

**The Eighteenth Century: The Seduction Plot and the Rise of the Novel**

Code: 42301  
 ECTS Credits: 6

Degree	Type	Year	Semester
4313157 Advanced English Studies	OT	0	0

**Contact**

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**Use of languages**

Principal working language: english (eng)

**Prerequisites**

Apart from the general requirements for the MA admission, students taking this course should be interested in early modern literature. Basic notions will be introduced in the course so that students can engage in research in this area if they decide to do so.

**Objectives and Contextualisation**

This course traces throughout the eighteenth century what has come to be termed the 'rise' of the English Novel, offering both a chronological overview of the nature and concern of novelistic fiction during that century and complementing this with a critical evaluation of the many-sometimes conflictive-contemporary theories on the forces that gave shape to the growth of this now-dominating literary genre. Attention will also be given to the question of the canon, and how its construction, expectations and consequences have influenced and perhaps obscured a more balanced and open-minded understanding of writers conventionally seen as less central to the consolidation of the Novel, very particularly a number of women writers active in the last part of the century.

**Skills**

- 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.

## Learning outcomes

1. Analyse and interpret at an advanced level literary texts on the English Literature of the 18th century in relation to the representation of desire.
2. Analyse and interpret at an advanced level scientifically produced texts about the Eighteenth Century English Literature, 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. Develop autonomous learning skills applicable to the research process.
6. Distinguish and contrast the different theoretical and methodological models applied to the academic study of desire in the novelistics of the English 18th century.
7. Make oral presentations on subjects and texts related to advanced research into the English Literature of the 18th century in relation to the representation of desire in Novels.
8. Read and analyse texts on desire in the origins of the English novel.
9. Show respect towards the opinions, values, behaviours and/or practices of others.
10. Write texts defending an idea in relation to a literary text in English on the Novels of the 18th century, applying secondary sources to the critical argumentation.

## Content

### Session 1: Introduction. Theoretical and Contextual Perspectives.

Late Restoration Drama (I).

Text: William Congrave. The Way of the World. Margaret Cavendish. The Blazing World (selections)

Selection of secondary sources

### Session 2: Late Restoration Drama (II).

Text: William Congrave. The Way of the World. Margaret Cavendish. The Blazing World (selections)

Selection of secondary sources

### Session 3: The Discourses of Virtue and the mid-18th Century Novel

Text: Samuel Richardson: Pamela

Selection of secondary sources

### Session 4: The Discourses of Virtue and the mid-18th Century Novel

Text: Samuel Richardson: Pamela

Selection of secondary sources

### Session 5: Feeling and Sentiment

Text: Laurence Sterne: A Sentimental Journey

Selection of secondary sources

### Session 6: Feeling and Sentiment

Text: Laurence Sterne: A Sentimental Journey

Selection of secondary sources

### Session 7: Gothic leanings

Text: Horace Walpole: The Castle of Otranto

Selection of secondary sources

### Session 8: Gothic cleanings

Text: Horace Walpole: The Castle of Otranto

Selection of secondary sources

Session 9: Women writers and the 18th century novelistic market

Text: Fanny Burney: Evelina

Selection of secondary sources

Session 10: Women writers and the 18th century novelistic market

Text: Fanny Burney: Evelina

Selection of secondary sources

### Session 11: Women writers and the 18th century novelistic market (II)

Text: Elizabeth Inchbald: A Simple Story

Selection of secondary sources

### Session 12: Women writers and the 18th century novelistic market (II)

Text: Elizabeth Inchbald: A Simple Story

Selection of secondary sources

Summary, Conclusions and Final Perspectives.

## **Methodology**

There will be a series of lectures to introduce theoretical basic concepts, class discussions on set readings, as well as practical cases and exercises.

The subject is run as a seminar and its sessions will be based on in-class discussions of the texts. There will also be presentations, an in-class exercise and several assignments which will be returned with comments and suggestions. We expect students to:

Read all the texts (both primary and secondary sources)

Participate in class discussions

Prepare the activities properly, using bibliography and reliable websites.

## **Activities**

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Autonomous Activities	15	0.6	2, 1, 6, 8, 10

Formative Activities	40	1.6	2, 1, 6, 8, 10
Supervised Activities	50	2	2, 1, 6, 8, 10

## Evaluation

2 Papers 40% 10 hs

Class Debates 20% 20 hs

Final Paper 40% 15 hs

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Class Debates	20%	5	0.2	2, 1, 6, 8, 7, 10
Final Paper	40%	20	0.8	2, 1, 3, 4, 9, 5, 6, 8, 7, 10
Paper 1	20%	15	0.6	2, 1, 3, 4, 9, 5, 6, 8, 7, 10
Paper 2	20%	5	0.2	2, 1, 3, 4, 9, 5, 6, 8, 7, 10

## Bibliography

Some basic bibliography includes (please note that more extensive and specific bibliography will be provided throughout the course):

Armstrong, Nancy. *Desire and Domestic Fiction: A Political History of the Novel*. Oxford: OUP, 1987.

Looser, Devoney. *British Women Writers and the Writing of History*. Baltimore: The John Hopkins University Press, 2000.

Schofield, Mary Anne, and Cecelia Macheski. *Fetter'd or Free?: British Women Novelists*, 1986.

Schellenberg, Betty. *The Professionalization of Women Writers in Eighteenth-Century Britain*. London, Cambridge University Press, 2005.

Spender, Dale. *Mothers of the Novel*. London: Pandora, 1987.

Todd, Janet. *The Sign of Angellica: Women, Writing and Fiction, 1660-1800*. New York: Columbia University Press, 1989.

Uphaus, Robert W., ed. *The Idea of the Novel in the Eighteenth Century*. Michigan: Colleagues Press, 1988.

Watt, Ian. *The Rise of the Novel*, California: University of California Press, 2001 (1957).