

**FICHA IDENTIFICATIVA****Datos de la Asignatura**

Código	35339
Nombre	Literatura inglesa de los ss. XVII y XVIII
Ciclo	Grado
Créditos ECTS	6.0
Curso académico	2020 - 2021

Titulación(es)

Titulación	Centro	Curso	Periodo
1000 - G.Estudios Ingleses	Facultad de Filología, Traducción y Comunicación	4	Segundo cuatrimestre

Materias

Titulación	Materia	Caracter
1000 - G.Estudios Ingleses	7 - Literatura inglesa	Obligatoria

Coordinación

Nombre	Departamento
RIBES TRAVER, PURIFICACION	155 - Filología Inglesa y Alemana

RESUMEN

In this course, students will be introduced to the historical, literary and critical contexts of Seventeenth and Eighteenth-Century English Literature. An overview will be offered of the historical period, intellectual contexts, major genres, literary movements, key authors and works.

The students' ability to read 17th and 18th Century literary texts with a critical eye will be enhanced. Close-reading techniques will be practised and primary emphasis will be placed on the texts' specific circumstances of production and reception.

CONOCIMIENTOS PREVIOS



Relación con otras asignaturas de la misma titulación

No se han especificado restricciones de matrícula con otras asignaturas del plan de estudios.

Otros tipos de requisitos

Students are strongly recommended to take the following courses before signing up for 17th and 18th Century English Literature:

1. English Language VI (35328)
2. History of the English Language (35349)
3. History and Culture of English-speaking Countries (35319)
4. Introduction to English Literature (35333)
5. Practical Criticism Applied to English Literature (35334)

COMPETENCIAS

1000 - G.Estudios Ingleses

- Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio.
- Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio.
- Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética.
- Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía.
- Demostrar una competencia comunicativa y social en lengua inglesa (comprensión y expresión oral y escrita, interacción comunicativa y mediación, incluida la corrección gramatical y estilística).
- Desarrollar la capacidad crítica para explicar textos literarios en inglés e identificar las convenciones estéticas de movimientos, etapas, géneros, autores y obras de las literaturas en lengua inglesa y sus modos de producción.
- Conocer y aplicar las corrientes y metodologías de la teoría y crítica literarias.

RESULTADOS DE APRENDIZAJE



Having successfully completed the course, students should be able to

1. Read Seventeenth and Eighteenth-Century literary texts critically.
2. Analyse the works' verbal texture.
3. Relate the texts' meaning to their specific circumstances of production and reception.
4. Assess to what extent texts mirror, shape or challenge specific ideological worldviews.
5. Undertake further study with a high degree of autonomy.

DESCRIPCIÓN DE CONTENIDOS

1. LATE ELIZABETHAN AND JACOBEOAN COMEDY

Dekker's "merry conceited comedy": The Shoemakers' Holiday. Jonson's satiric depiction of human greed: Volpone, or the Fox.

2. JACOBEOAN TRAGEDY

Jacobean Tragedy of State. Shakespeare's ambivalent representation of kingship: King Lear. Jacobean Revenge Tragedy. Webster's morally confused world: The White Devil.

3. THE TRIBE OF BEN AND THE CAVALIER POETS

Ben Jonson and the tradition of the Country Estate Poem. To Penshurst: in praise of the learned aristocracy. Richard Lovelace's fully committed Royalism. Robert Herrick's anti-puritanical "Corinna". John Suckling's rakish pose.

4. METAPHYSICAL POETRY

Metaphysical Poetry: half a century worth of intellectual excitement. John Donne's subjugating voice. George Herbert's spiritual calmness. Andrew Marvell's sophisticated wit. Henry Vaughan's mystical yearning.



5. JOHN MILTON

John Milton: in defence of political and spiritual freedom. Milton's genuine commitment to the Republican cause. Areopagitica: a masterful defence of intellectual freedom. Paradise Lost: renewed hope after the Fall.

6. RESTORATION DRAMA

Charles II's love of drama and the rebirth of English theatre. The invaluable testimony of Pepys' Diary. Physical and intellectual hedonism wins the stage. Patriarchal codes of behaviour remain unchallenged. Cynical wit unveils social hypocrisy: W. Wycherleys The Country Wife.

7. AUGUSTAN POETRY AND PROSE

Dryden takes pride in national drama: An Essay of Dramatic Poesy. The Exclusion Crisis and ironic subtlety: Absalom and Achitophel. Dryden's devastating attack on literary dullness: Mack Flecknoe. Jonathan Swift's anatomy of religious division: A Tale of a Tub. Pope's programmatic Essay on Criticism. Pope's feminized mock-epic: The Rape of the Lock. The first periodical publications and the formation of the canon: The Spectator's middle-browed guide to literary, social and intellectual taste. Samuel Johnson's seriously committed assessment of literary excellence: A Preface to Shakespeare and Lives of the English Poets

8. EIGHTEENTH-CENTURY PROSE FICTION

Eighteenth-Century Prose Fiction: the rise of a new genre. Daniel Defoe's travel-adventure narrative: Robinson Crusoe. Jonathan Swift's satiric inventiveness: Gulliver's Travels. Samuel Richardson's moral respectability: Pamela. Henry Fielding's good natured humour: Tom Jones. Laurence Sterne's experimental fiction: Tristram Shandy. Horace Walpole's Gothic Novel: The Castle of Otranto.

9. EIGHTEENTH-CENTURY POETRY

Early Eighteenth-Century Poetry: James Thomson's God-ordered nature: The Seasons. Britain's imperialistic anthem: Rule Britannia. Thomas Gray's new sensibility: Elegy Written in a Country Churchyard. Late Eighteenth Century Poetry. The Enclosure Acts and Oliver Goldsmith's The Deserted Village: the hardships of city life; George Crabbe's The Village: a realistic picture of country life; William Cowper's The Task, or the therapeutic effects of rural peace.

10. EIGHTEENTH-CENTURY DRAMA

Eighteenth-Century Drama. The stage's increasing morality: from Jeremy Collier's "On the Immorality and Profaneness of the English Stage" to Cumberland's The West Indian. John Gay's The Beggar's Opera: a happy combination of homely tunes and good humoured satire. The Theatrical Licensing Act (1737) and mid-century drama. Late Eighteenth-Century Laughing Comedy: O. Goldsmith's She Stoops to Conquer and R. Sheridan's The Rivals.

**VOLUMEN DE TRABAJO**

ACTIVIDAD	Horas	% Presencial
Clases de teoría	60,00	100
Estudio y trabajo autónomo	60,00	0
Preparación de actividades de evaluación	30,00	0
TOTAL	150,00	

METODOLOGÍA DOCENTE

Critical evaluation of primary and secondary source material: In-class discussion of the most outstanding and controversial issues relating to the historical period, intellectual contexts, major genres, literary movements, key authors and works.

Close-reading of relevant texts taking into account the texts' specific circumstances of production and reception.

Texts (whether theoretical, practical or a combination of both) to be discussed in class will be announced in advance.

EVALUACIÓN

Assessment breakdown in the first and second calls:

Type of assessment	% of final grade
Written exam on the theoretical aspects of the course, to evaluate acquisition of concepts and ability to apply them in the texts proposed.	50
Written exam on the practical aspects of the course, to evaluate application of techniques and analysis methods as well as the students' response to the texts proposed.	50



A final average mark will only be given if all parts are marked 5 or above (in a scale from 0.1 to 10, where the top mark is 10 and a pass is 5).

The ability to communicate at the C2 (CEFR level) is required to pass the course as a whole. Students whose communication (written and/or oral) displays errors that are not consistent with the above level will fail the module regardless of their performance related to the course contents.

REFERENCIAS

Básicas

- RIBES, P. (ed), 17th and 18th Century English Literature: An Anthology. Valencia: Tirant Humanidades, 2013 (Text selection for analysis and discussion).
- SHAKESPEARE, William. King Lear (Foakes, R.A. ed.) London: Methuen. The Arden Shakespeare. Third Series. 2004 (1997) ISBN: 978-1903436592
- CARTER, Ronald & John McRae, The Routledge History of Literature in English. London: Routledge, 2nd ed., 2001.[Chapter 2.THE RENAISSANCE: pp. 51-57; 79-113 & Chapter 3.RESTORATION TO ROMANTICISM: 1660-1789: pp.117-196)

Complementarias

- Suggestions for further reading can be found in Ribes, P., 17th & 18th Century English Literature: An Anthology. Valencia: Tirant Humanidades, 2013.
- GREENBLATT, Stephen (Gen. Ed.). The Norton Anthology of English Literature. Vols. 1 & 2. New York. W.W. Norton, 9th edition, 2012.
- DAEMS, Jim. Seventeenth-Century Literature and Culture. London, Continuum, 2006.
- GORING, Paul. Eighteenth-Century Literature and Culture. London, Continuum, 2008.
- MURFIN, R. & S. M. RAY. The Bedford Glossary of Critical and Literary Terms. Boston: Bedford/ St. Martin's; Houndmills: Palgrave Macmillan, 2009.
- JONSON, Ben. Volpone (Willmott, Richard, ed.) Oxford: Oxford University Press. New Oxford Student Texts, 2012.
- MILTON, John, Paradise Lost, Book IX (Baldwin, Anna & Steven Croft, eds.) Oxford: Oxford University Press. New Oxford Student Texts, 2008.
- POPE, Alexander, The Rape of the Lock (Gurr, Elizabeth, ed.) Oxford: O.U.P. New Oxford Student Books, 2007.
- WYCHERLEY, William. The Country Wife (Stern, Tiffany, ed.) Bloomsbury Methuen Drama. New Mermaids 2nd. ed., 2014.



ADENDA COVID-19

Esta adenda solo se activará si la situación sanitaria lo requiere y previo acuerdo del Consejo de Gobierno

MODALIDAD DE DOCENCIA HÍBRIDA

1. Contenidos

Se mantienen

2. Volumen de trabajo y planificación temporal de la docencia

Se mantienen

3. Metodología docente

1. Clase (presencial) teórica/práctica + videoconferencia BBC
2. Clase (presencial) teórica/práctica + publicación de materiales en AV
3. Clase (presencial) teórica/práctica + tareas por AV

4. Evaluación

1. Actividades en Aula Virtual (Hasta el 30% de la nota)
2. Examen final escrito (Hasta 70% de la nota) (Será imprescindible obtener 5 puntos sobre un total de 10 en esta parte para aprobar la asignatura)

5. Bibliografía



Se mantiene

MODALIDAD DE DOCENCIA NO PRESENCIAL

1. Contenidos

Se mantienen

2. Volumen de trabajo y planificación temporal de la docencia

Se mantiene

3. Metodología docente

1. Videoconferencia síncrona BBC
2. Publicación de materiales en AV
3. Tareas en AV

4. Evaluación

1. Actividades en Aula Virtual (Hasta el 30% de la nota)
2. Examen final escrito (Hasta 70% de la nota) (Será imprescindible obtener 5 puntos sobre un total de 10 en esta parte para aprobar la asignatura)

5. Bibliografía



Es manté

