aforismes de Joan Fuster*, PUV, València, 2010.
- J. Iborra: ¿Fuster i Montaigne¿, dins V. Simbor (ed): *Joan Fuster: relacions personals, relacions literàries*, PUV, València, 2006, p. 127-144.
- I. Graña-T. Iribarren (eds): *La literatura catalana en la cruïlla (1975-2008)*, El cep i la nansa, Vilanova i la Geltrú, 2008.
- C. Gregori: ¿Revisitar la tradició, rebentar els tòpics: el joc paròdic monzonià¿, dins F. Carbó et al.: *El bricolatge literari. De la paròdia al pastix en la literatura catalana contemporània*, PAM, Barcelona, 2008, p. 59-91.

Compulsory readings:



- Jacint Verdaguer, Canigó.
- Mercè Rodoreda, Mirall trencat
- Joan Fuster, Consells, proverbis i insolències
- Quim Monzó, Guadalajara