

Degree	Type	Year	Semester
2500245 English Studies	OB	2	2
2501902 English and Catalan	OB	2	2
2501907 English and Classics	OB	2	2
2501910 English and Spanish	OB	2	2
2501913 English and French	OB	2	2

### Contact

Name: David Owen

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### Use of languages

Principal working language: english (eng)

Some groups entirely in English: Yes

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

### Teachers

Felicity Hand Cranham

Carme Font Paz

### Prerequisites

In order to take this subject, it is recommendable that you should previously have taken 'Literatura Anglesa del s. XX' (C20 English Literature), a first-year subject in the Degree of English Studies, and 'Literatura Victoriana' (Victorian Literature) in the first semester of the second year of study for this degree.

It is also recommended that you should at all times keep in mind what you have learned from the first-year subject 'Història i Cultura de les Illes Britàniques' (The History and Culture of the British Isles).

An initial level of English of between C1 (Advanced) and C2 (Proficiency) of the Common European Framework of Reference for Languages (CEFR) is required for this subject. With C1, students can understand a broad range of extended and complex texts, and recognise the implicit meaning of such texts; express themselves with fluency and spontaneity without having to evidently search for words or expressions sense; use the language in a flexible and efficient way for social, academic and professional purposes; produce clear, well structured and detailed texts on complex subjects, and demonstrate a controlled use of organizational structures, connectors and mechanisms of coherence. With C2, students can understand practically anything that they read or hear without effort; summarise information deriving from diverse written or spoken sources; reconstruct facts and arguments, and present these in a coherent fashion; express themselves spontaneously, with fluency and precision, distinguishing subtle nuances of meanings even in the most complex of situations.

### Objectives and Contextualisation

Literatura del Romanticisme Anglès (English Literary Romanticism) provides an introduction both to English poetry produced during the period of Romanticism in the UK (c.1798 to c.1830) and to representative works of English novelistic fiction written in the same period. The subject involves the reading, analysis, debate and interpretation of the selected works. The academic preparation deriving from this subject is essential for all subsequent courses in this degree relating to English Literature in the sense that the principal aim of this subject is to prepare students to be competent and effective readers.

On successfully completing Literatura del Romanticisme Anglès, students will be able to:

- Demonstrate a good level of reading knowledge as regards the key literary works of English Romanticism
- Produce basic literary criticism through essays and presentations.
- Use the resources of any university library relating to material on the literature of the English Romanticism.
- Express an informed opinion on the literary texts studied throughout this course.

## Skills

### English Studies

- Critically assessing the scientific, literary and cultural production in the English language.
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.
- Utilising new technologies in order to capture and organise information in English and other languages, and applying it to the personal continued training and to the problem-solving in the professional or research activity.
- Working in an autonomous and responsible way in a professional or research environment in English or other languages, in order to accomplish the previously set objectives.

### English and Catalan

- Critically assessing the scientific, literary and cultural production in the English language.
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.

### English and Classics

- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.

#### **English and Spanish**

- Critically assessing the scientific, literary and cultural production in the English language.
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.

#### **English and French**

- Critically assessing the scientific, literary and cultural production in the English language.
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.

### **Learning outcomes**

1. Analysing and interpreting in a basic level literary texts in English of periods preceding the contemporary era.
2. Analysing and interpreting texts in a medium level about the literary genres and literary criticism in English.
3. Applying the acquired methodologies of work planning to work in an environment in the English language.
4. Applying the acquired scientific and work planning methodologies to the research in English.
5. Applying the information in English that is available on the Internet, in databases, etc. to the work and/or research environments.
6. Appropriately placing literary texts in English of periods preceding the contemporary era in their corresponding historical and cultural context.
7. Appropriately placing literary texts in English of periods preceding the contemporary era in their corresponding linguistic context.
8. Carrying out oral presentations in English about topics related to literary texts in English of periods preceding the contemporary era.
9. Comparing in a medium level the methodologies of literary criticism in English.
10. Describing the historical and thematic evolution of the literary text in English of periods preceding the contemporary era.

11. Distinguishing the main ideas from the secondary ones and summarising the contents of literary texts of periods preceding the contemporary era.
12. Distinguishing the main ideas from the secondary ones and summarising the contents of primary and secondary texts related to the English literature of periods preceding the contemporary era.
13. Drawing up brief argumentative essays or text comments in English about topics related to literary texts in English of periods preceding the contemporary era.
14. Identifying the main currents, authors, genres and texts of the main literary texts in English of periods preceding the contemporary era.
15. Localising secondary academic sources in the library or on the Internet related to the English literature of periods preceding the contemporary era.
16. Locating and organising relevant information in English that is available on the Internet, in databases, etc.
17. Making judgements of value in relation to the literary criticism in English associated with the English literature of periods preceding the contemporary era.
18. Participating in face-to-face and virtual debates in English about topics related to literary texts in English of periods preceding the contemporary era.
19. Summarising the content of primary and secondary academic sources related to the English literature of periods preceding the contemporary era.

## Content

**UNIT 1:** Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano or Gustavus Vassa, the African (1795)

**UNIT 2:** Jane Austen, Mansfield Park (1814)

**UNIT 3:** William Blake

**UNIT 4:** William Wordsworth

**UNIT 5:** Samuel Taylor Coleridge

**UNIT 6:** Lord Byron

**UNITAT 7:** Percy Bysshe Shelley

**UNITAT 8:** John Keats

**UNITAT 9:** Anna Barbauld

## Methodology

1 ECTS credit = 25 teaching hours > 6 credits = 150 hours

- Directed activities (maximum 35%, we cover 30%: 1.8 credits)
- Supervised activities (maximum 17%, we cover 15%: 0.9 credits)
- Independent activities (minimum 50%, 3 credits)
- Evaluation activities (maximum 5%, 0.3 credits)

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TYPE OF ACTIVITY	ACTIVITY	HOURS	LEARNING OUTCOMES
Independent		55	

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Reading individual texts	55	<p>Analyse and interpret at a basic level literary texts in English from periods preceding the contemporary.</p> <p>Identify principal literary currents, authors, genres and literary texts in English from periods preceding the contemporary.</p> <p>Correctly contextualize literary texts in English from periods preceding the contemporary in the corresponding cultural and historical context.</p> <p>Analyse and interpret at an intermediate level texts on literary genres and literary criticism in English.</p> <p>Understand advanced, academic or professional texts in the students' own languages and in those acquired during the degree.</p> <p>Apply acquired knowledge to improve general public knowledge of linguistic or cultural diversity.</p>
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**Directed** **70**

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Theory classes	30	<p>Give oral presentations in English on subjects related to literary texts in English from periods preceding the contemporary.</p> <p>Identify principal literary currents, authors, genres and literary texts in English from periods preceding the contemporary.</p> <p>Participate in attendance-based and virtual debates in English, on subjects related to literary texts in English from periods preceding the contemporary.</p>
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Personal study	25	<p>Distinguish principal ideas from secondary ideas, and synthesise content pertaining to literary texts in English from periods preceding the contemporary.</p> <p>Identify principal literary currents, authors, genres and literary texts in English from periods preceding the contemporary.</p> <p>Describe the historical and thematic evolution of literary texts in English from periods preceding the contemporary.</p> <p>Correctly contextualize literary texts in English from periods preceding the contemporary in the corresponding cultural and historical context.</p>
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Locate and organize relevant information in English available on Internet, in data bases, etc.

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Reading texts and related debate in class 15

Provide relevant critical evaluations based on the understanding of relevant information on subjects related to the social, scientific or ethical language of interest.

Participate in attendance-based and virtual debates in English, on subjects related to literary texts in English from periods preceding the contemporary.

Compare at an intermediate level the methodologies of literary criticism in English.

Provide value judgments relating to English literature from periods preceding the contemporary.

Generate strategies that facilitate an increase in mutual respect in multicultural contexts.

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**Supervised**

**25**

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Writing critical commentary 25

Write argumentative papers of an intermediate length, or textual commentaries, in English, on subjects related to literary texts in English from periods preceding the contemporary.

Locate secondary academic sources in the library or on Internet related to literary texts in English from periods preceding the contemporary.

Distinguish principal ideas from secondary ideas, and synthesise content pertaining to literary texts in English from periods preceding the contemporary.

Synthesise the content of primary and secondary academic sources pertaining to literary texts in English from periods preceding the contemporary.

Provide value judgments relating to English literature from periods preceding the contemporary.

Apply research in English to acquired academic research and to the planning of work.

Apply to the related contextual work in English the planning methodologies of the acquired work.

Locate secondary academic sources in the library or on Internet related to literary texts in English from periods preceding the contemporary to the working or research contexts

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
In class reading and debate	15	0.6	9, 17, 18
Individual study	25	1	10, 11, 12, 14, 16
Lectures	30	1.2	8, 14, 18
<b>Type: Supervised</b>			
Commentary writing	25	1	3, 4, 5, 6, 7, 12, 17, 15, 16, 13, 19
<b>Type: Autonomous</b>			
Individual reading	55	2.2	1, 2, 6, 7, 14

## Evaluation

Assessment for this course is based on the following:

- 1 Critical commentary and discussion ("take-home test") on a fragment of The Interesting Narrative of the Life of Olaudah Equiano = 30%. (Assessment approx. mid March)
- 1 Essay on Jane Austen's Mansfield Park = 30%. (Assessment approx. late May)
- 1 In-class examination on the Romantic poets (1) = 30%. (Assessment approx. late May)
- Participation in class discussion and debates = 10%

Definitive assessment dates will be provided in the Course Calendar at the beginning of the course.

The essay is a c. 1000-word assignment on the novel studied in class. It must make reference to secondary sources and be correctly formatted as regards its bibliography; the essay attempts to answer one of a range of questions that will be provided for this purpose.

### PLEASE NOTE:

- All the subjects in this degree follow continuous assessment.
- All the exercises are COMPULSORY. An exercise not handed in, or an exam that the student fails to take, will count as "No available" ("not assessable"). It is important to note that if you submit at least 30% of the assessment exercises (of any type), you can no longer opt for a final grade of "No available", but will, instead, be graded in strict accordance with the work submitted. In practice, this means that if you take one of the three assessment activities, you are consequently barred from opting for a "No available" (however, see Re-evaluation conditions, below, for fuller details).
- The student's command of English will be taken into account when marking all exercises and for the final mark.

- Review procedure: Students have a right to review their exercises with the lecturer in a personal tutorial, on the established dates, never later than 2 weeks after the exercise/exam is marked, including re-assessment. The student loses this right if s/he fails to collect the exercise/exam within the period announced by the lecturer.

- Re-evaluation conditions:

- The final grade is calculated on the basis of all evaluable work in accordance with the specific weighting established (see point 3, above).
- Only students who have successfully completed 70% of the obligatory exercises and who have a final grade of between 4.5 and 4.9 are eligible for re-evaluation. **Grades lower than this are not eligible for re-evaluation.**
- Re-evaluation will be through a written examination on a date and time established by the Faculty. This exam will synthesise the essential contents of the subject as a whole.
- This examination will allow the lecturer to determine whether the re-evaluation candidate has merited the pass grade of 5.0.
- The ONLY re-evaluation pass grade that will be awarded, therefore, is 5.0 (PASS).
- Specific items of course work will NOT be re-evaluated, except where a student may have registered a "No evaluable" grade for such an item because of a justified absence (e.g., through illness, accredited by a doctor's note).
- Re-evaluation is ONLY available to students who have failed initial evaluation; it is NOT available to pass students simply wishing to improve their grade.

Partial or total plagiarising will immediately result in a FAIL (0) for the plagiarised exercise (first-year subjects) or the WHOLE SUBJECT (second-, third- and fourth-year subjects). PLAGIARISING consists of copying text from unacknowledged sources -whether this is part of a sentence or a whole text- with the intention of passing it off as the student's own production. It includes cutting and pasting from internet sources, presented unmodified in the student's own text. Plagiarising is a SERIOUS OFFENCE. Students must respect authors' intellectual property, always identifying the sources they may happen to use; they must also be responsible for the originality and authenticity of their own texts.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Critical commentary and discussion ("take-home test") of a fragment of a novel	30%	0	0	1, 2, 9, 6, 7, 11, 12, 17, 14, 15, 13, 19
Essay	30%	0	0	1, 3, 4, 5, 9, 6, 7, 11, 12, 17, 14, 15, 16, 13, 19
In-class examination on the Romantic poets	30%	0	0	2, 6, 7, 10, 12, 17, 14, 13, 19
Participation in class discussion and debates	10%	0	0	12, 17, 8, 18, 19

## Bibliography

All texts read on this course can be found in electronic format on the **Digital Bibliography for Romanticism** through the following link: <http://blogs.uab.cat/romanticismbibliography>

Additionally, we recommend the following works:

**UNITAT 1:** (Equiano)

<http://www.penguinrandomhouse.com/books/286566/the-interesting-narrative-and-other-writings-by-oludah-equ> (Ed. Vincent Carretta).



**UNITAT 2:** (Austen) <http://www.penguinrandomhouse.com/books/6397/mansfield-park-by-jane-austen/> (Ed. Carol Shields).

**UNITATS 3-9:** Abrams, M. H. (ed.), The Norton Anthology of English Literature, volume 2, Norton & Company, 1986.

### **Webs**

- Norton Anthology Resources on Romanticism: <http://www.wwnorton.com/college/english/nael/romantic/welcome.htm>
- English Literature on the Web: <http://www.lang.nagoya-u.ac.jp/~matsuoka/EngLit.html>
- Voice of the Shuttle: <http://vos.ucsb.edu/index.asp>
- BUB Link: English Literature General: <http://bubl.ac.uk/Link/e/englishliterature-general.htm>

La Wikipedia i altres webs que ofereixen notes de estudi es poden consultar, però MAI utilitzar per substituir els exercicis dels estudiants. Plagiar (=copiar) es considera una FALTAMOLT GREU que porta a un SUSPENS. Pensa també que a) Wikipedia no és sempre fiable, b) els docents saben identificar els plagis.

### **Other Recommended Texts**

#### **Annotated Anthologies of Romantic Literature**

Kermode, Frank et. al. (eds.), The Oxford Anthology of English Literature, volume II "1800 to the Present", OUP, 1973.

Martin, Brian (ed.), "The Nineteenth Century (1798-1900)", Macmillan Anthologies of English Literature, volume 4, Macmillan, 1989.

#### **Histories of English Literature**

Baugh, Albert C. et al, A Literary History of England, 1967.

Ford, Boris (ed.), From Blake to Byron, the New Pelican Guide to English Literature, volume 5, Penguin Books, 1982.

Sanders, Andrew, The Short Oxford History of English Literature, Clarendon Press, 1994.

#### **Contexts**

Briggs, Asa, A Social History of England, Weidenfeld and Nicolson, 1994.

Butler, Marilyn, Romantics, Rebels and Reactionaries, OUP, 1981.

Furet, François (ed.), El Hombre Romántico, Alianza Editorial, 1995.

Hobsbawm, Eric, The Age of Revolution, Weidenfeld and Nicolson, 1972.

Morgan, Kenneth O. (ed.), The Oxford History of Britain, OUP, 1984.

Paz, Octavio, Los Hijos del Limo, Seix Barral, 1987.

#### **Criticism**

Abrams, M.H. (ed.), English Romantic Poets. Modern Essays in Criticism, OUP, London, 1975.

Bloom, Harold, The Visionary Company, Cornell University Press, 1971.

Frye, Northrop, Fearful Symmetry. A Study of William Blake, Princeton University Press, 1969.

Jones, Alun R. and Tydeman, William (eds.), Coleridge: The Ancient Mariner and Other Poems, Casebook Series, Macmillan, 1990.

---. Wordsworth: Lyrical Ballads, Casebook Series, Macmillan, 1988.

Kraft, Elizabeth. "Anna Letitia Barbauld's 'Washing-Day' and the Montgolfier Balloon." *Literature and History* 4.2 (1995): 25-41.

"Observations on Female Literature in General, Including Some Particulars Relating to Mrs. Montagu and Mrs. Barbauld." *The Westminster Magazine* (June 1776): 283-285.

Vargo, Lisa. "The Case of Anna Laetitia Barbauld's 'To Mr Coleridge.'" *The Charles Lamb Bulletin New Series* No. 102 (April 1998): 55-63.

Watson, J. R., *English Poetry of the Romantic Period 1789-1830*, Longman Literature in English Series, Longman, 1992.

Wu, Duncan (ed.), *A Companion to Romanticism*, Blackwell, 1998.

### **Jane Austen: Selected Biographies & Critical Studies**

Shields, Carol. *Jane Austen*. London: Phoenix, 2001.

Spence, Jon. *Becoming Jane Austen: A Life*. London and New York:

Hambledon and London, 2003.

Tomalin, Claire. *Jane Austen: A Life*. (Revised & Updated Edition). London:

Penguin, 2000.

Butler, Marilyn. *Jane Austen and the War of Ideas*. (1987 edition with a revised introduction).

Oxford, UK: Oxford UP, 1987.

Copeland, Edward and McMaster, Juliet (Eds). *The Cambridge Companion to Jane Austen*.

Cambridge, UK: Cambridge UP, 1997.

Gard, Roger. *Jane Austen's Novels: The Art of Clarity*. New Haven and London: Yale UP, 1992.

Tanner, Tony. *Jane Austen*. Hampshire & London: Macmillan Education LTD, 1986.

### **Historical Context (History, Society, Politics, Religion and Literary Traditions)**

Copeland, Edward. "Money". *The Cambridge Companion to Jane Austen*. Copeland, Edward, and McMaster, Juliet (Eds). Cambridge, UK: Cambridge UP, 1997.

---. *Women Writing about Money. Women's Fiction in England, 1790-1820*. Cambridge, UK: Cambridge UP, 1995

Grundy, Isobel. "Jane Austen and Literary Traditions". Copeland, Edward and McMaster, Juliet (Eds). Cambridge, UK: Cambridge UP, 1997.

Kelly, Garry. *English Fiction of the Romantic Period, 1789-1830*. London & New York: Longman, 1989.

---. "Religion and Politics". *The Cambridge Companion to Jane Austen*. Copeland, Edward, and McMaster, Juliet (Eds). Cambridge, UK: Cambridge UP, 1997.

---. "Romantic Fiction". *Cambridge Companion to British Romanticism*. Stuart Curran (Ed). Cambridge, UK: Cambridge UP, 1993.

Pool, Daniel. *What Jane Austen Ate and Charles Dickens Knew: From Fox Hunting to Whist-The Facts of Daily Life in Nineteenth-Century England*. New York: Simon and Schuster, 1993.

Sales, Roger. *Jane Austen and Representations of Regency England*. London and New York: Routledge, 1994.

### **Olaudah Equiano: Selected Biographies & Critical Studies**

Adams, Francis D. and Sanders, Barry, eds., *Three Black Writers in Eighteenth-Century England* (Belmont: Wadsworth Publishing, 1971).

Caretta, Vincent, ed., *Unchained Voices: An Anthology of Black Authors in the English-Speaking World of the Eighteenth Century* (Lexington: University Press of Kentucky, 1996).

Dathorne, O.R., 'African Writers of the Eighteenth Century', *The London Magazine*, 5 (September 1965): 51-58.

Davis, Charles T., and Henry Louis Gates, Jr., *The Slave's Narrative* (Oxford: Oxford University Press, 1985)

Edwards, Paul, 'A Descriptive List of Manuscripts in the Cambridgeshire Record Office Relating to the Will of Gustavus Vassa (Olaudah Equiano)', *Research in African Literature*, 20 (1989)

Edwards, Paul, 'Equiano's Lost Family: "Master" and "Father" in "The Interesting Narrative"', *Slavery and Abolition*, 11 (1990)

Edwards, Paul and Dabydeen, David, eds., *Black Writers in Britain 1760-1890* (Edinburgh: Edinburgh University Press, 1991).

---, and James Walvin, *Black Personalities in the Era of the Slave Trade* (London: Macmillan, 1983).

Sapoznik, Karlee Anne, ed, *The Letters and Other Writings of Gustavus Vassa, Alias Olaudah Equiano, the African: Documenting Slavery and Abolition* (Princeton: Markus Wiener Publishing, 2013).

Shlensky, Lincoln, "'To Rivet and Record': Conversion and Collective Memory in Equiano's Interesting Narrative', *Slavery and the Cultures of Abolition: Essays Marking the Bicentennial of the British Abolition Act of 1807* eds. Brycchan Carey and Peter Kitson (Woodbridge: Boydell and Brewer, 2007), pp. 110-129.

Stein, Mark, 'Who's Afraid of Cannibals: Some Uses of the Cannibalism Trope in Olaudah Equiano's Interesting Narrative', *Discourses of Slavery and Abolition: Britain and its Colonies, 1760-1838*, eds. Brycchan Carey, Markman Ellis, and Sara Salih (Basingstoke: Palgrave Macmillan, 2004), pp. 96-107.

Wheeler, Roxann, 'Domesticating Equiano's Interesting Narrative', *Eighteenth-Century Studies*, 34, 4 (Summer 2001), 620-24.

Wimbush, Vincent L., *White Men's Magic: Scripturalization as Slavery* (Oxford: Oxford University Press, 2012).