

**English Literature from the Renaissance to the Enlightenment**

Code: 100249  
ECTS Credits: 6

Degree	Type	Year	Semester
2500245 English Studies	OB	3	2
2501902 English and Catalan	OT	3	0
2501902 English and Catalan	OT	4	0
2501907 English and Classics	OT	3	0
2501907 English and Classics	OT	4	0
2501910 English and Spanish	OT	3	0
2501910 English and Spanish	OT	4	0
2501913 English and French	OT	3	0
2501913 English and French	OT	4	0

### Contact

Name: Joan Curbet Soler  
Email: Joan.Curbet@uab.cat

### 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

Jordi Coral Escola

### Prerequisites

'Orígens de la Literatura Anglesa' (100245)

'Història i Cultura de les Illes Britàniques' (100217)

C1 level (advanced) of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* is required.

### Objectives and Contextualisation

- This course provides an introduction to the principal authors of early modern English literature (16c. to 18c.) through the critical reading of some of the most representative poetic, dramatic and narrative texts.

- This subject is indispensable to complete the undergraduate literary curriculum.
- The successful completion of this course will allow students to improve their academic skills by means of the following exercises: textual commentary, class presentations, use of library resources, and debates and class discussion.

## **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.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- 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 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.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- 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.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- 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.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- 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.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- 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. Appropriately placing literary texts in English of periods preceding the contemporary era in their corresponding historical and cultural context.
4. Appropriately placing literary texts in English of periods preceding the contemporary era in their corresponding linguistic context.
5. Carrying out oral presentations in English about topics related to literary texts in English of periods preceding the contemporary era.
6. Comparing in a medium level the methodologies of literary criticism in English.
7. Comprehending academic or professional texts in their own language or the another acquired in the degree.
8. Describing the historical and thematic evolution of the literary text in English of periods preceding the contemporary era.
9. Distinguishing the main ideas from the secondary ones and summarising the contents of literary texts of periods preceding the contemporary era.
10. 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.
11. Drawing up brief argumentative essays or text comments in English about topics related to literary texts in English of periods preceding the contemporary era.
12. Identifying the main currents, authors, genres and texts of the main literary texts in English of periods preceding the contemporary era.
13. Localising secondary academic sources in the library or on the Internet related to the English literature of periods preceding the contemporary era.
14. Making judgements of value in relation to the literary criticism in English associated with the English literature of periods preceding the contemporary era.

15. Participating in face-to-face and virtual debates in English about topics related to literary texts in English of periods preceding the contemporary era.
16. Students must be capable of comprehending advanced academic or professional texts in their own language or the another acquired in the degree.
17. Students must be capable of precisely arguing ideas and opinions in their own language or another acquired in the degree.
18. Summarising the content of primary and secondary academic sources related to the English literature of periods preceding the contemporary era.

## Content

### Syllabus

Unit 1: The works of William Shakespeare: a) poetry: "The Sonnets" and the Petrarchan tradition; b) drama: "The Merchant of Venice" and the early modern stage.

Unit 2: Metaphysical poetry: selected poems by John Donne, George Herbert, Andrew Marvell.

Unit 3: John Milton: "Paradise Lost" (a selection).

Unit 4: The Rise of the Novel: Jonathan Swift's "Gulliver Travels".

## Methodology

The teaching methodology will be based on:

- Directed activities (30%, 1.8 cr)
- Supervised activities (15%, 0.9 cr)
- Autonomous activities (50%, 3 cr)
- Assessment activities (5%, 0.3 cr)

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Practice classes: reading and debates	20	0.8	1, 6, 14, 5, 15
Theory classes	30	1.2	8, 12, 18
<b>Type: Supervised</b>			
Assignments	25	1	1, 13, 11, 18
<b>Type: Autonomous</b>			
Reading	15	0.6	2, 8, 9, 12
Study	35	1.4	9, 10, 12, 18

## Evaluation

Assessment for this course is based on the following criteria:

- Exams 1 and 2 : 45% each
- Class participation: 10%

## PLEASE NOTE:

- All the subjects in this degree follow continuous assessment. All the exercises are **COMPULSORY**.
- An exercise not handed in or an exam the student has not taken will count as an 'No Avaluat'. Doing at least 30% of the assessment exercises, of any type, excludes obtaining an No Avaluat as a final mark.
- The minimum mark for an exercise or exam to be considered for the average final mark is 5, and the minimum pass mark for the whole subject is 5.
- The student's command of English will be taken into account when marking all exercises and for the final mark. It will count as 25% of this mark for all the exercises and will be assessed as follows:
  - Grammar (morphology and syntax): 30%
  - Vocabulary (accuracy and variety): 15%
  - Cohesion (among sentences and paragraphs): 15%
  - Organization (sound argumentation of ideas): 20%
  - Style (expression and register): 15%
  - Spelling: 5%
- Reviewing procedure: Students have a right to review their exercises with the teacher in a personal tutorial, on the set 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 teacher.

## Re-assessment:

Only students who pass 70% of the exercises/exams for continuous assessment may resit their exam, provided they have done all the course exercises or and taken all the exams. This exam is always scheduled by the 'Facultat' but the teacher may offer other forms of re-assessment for the exercises.

## VERY IMPORTANT:

Partial ortotal 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 use; they must also be responsible for the originality and authenticity of their own texts.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Class participation	10%	20	0.8	1, 2, 17, 6, 3, 4, 8, 9, 10, 14, 5, 12, 13, 15, 11, 18
Exam 1	45%	2.5	0.1	1, 2, 17, 6, 7, 16, 3, 4, 8, 9, 10, 14, 5, 12, 13, 11, 18
Exam 2	45%	2.5	0.1	1, 2, 17, 6, 7, 16, 3, 4, 8, 9, 10, 14, 12, 13, 11, 18

## Bibliography

BIBLIOGRAPHY (A more detailed bibliography list will be provided in class)

### UNIT 1

Set readings:

- William Shakespeare's Sonnets (1609)
- "The Merchant of Venice" (ed. Jay L. Halio, Oxford Shakespeare, OUP, 1993).

Optional reading:

- Tempest (1610-11)
- Romeo and Juliet (1597)
- Hamlet (1601)

## UNIT 2

### Set readings:

- Metaphysical poet: John Donne, George Herbert, Andrew Marvell.
- Henry Vaughan, Selected poetry (1650s)
- Francis Bacon, Essays (1597)

## UNIT 3

### Set readings:

- Poems by John Milton (1645)
- Epic poem: Paradise Lost (1667) by John Milton. Books IV i X.

### Optional readings:

- Regained, John Milton (1671)
- Samson Agonistes, John Milton (1671)

## UNIT 4

### Set reading:

- Gulliver Travels (1726) de Jonathan Swift

### Optional readings:

- Robinson Crusoe, 1719, Daniel Defoe.
- Political Writings, 1720, Mary Astell.
- Love Letters Between a Nobleman and His Sister (1684), Aphra Behn.

### Websites:

- The Shakespeare Resource Centre: <http://www.bardweb.net/>
- English Literature on the Web: <http://www.lang.nagoya-u.ac.jp/~matsuoka/EngLit.html>
- The Norton Online: <http://www.wwnorton.com/college/english/nael/>

### Please note:

For each unit at least one academic article will be read (see Campus Virtual).

### Other recommended texts:

Levi, Anthony. "Renaissance and Reformation: Intellectual Genesis". New Haven: Yale University Press, 2002.  
 MacCulloch, Diarmaid. "Reformation: Europe's House Divided". London: Penguin Books, 2003.  
 Kermode, Frank, "Shakespeare's Language". Harmondsworth: Penguin Books, 2000.

Milton, John (Scott Elledge ed.). "Paradise Lost: an Authoritative Text Backgrounds and Sources". New York: Norton, 1993.

Norbrook, David (ed.) The Penguin Book of Renaissance Verse. London: Penguin, 2005.

Patterson, Annabel. "John Milton". London: Longman, 1991.

Van Doren, Mark: "Shakespeare". New York: New York Review of Books, 2005.

Zwicker, Steven N. "The Cambridge Companion to English Literature 1650:1740". Cambridge: Cambridge University Press, 1998.