

SUBJECT:	GÈNERES LITERARIS ANGELOS DEL SEGLE XIX		
Code:	28456		
Credits:	12 (6 lectures, 6 practice). Compulsory (<i>troncal</i>), First Cycle (second year)		
Semester:	1&2	1	2
Groups:	1	2	2
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BRIEF DESCRIPTION OF SUBJECT

An introduction to the main genres of C19 Literature in English—the Novel, Poetry, Drama, the Essay—through intensive reading, text analysis and critical interpretation.

OBJECTIVES

Gèneres Literaris Anglesos del Segle XIX aims at teaching students to:

- read in detail a selection of C19 literary texts of different genres, in English.
- develop basic skills in literary criticism by taking part in class discussion of these texts.
- understand the evolution of English Literature and Culture in the C19.
- prepare and give presentations of articles of literary criticism.
- prepare and write academic papers.

SYLLABUS

The syllabus is organised following the chronology of the C19. The following texts are compulsory reading:

Romanticism (Semester 1)

- Romantic Poetry (photocopied booklet, or electronic file sent by the teacher): A selection of poetry and prose by William Blake (1757-1827), William Wordsworth (1770-1850), Samuel Taylor Coleridge (1772-1834), George Gordon Lord Byron (1788-1824), Percy Bysshe Shelley (1792-1822) and John Keats (1795-1821).
- Romantic Essayists (photocopied booklet, or electronic file sent by the teacher): Selections from Thomas de Quincey, William Hazlitt and others.
- Mary Wollstonecraft Shelley (1797-1851), *Frankenstein* (1818). Marilyn Butler (ed.). Oxford: OUP-World's Classics, 1998. ISBN: 0192833669.
- Jane Austen (1775-1817), *Pride and Prejudice* (1813). James Kinsley, Claire Lamont (eds.). Oxford: OUP-World's Classics, 1998. ISBN: 0192833553.

Victorian Period

- Emily Brontë (1819-1848), *Wuthering Heights* (1847). Ian Jack (ed.). Oxford: OUP-World's Classics, 1998. ISBN: 0192833545.
- Charles Dickens (1812-1870), *Hard Times* (1854). David Craig (ed.). Harmondsworth: Penguin, 1985 (1969). ISBN: 0140430423. 328 pp

- R.L. Stevenson, “The Strange Case of Dr. Jekyll and Mr. Hyde” (1886). From *The Strange Case of Dr. Jekyll and Mr. Hyde and Other Tales of Terror*. Robert Mighall (ed.). Harmondsworth: Penguin, 2002. ISBN: 0140439110. 224 pp.
- Victorian Essayists (photocopied booklet, or electronic file sent by the teacher): Selections from John Ruskin, J.S. Mill and others.
- Oscar Wilde, *Lady Windermere’s Fan* (1892) in *The Importance of Being Earnest and Other Plays*. Oxford: OUP, 1995. ISBN: 0192834444. 368 pp.

ASSESSMENT

Assessment Criteria

The final mark for this subject is based on:

1. The marks obtained in the mid-term (February) and the final exam (June).
2. Practice mark. This mark is based on:

Class participation:	25%
Essay presentation (TI):	20%
Paper:	55%

The final mark for the subject is a combination though not necessarily an exact average mark, depending on the student’s performance. A student who fails one of the two parts of the subject need only be assessed again for the failed part; if the student fails the second time, s/he must take the whole subject again the following year.

Assessment description:

- Exams: The exams consist of questions to be answered with a 350 word argumentative essay. The questions refer to topics dealt with in class and feature passages from the texts discussed that have to be commented on.
- Class participation: Students are required to take active part in class discussion of the texts they have previously read.
- Essay presentation: Students are required to do a presentation in groups of four of one of the articles in the background reading pack. This presentation takes place during a ‘tutoria integrada’. Students should submit an outline to be circulated among their peers.
- Paper: Students are required to write a 2,500-word paper (including notes and bibliography) on one of the authors read during the first semester under the guidance of the teacher.

TUTORIALS

- In the first semester students do group presentations of the article assigned to them (in groups of four) and take an individual tutorial to discuss the topic of the paper they are to write.
- In the second semester students take two more individual tutorials to follow the progress of their papers.

BIBLIOGRAPHY / MATERIALS

Apart from the readings in the Syllabus, there are a number of background readings.

Background reading

Students are required to purchase a photocopied collection of 15 essays, which will be used for a) presentations in TI sessions, b) secondary sources for the papers. This collection will be available at the beginning of the course and includes.

ROMANTICISM

Historical Background

- Kitson, Peter J. "Beyond the Enlightenment: The Philosophical, Scientific and Religious Inheritance." 34-47. In Duncan Wu (ed.), *A Companion to Romanticism*. London: Blackwell, 1998.
- Shaw, Philip. "Britain at War: The Historical Context." 48-60. In Duncan Wu (ed.), *A Companion to Romanticism*. London: Blackwell, 1998.

British Romantic Poetry

- Hilton, Nelson. "William Blake's *Songs of Innocence and Experience*." In Duncan Wu (ed.), *A Companion to Romanticism*. London: Blackwell, 1998. 103-112.
- McEathron, Scott. "Wordsworth and Coleridge's *Lyrical Ballads*." 144-156. In Duncan Wu (ed.), *A Companion to Romanticism*. London: Blackwell, 1998.
- Creaser, John. "John Keats, *Odes*." 237-246. In Duncan Wu (ed.), *A Companion to Romanticism*. London: Blackwell, 1998.
- Stabler, Jane. "George Gordon, Lord Byron, *Don Juan*." 247-258. In Duncan Wu (ed.), *A Companion to Romanticism*. London: Blackwell, 1998.
- Bennett, Andrew. "Shelley in Posterity." 215-223, 305-307. In Betty T. Bennett & Stuart Curran (eds.) *Shelley: Poet and Legislator of the World*. Baltimore & London: The John Hopkins University Press, 1996.

Mary Shelley's *Frankenstein*

- Schug, Charles. "The Romantic Form of Mary Shelley's *Frankenstein*." *Studies in English Literature 1500-1900*, 17:4, 1977 Autumn, 607-619.
- Best, Debra E. "The Monster in the Family: A Reconsideration of *Frankenstein's* Domestic Relationships." *Women's Writing*, 6:3, 1999, 365-384.

Jane Austen's *Pride and Prejudice*

- Hirsch, Gordon. "Shame, Pride and Prejudice: Jane Austen's Psychological Sophistication." *Mosaic*, 25:1, 1992 Winter, 63-78.
- Newman, Karen. "Can this Marriage Be Saved? Jane Austen Makes Sense of an Ending." *ELH*, 50:4, Winter 1983, 693-710.

THE VICTORIAN AGE

Historical Background

- Poston, Laurence. "1832." 3-18. In Herbert F. Tucker (ed.), *A Companion to Victorian Literature and Culture*. London: Blackwell, 1999.
- Harrison, Anthony H. "1848." 19-34. In Herbert F. Tucker (ed.), *A Companion to Victorian Literature and Culture*. London: Blackwell, 1999.
- Hughes, Linda K. "1870." 35-50. In Herbert F. Tucker (ed.), *A Companion to Victorian Literature and Culture*. London: Blackwell, 1999.
- Arata, Stephen. "1897." 51-65. In Herbert F. Tucker (ed.), *A Companion to Victorian Literature and Culture*. London: Blackwell, 1999.

OTHER COMMENTS

Students are required to buy all the books before the course begins. The books will not be available from ABACUS. Students are advised to purchase them from Amazon UK (www.amazon.co.uk).