

## Theory and Practice of Literary Criticism: Adultery and Marriage 2014/2015 in Nineteenth-Century Fiction

Codi: 42303

Crèdits: 9

Titulació	Tipus	Curs	Semestre
4313157 Estudis Anglesos Avançats / Advanced English Studies	OT	0	A

### Professor de contacte

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### Utilització de llengües

Llengua vehicular majoritària: anglès (eng)

Grup íntegre en anglès: No

Grup íntegre en català: Sí

Grup íntegre en espanyol: No

### Prerequisites

This is a compulsory course for students taking the literature course.

This course presupposes that students have the ability, time and patience to read Victorian fiction within stipulated time limits that lecturers set.

Please distinguish between a) primary texts, which should be read BEFORE the terms begins, and secondary material which will be assigned as the semester progresses.

### Objectius

This course illustrates how literary theory is applied to the nineteenth-century novel.

The approach is basically practical, focussing on how formalism, Marxism, feminism, psychoanalysis (to name a few schools) have studied fiction, and how you, as students, read both fiction and critical material.

The nineteenth-century novel is chosen for two basic reasons: first, for its focus on the modern institutions of life which theory has taken a deep interest in, such as romance, marriage, the family, the nation-state; second, the nineteenth-century novel not only represents the golden age of English literature but it is also the genre and century which all critical schools have arguably felt the need to analyse in great depth.

### Competències

- Analyse and synthesise information at an advanced level.
- Analyse the relationship between factors, processes or phenomena in the acquisition of English as a second language, its learning and teaching methods, and its literature, history and culture.
- Apply methodological knowledge of statistical analysis and data generation, treatment and codification of multilingual databases, analysis of literary texts, etc. to research.
- Communicate the knowledge acquired and the contributions of ones research correctly, accurately and clearly both orally and in writing.
- Critically argue, issue judgements and present ideas on the basis of the analysis of information originating from scientific production in these areas.
- Develop autonomous learning skills applicable to the research process.

- Distinguish and contrast between the different methodological and theoretical models applied to the academic study of the acquisition, teaching and use of English as a second language in multilingual and multicultural contexts, literary studies and cultural studies.
- Show respect towards the opinions, values, behaviours and/or practices of others.
- Use the English language for academic and professional purposes related to research into the acquisition, teaching and use of English as a second language in multilingual and multicultural contexts, literary studies and cultural studies.

## Resultats d'aprenentatge

1. Analyse and interpret 19th century narrative texts by applying the advanced techniques of literary criticism.
2. Analyse and interpret at an advanced level Nineteenth Century English critical produced texts, extracting relevant citations and making content summaries.
3. Analyse and synthesise information at an advanced level.
4. Communicate the knowledge acquired and the contributions of ones research correctly, accurately and clearly both orally and in writing.
5. Consider literary and cultural criticism in the English language through reading, debating and analysing texts.
6. Develop autonomous learning skills applicable to the research process.
7. Distinguish and contrast the different theoretical and methodological models applied to literary criticism in the English language.
8. Draft texts defending an idea in relation to a to a literary critical text in English, applying secondary sources to the critical argumentation.
9. Make oral presentations in English on issues and texts related to advanced research of English Literature and literary criticism in this language.
10. Read and analyse the literary and cultural discourse of romantic love in the English language.
11. Show respect towards the opinions, values, behaviours and/or practices of others.

## Continguts

The course comprises 9 ECTS, approximately 45 hours of seminars. We will focus on four novels which students will be expected to have read before the course starts, which will be read in the following order:

- Charles Dickens's A Tale of Two Cities,
- Charlotte Brontë's Vilette,
- George Eliot's Mill on the Floss,
- Thomas Hardy's Tess of the D'Urbervilles.

You are advised to obtain a good annotated version of these texts; in order of usefulness the best is the Norton Critical Edition, next best are the Oxford World Classics and Penguin Classics. Unlike contemporary society, the original recipients of these novels were great readers and we will have to imitate them as concerns their voracious appetite for fiction and essays. For this particular reason, the Norton editions are highly recommended as they contain many reviews and early readings of the texts.

The structure of the course is based four modules or units - of which the four major texts will be the centre. Each module will consist of an introductory session led by the instructor followed by others in which students will be asked to prepare and debate the critical issues as they appear in the texts and in the secondary material which will be assigned weekly. Students will be expected to show not only knowledge of the primary texts but also how critical theory has focussed on particular issues. In short, this course demands a high level of participation from its students.

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## Metodologia

[Teaching activities and schedules](#)

1. The status of fiction at the turn of the nineteenth century; the Gothic, feeling and sentiment, gender and reading, religion versus secularism.
2. Charles Dickens and A Tale of Two Cities: the social Dickens, the state, the nation, heroes and heroines, the question of narration.
4. Anglo-French relationships, cross-dressing, progress versus revolution, the hero. Madame Guillotine and all that she signifies.
5. Charlotte Brontë and Villette. The unreliable narrator, the 19th. century woman and education.
6. The nexus state-religion.
5. George Eliot and The Mill on the Floss. The question of essentialism and provincial life.
6. The family, money, male and female education, rebellion, the Bildungsrom, love, literature and the return of the Byronic hero. When love becomes desire, the return of the "dark heroine", death by drowning.
7. The end of the century, closure, the limits of realism, Thomas Hardy and Tess of the D'Urbervilles.
8. The ordinariness of seduction, the end of the pastoral. Religion and evangelicalism, Darwin, social class. Death-not-by-drowning, the possibility and impossibility of catharsis in modernity.

### Activitats formatives

Títol	Hores	ECTS	Resultats d'aprenentatge
Tipus: Dirigides			
Classroom activities: seminars, debates, text analysis etc.	39	1,56	1, 2, 3, 4, 5, 6, 7, 10, 11
Tipus: Supervisades			
Oral participation, virtual debates, tutorials	27,75	1,11	1, 2, 4, 5, 7, 9, 10
Tipus: Autònomes			
Self-study, self enrichment	86,25	3,45	1, 2, 3, 4, 5, 6, 7, 8, 10, 11

### Avaluació

Class attendance is strictly compulsory; any absence must be justified.

50% short assignments, participation, presentations and forum.

50% tutored academic paper.

### Activitats d'avaluació

Títol	Pes	Hores	ECTS	Resultats d'aprenentatge
Short assignment	50%	36	1,44	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
long assignment	50%	36	1,44	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

### Bibliografia

Primary texts:

Charlotte Brontë -Villette (Oxford World Classics)

Charles Dickens - A Tale of Two Cities (Oxford World Classics)

George Eliot - The Mill on the Floss (Norton Critical Edition)

Thomas Hardy - Tess of the D'Urbervilles (Norton Critical Edition)

Secondary reading:

The nineteenth-century novel has spawned an enormous corpus of critical material written from every conceivable conceptual angle. What follows is just a miniscule, introductory bibliography which will be supplemented by more material when each text and its issues are introduced.

Altick, Richard D. The English Common Reader. Chicago: University of Chicago Press, 1957.

Colley, Linda. Britons: Forging the Nation 1707-1837. New Haven: Yale University Press, 1992.

Beer, Gillian. Darwin's Plots: Evolutionary Narrative in Darwin, George Eliot and Nineteenth-Century Fiction. Cambridge: Cambridge University Press, 2009.

Beer, Patricia. Reader I Married Him: A Study of the Women Characters of Jane Austen, Charlotte Brontë, Elizabeth Gaskell and George Eliot. Basingstoke: Macmillan, 1986.

Duncan, Ian. Modern Romance and Transformations of the Novel: the Gothic, Scott, Dickens. Cambridge and New York: Cambridge University Press, 1992.

Flint, Kate. The Women Reader 1837-1914. Oxford: Oxford University Press, 1993.

Hardy, Barbara. Forms of Feeling in Victorian Fiction. London: Methuen, 1988.

Kaplan, Fred. Sacred Tears: Sentimentality in Victorian Fiction. Princeton: Princeton University Press, 1987.

Lukacs, Georg. The Historical Novel. Trans. Hannah and Stanley Mitchell. Harmondsworth: Penguin Books, 1981.

Parrinder, Stephen. Nation and Novel: the English Novel from its Origins to the Present Day. Oxford: Oxford University Press, 2006.

Rivkin, Julie & Ryan Michael. Literary Theory: An Anthology. Oxford: Blackwell, 2004.

Tanner, Tony. Jane Austen

Watt, Ian. The Rise of the Novel : Studies in Defoe, Richardson and Fielding. London: Hogarth Press, 1997.

Welsh, Alexander. The Hero in the Waverley Novels with New Essays on Scott. Princeton: Princeton University Press, 1992.