



Universitat de Lleida

DEGREE CURRICULUM  
**HISTORICAL OVERVIEW OF  
LITERATURE IN ENGLISH**

Coordination: DOMÍNGUEZ RUÉ, EMMA

Academic year 2021-22

## Subject's general information

<b>Subject name</b>	HISTORICAL OVERVIEW OF LITERATURE IN ENGLISH			
<b>Code</b>	101257			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	Degree	Course	Character	Modality
	Bachelor's Degree in English Studies	1	COMMON	Attendance-based
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	1	COMMON	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA	TEORIA	
	<b>Number of credits</b>	3	3	
	<b>Number of groups</b>	1	1	
<b>Coordination</b>	DOMÍNGUEZ RUÉ, EMMA			
<b>Department</b>	ENGLISH AND LINGUISTICS			
<b>Teaching load distribution between lectures and independent student work</b>	30h in-class teaching 30h online teaching 90h autonomous work			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	English			
<b>Distribution of credits</b>	3 ECTS theory 3 ECTS practice			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
DOMÍNGUEZ RUÉ, EMMA	emma.dominguez@udl.cat	6	Wednesday from 12h to 14h

## Subject's extra information

We remind you that the recordings and other contents of the CV are protected by the intellectual and industrial property rights of the University of Lleida, in accordance with the clause included in the "Legal notice", visible in all websites owned by the UdL".

Room 1.32.1 will be available for students who need to follow online sessions from Campus.

## Learning objectives

### OBJECTIVES

1. analysis of the main texts, genres and literary currents in English literature
2. study of the most representative literary texts and their interaction with the historical and social context in which they were produced
3. general outline of the main literary currents in English literature

### RESULTS

- Know how to analyze literary texts in English. Know the most representative authors, texts, genres and currents of English literature.
- Obtain a general knowledge of the evolution of English literature as well as its interaction with the historical, social and cultural context.
- Analyze the history of literature from a contextual perspective, considering the particular historical and social conditions that have conditioned the possibilities of literary manifestation in the case of men and women.

## Competences

- CG2 Analyze and synthesize data from different documentary sources
- CG15 Search and manage information and use diverse sources and documentation.
- CE10 Analyse the main texts, genres and literary currents in English literature
- CE14 Analyse the interaction between literary production in English and its historical context
- CT6 Apply a gender perspective to tasks related to specific professional settings

## Subject contents

1. Old English Literature

*The Wanderer / The Wife's Lament*

## 2. Middle English Literature

Geoffrey Chaucer, "The Wife of Bath"

## 3. Elizabethan poetry and prose

Shakespeare, *The Sonnets* (12, 15, 116, 130, 144)

## 4. Elizabethan drama

William Shakespeare, *Much Ado About Nothing* - Acts 1 & 2

## 5. Early 17th century literature

John Donne, "Go and catch a falling star"

Katherine Philips, "To Mrs M.A at a Parting"

## 6. The Restoration

Daniel Defoe, *Roxana* - "The Cons of Marriage"

Jonathan Swift, "A Modest Proposal"

## 7. English poetry 1660-1798

Thomas Gray, "Elegy written in a country churchyard"

## 8. 18th century prose

Anna Letitia Barbauld, *The Rights of Woman* / "To a little invisible being who is expected soon to become visible"

Mary Wollstonecraft, *A Vindication of the Rights of Woman*, Ch 4

## 9. 19th century poetry

William Blake, "The Fly"

George Gordon, Lord Byron, "Darkness"

Percy Bysshe Shelley, "The Cloud"

## 10. 19th century prose

Elizabeth Gaskell, "The Grey Woman"

## 11. 19th century drama

Oscar Wilde, *The Importance of Being Earnest*

## 12. 20th century prose

Jean Rhys, "Till September Petronella"

Virginia Woolf, "Professions for Women"

## 13. 20th century drama

Harold Pinter, *The Dumb Waiter*

## 14. 20th century poetry

Dylan Thomas, "Do not go gentle into that good night"

Ted Hughes, "The Seven Sorrows"

Seamus Heaney, "Punishment"

## Methodology

The methodology for this course will combine theoretical sessions, tutorials, independent work, tutorials and oral presentations. The course involves a workload of 150 hours distributed as follows:

- Contact Hours: 60h (including lectures, oral presentations and tutorials).
- Independent Study: 90h (including preparation for exams, reading of primary and secondary sources, essay writing, and preparation for oral presentation).

### Teaching and Learning Activities:

Theoretical sessions provide an introduction and an overview of the critical approach under discussion. Practice sessions explore the critical approach in more detail through the analysis and discussion of selected papers. Written work and oral presentations will help students put into practice the formal and research conventions of academic work in a literary context. Tutorials are intended to guide and supervise student work during the course, where the teacher is available at the times specified for individual guidance.

## Development plan

The online session will be devoted to developing a historical overview of the main authors and literary genres/currents in English literature. This will be carried out by means of materials uploaded in Campus Virtual and videoconference sessions.

The classroom session will be devoted to textual analysis of examples of literary texts. Students will be expected to read the texts provided for each unit in Campus Virtual. Moreover, groups of two / three students will be expected to make a 10 minute presentation about any aspect of the unit they find interesting. Units will be allocated to students alphabetically.

In the event of a new confinement, this session will be carried through videoconference

## Evaluation

### Assessment Guidelines

#### Written Exam 1 – 25%

This short written exercise is intended to assess your knowledge and understanding of the different authors and periods in the history of English literature that have been commented on in class.

#### Class presentation - 25%

After each unit, three students will be expected to make a 10 minute presentation about any aspect of the unit they find interesting. Units will be allocated to students alphabetically. Please remember your presentation should have a clear outline and follow a coherent sequence of ideas. You should be able to describe and interpret aspects of this literary work / author / period and to make a critical judgement about the work's message. Please note that you will be allowed to present a powerpoint to follow the sequence of your ideas, but under no circumstances should you read your presentation.

#### Assessment Criteria - 25 points

- The student shows s/he has understood the concepts dealt with in class up to 5 points
- The student shows capacity to interpret ideas explained in class and is able to apply them to the chosen literary work/writer: up to 5 points
- The student can describe the literary work / writer / period and its relevance in a clear and coherent way: up to 5 points
- The student can express him/herself fluidly without excessive hesitation, without the need to read from a text: up to 5 points
- The student has an acceptable command of grammar and vocabulary up to 5 points

#### Written Essay – 25%

You will be asked to write an extensive (essay) response on one question about the works that we have mentioned in class. In your essay you have to choose one work out of three possibilities.

This test tries to evaluate your understanding of the literary work, your ability to read a literary text as a product of its historical period, your creativity and your ability to articulate and synthesize ideas. The extension of the text must be between 300 and 500 words and must have the appropriate structure of an academic essay - introduction, body and conclusion.

#### Assessment Criteria - Essay - 25 points

The following criteria will be taken into account, all of them amounting to 25 points:

- The student shows s/he has understood the concepts dealt with in class: up to 5 points
- The student shows capacity to interpret ideas explained in class and is able to apply them to the chosen literary work: up to 5 points
- The student can express his / her ideas in a clear and coherent way: up to 5 points
- The student is able to make critical judgements about main concepts in literature: up to 5 points
- The student can express him/herself fluidly, with an acceptable command of grammar and vocabulary: up to 5 points

#### Oral Presentation – 25%

This oral presentation will consist of a 5 to 10-minute talk in which you should choose any literary work you like —

a short story, a novel, a poem, or a play – and comment it according to the way it reflects the historical period in which it was created. Please remember your presentation should have a clear outline and follow a coherent sequence of ideas. You should be able to describe and interpret aspects of this literary work and to make a critical judgement about the work's message. Please note that you will be allowed to present a powerpoint to follow the sequence of your ideas, but under no circumstances should you read your presentation.

## Assessment Criteria - 25 points

- The student shows s/he has understood the concepts dealt with in class up to 5 points
- The student shows capacity to interpret ideas explained in class and is able to apply them to the chosen literary work: up to 5 points
- The student can describe the literary work / approach to criticism and its relevance in a clear and coherent way: up to 5 points
- The student can express him/herself fluidly without excessive hesitation, without the need to read from a text: up to 5 points
- The student has an acceptable command of grammar and vocabulary up to 5 points

The course is evaluated through continuous assessment. Students who combine their studies with a full-time job or a part-time job that coincides with class schedules are entitled to request an alternative assessment within 5 days from the beginning of the semester. For information, send an email to [academic@lletres.udl.cat](mailto:academic@lletres.udl.cat) or speak to the staff at Secretaria de Lletres.

## Bibliography

- Abrams, M.H. **Glossary of Literary Terms**. 5th ed. New York: Holt, Rinehart, and Winston, 1988.
- Baugh, Albert Croll. **A Literary History of England**. 2nd ed. New York: Appleton-Century-Crofts, 1967.
- Carter, R. and J. McRae. **The Routledge History of English Literature**. London: Routledge: 1997.
- Daiches, D. **A Critical History of English Literature**. London: Secker and Warburg: 1972.
- Drabble, Margaret. **The Oxford Companion to English Literature**. 5th ed. rev. and updated. Oxford; New York: Oxford University Press, 1995.
- Eagle, D. and H. Carnell, Eds. **The Oxford Literary Guide to the British Isles**. Oxford: OUP, 1977.
- Fowler, R., Ed. **A Dictionary of Modern Critical Terms**. London: Routledge & Kegan Paul, 1987.
- Harmon, William; Holman, C. Hugh. **A Handbook to Literature**. 7th ed. Upper Saddle River, NJ: Prentice-Hall, 1996.
- Ousby, I., Ed. **The Cambridge Guide to Literature in English**. Cambridge; New York: Cambridge University Press, 1993.
- Ward, A.W. and A. R. Waller, Eds. **The Cambridge History of English Literature**. New York; London: Putnam, 1907-33. 15 v.