

<b>PROGRAMA DE LA ASIGNATURA:</b>	Literatura en Habla Inglesa Literatura en Habla Inglesa I
<b>CARRERA/S:</b>	Traductorado de Inglés Profesorado de Inglés
<b>ORDENANZA PLAN DE ESTUDIOS:</b>	499/11 430/09
<b>RÉGIMEN DE CURSADA:</b>	2º cuatrimestre
<b>CARGA HORARIA:</b>	4 horas semanales / 64 horas en el cuatrimestre
<b>DEPARTAMENTO:</b>	Lengua y Cultura
<b>ÁREA:</b>	Literatura
<b>ORIENTACIÓN:</b>	Literatura en Lengua Inglesa
<b>EQUIPO DE CÁTEDRA:</b>	Mg. Andrea Montani, Esp. Mercedes Fernández Beschtedt, Esp. Paola Formiga
<b>AÑO:</b>	2021

## 1. MARCO REFERENCIAL Y FUNDAMENTACIÓN

This course offers an introduction to the study of literature in English. It has been designed to help students approach the analysis of literary texts and become acquainted with works, authors, and periods / movements associated with literature written in the English language.

The study of periods / movements focuses particularly on British literature. It is based on Ronald Carter and John McRae's *The Routledge History of Literature in English. Britain and Ireland*, a book especially intended for students of English literature and language. This subject centers particularly on literature produced from the Middle Ages to the early nineteenth century and, for each of the periods under analysis, it includes literary texts by not only male writers but also women writers, whose voices have been largely ignored in literary history.

Given that the subject deals with literature *in English*, this syllabus also contains literary works by writers from former British colonies. Postcolonial literature (Ashcroft *et. al.* 2)<sup>1</sup> is introduced through a selection of retellings of classics of British literature. All the units

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<sup>1</sup> Ashcroft, Bill; Gareth Griffiths and Helen Tiffin. *The Empire Writes Back. Theory and Practice in Post-Colonial Literatures*. 2<sup>nd</sup> edition. Routledge, 2002.

offer a poem, short story or novel in which a canonical text explored throughout the unit is critically revisited and, in one way or another, brought into question from a postcolonial view. In this way, the course seeks to articulate the study of British literature with postcolonial voices.

This subject also offers an introduction to the major literary genres (Klarer 9).<sup>2</sup> The first unit introduces poetry; the second, drama; and the third, fiction, focusing particularly on the novel. The study of literary genres and their main aspects is accompanied by the exploration of basic concepts in stylistics to help students examine “the ways in which meaning is created through language in literature as well as in any other types of texts” (Nørgaard *et. al.* 1).<sup>3</sup> Focusing on phonological, lexical, and grammatical aspects of the literary texts, among others, will enrich their interpretation and improve students’ performance as readers in general.

With respect to the reading materials selected, this syllabus contains a list of selected literary works for each unit. The texts recommended are mostly annotated editions that illuminate and facilitate the reading process. We have included film adaptations of some of the works to add variety and cater for different learning styles. Each unit also contains a list of bibliography which consists mostly of texts intended for university students and includes audiovisual material.

## 2. PROPÓSITOS Y OBJETIVOS

### AIMS

Throughout the course, students are expected to:

- analyze literary texts in English,
- explore literary genres,
- become acquainted with literature in English, and
- develop their linguistic and intercultural competence.<sup>4</sup>

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<sup>2</sup> Klarer, Mario. *An Introduction to Literary Studies*, Routledge, 2004, pp. 27-43.

<sup>3</sup> Nørgaard, Nina, Rocío Montoro and Beatrix Busse. *Key Terms in Stylistics*. Continuum, 2010.

<sup>4</sup> Byram, Michael; Bella Gribkova and Hugh Starkey. *Developing the Intercultural Dimension in Language Teaching. A Practical Introduction for Teachers*. Language Policy Division. Directorate of School, Out-of-School and Higher Education. DGIV, Council of Europe, 2002.

## OBJECTIVES

By the end of the course, students should be able to:

- discuss, compare and contrast different periods / movements in British literature,
- discuss postcolonial uses and retellings of texts produced in the context of these periods / movements,
- apply basic concepts in stylistics to the analysis and interpretation of literary texts,
- identify the key aspects of major literary genres,
- use technical vocabulary accurately, and
- write coherent, cohesive, well-structured essays on literature.

### 3. CONTENIDOS SEGÚN PLAN DE ESTUDIOS

En tanto una primera aproximación a los estudios literarios, la materia se focalizará en el estudio de textos literarios en el marco de su relación con períodos culturales/movimientos y géneros literarios y a través de herramientas de análisis que incluirán nociones básicas de estilística y concientización sobre los marcos críticos de abordaje utilizados para la discusión de los textos.

### 4. CONTENIDOS ANALÍTICOS

#### Unit 1: Old and Middle English (600-1485)

- Context and conditions.
- The origins of English literature. The French influence on the English language and on literature. Orality and the written tradition. The question of authorship. Women's voices. The Middle Ages and Chaucer's *The Canterbury Tales*.
- Introduction to poetry. The lexical-thematic, visual and acoustic dimensions. Lyric and narrative poetry. Medieval poetry: the popular ballad and the medieval romance.
- The retelling of classics: "The Wife of Bath's Tale" revisited.

#### *Selected Literary Works*

- "Lord Randall", "The Douglas Tragedy"

- “Sir Gawain and the Green Knight”
- Marie de France’s “Guigemar”
- Geoffrey Chaucer’s *The Canterbury Tales*: General Prologue and “The Wife of Bath’s Tale”.
- Jean ‘Binta’ Breeze’s “The Wife of Bath Speaks in Brixton Market”

## Unit 2: The English Renaissance (1485-1660)

- Context and conditions.
- Introduction to drama. Renaissance drama. The Elizabethan theatre. The birth of the acting profession. Shakespearean tragedy.
- Renaissance poetry. The sonnet: Petrarchan and English sonnets. Shakespeare’s sonnets. Renaissance women poets.
- The retelling of classics: *Hamlet* revisited.

### *Selected Literary Works*

- William Shakespeare’s *Hamlet*
- Shakespeare’s Sonnets 2, 18, 55, 74, 130, and 138
- Isabella Whitney’s “The Authour (though loth to leave the Citie) upon her Friendes procurement, is constrained to departe... and maketh her Wyll and Testament...”
- Margaret Atwood’s “Gertrude Talks Back”

## Unit 3: Restoration to Romanticism: 1660-1789

- Context and conditions.
- Restoration poetry and satire. Women’s voices.
- The rise of the novel and the beginnings of Realism.
- Key aspects of prose fiction: Characterization, setting, plot and narration.
- The retelling of classics: *Robinson Crusoe* revisited.

### *Selected Literary Works*

- John Wilmot, Earl of Rochester’s “Love and Life: A Song” and “A Satyr on Charles II”
- Aphra Behn’s “The Disappointment” and “To the Fair Clarinda”.

- Daniel Defoe's *Robinson Crusoe*.
- John Maxwell Coetzee's *Foe*

#### **Unit 4: The Romantic Period (1789-1832)**

- Context and conditions.
- Romantic poetry. Recurrent themes. Romantic sonnets and ballads.
- The novel in the Romantic period. Sentimental, gothic and realist conventions. Women and the novel.
- The retelling of classics: Wordsworth revisited.

##### *Selected Literary Works*

- William Blake's "The Tyger" and "The Chimney Sweeper"
- William Wordsworth's "I Wandered Lonely as a Cloud" and "The World is too Much with Us"
- Coleridge's "Kubla Khan"
- John Keats' s "La Belle Dame sans Merci" and "To Autumn"
- V.S Naipaul's "B. Wordsworth"
- Jane Austen's *Northanger Abbey*

## 5. PROPUESTA METODOLÓGICA

### • **Class activities**

Considering that teachers and students are not meeting in the classroom this year, teachers will offer an alternation of synchronous and asynchronous class sessions. The former will be devoted mostly to the group's discussion, analysis and interpretation of literary works. The latter will generally consist in the presentation of topics or the revision of the texts listed in the bibliography. Both the analysis of literary texts and the discussion of the bibliography will be guided by means of quizzes and reading guides, among other types of activities.

In the case of synchronous class sessions, students will be encouraged to attend the sessions and participate actively in the group's discussions. Those who cannot attend the sessions will find recordings on Pedco.

Every week teachers will assign readings and activities for the following week, even though students will be able to organize their readings on the basis of the schedule offered below (see section 8). The reading materials will be available on the university platform.

- **Tutorials**

Teachers will offer tutorials once a week. They will give individual tutorials to students who wish to clear up doubts in relation to the literary works, the reading materials assigned and / or the correction of essays.

- **University educational platform (PEDCO)**

This platform will constitute a central means of communication for students and teachers. Instructions for the essays, reading guides, materials and video links will be uploaded on the platform. Students will also upload their term exams on the platform.

## 6. CRITERIOS DE EVALUACIÓN Y CONDICIONES DE ACREDITACIÓN

### a. Evaluación

Students are expected to:

- discuss, compare and contrast different periods / movements in English literature,
- discuss postcolonial uses and retellings of texts produced in the context of these periods / movements,
- apply basic concepts in stylistics to the analysis and interpretation of literary texts,
- identify the key aspects of the major literary genres,
- use technical vocabulary accurately,
- write coherent, cohesive, well-structured essays on literature, and
- show a proficient use of English.

### b. Acreditación

#### **Regularidad**

Students will need to:

- pass two term exams or their corresponding make-ups.

#### **Final exam**

- “Estudiantes en condición de regulares” will prepare a 10-minute oral presentation on a topic of their choice. This short oral presentation will be followed by a discussion in which the candidate will be asked to discuss other topics included in the syllabus.
- “Estudiantes en condición de libres” will do a written exam which is to be handed in on the day before the final exam at 8 am. The written exam will be an essay on a topic assigned by the teachers a week before the exam. Having passed the written instance, candidates will sit the oral exam. They will not be expected to prepare a topic for the oral exam.

## 7. DISTRIBUCIÓN HORARIA

**Lessons:** Mondays and Thursdays from 3 to 5 p.m.

**Tutorials:** Mondays from 9 to 11 (Paola) and Tuesdays from 3 to 5 p.m. (Andrea)

## 8. CRONOGRAMA TENTATIVO

AUGUST	
25	Introduction to the subject Introduction to Unit 1 (Carter)
30	Klarer (on poetry)
SEPTEMBER	
1	“Lord Randall”, “The Douglas Tragedy”
6	Marie de France’s “Gugliemar” “Sir Gawain and the Green Knight”
8	Geoffrey Chaucer’s “General Prologue” and “The Wife of Bath’s Tale”
13	Jean ‘Binta’ Breeze’s “The Wife of Bath Speaks in Brixton Market”
15	The Renaissance (Carter)
20	Shakespearean Sonnets
22	The sonnet form (Calvo)
27	Academic writing
29	William Shakespeare’s <i>Hamlet</i>

OCTOBER	
4	William Shakespeare's <i>Hamlet</i>
6	Margaret Atwood's "Gertrude Talks Back" / Hand in term test 1
11	Public holiday
13	Isabella Whitney's <i>The Auchour (though loth to leave the Citie) upon her Friendes procurement, is constrained to departe... and maketh her Wyll and Testament...</i>
18	Restoration to Romanticism (Carter)
20	John Wilmot, Earl of Rochester's "Love and Life: A Song" and "A Satyr on Charles II" Aphra Behn's "The Disappointment" and "To the Fair Clarinda"
25	The Novel (Walder) <i>Robinson Crusoe</i> (film)
27	<i>Robinson Crusoe</i> (film)
NOVEMBER	
1	J. M. Coetzee's <i>Foe</i>
3	J. M. Coetzee's <i>Foe</i>
8	The Romantic period (Carter) Romantic poetry
15	Romantic Poetry / Hand in Term Test 2
22	Public Holiday
24	Romantic poetry V.S Naipaul's "B. Wordsworth"
30	Jane Austen's <i>Northanger Abbey</i>
DECEMBER	
1	Jane Austen's <i>Northanger Abbey</i>

## 9. BIBLIOGRAFÍA OBLIGATORIA Y DE CONSULTA

### UNIT 1: Old and Middle English (600-1485)

#### *Selected Literary Works*

Breeze, Jean "Binta". "The Wife of Bath Speaks in Brixton Market." *Third World Girl*.

*Selected Poems*, Bloodaxe Books, 2011, pp. 132-134.



---. "The Wife of Bath Speaks in Brixton Market."

<https://www.youtube.com/watch?v=MiyKat1QzbQ>

Chaucer, Geoffrey. *The Canterbury Tales*. Penguin Books, 2005.

---. *The Canterbury Tales*. Translated into Modern English by Nevill Coghill, Penguin, 2003.

de France, Marie. "Guigemar." *The Lays of Marie de France*. Translated by David R. Slavitt, Au Press, 2013, pp. 5-26.

"Lord Randall." <https://rpo.library.utoronto.ca/content/lord-randall#poemline-26>

<https://www.youtube.com/watch?v=L2l6aRh9LOQ>

"Sir Gawain and the Green Knight." Directed by Tim Fernée, 2002.

[https://www.youtube.com/watch?v=wqJ9sTY31\\_Q](https://www.youtube.com/watch?v=wqJ9sTY31_Q)

"The Douglas Tragedy." <https://rpo.library.utoronto.ca/content/douglas-tragedy-6#0>

[https://www.youtube.com/watch?v=78UDfRpzs\\_o](https://www.youtube.com/watch?v=78UDfRpzs_o)

### *Bibliography*

Abrams, M. H and Geoffrey Galt Harpham. *A Glossary of Literary Terms. Tenth Edition*. Wadsworth, 2012.

Carter, Ronald and John McRae. "The Beginnings of English. Old and Middle English 600 - 1485." *The Routledge History of Literature in English. Britain and Ireland. 3<sup>rd</sup> Edition*, Routledge, 2017, pp. 3-37.

Klarer, Mario. "Major Genres in Textual Studies: Poetry". *An Introduction to Literary Studies*, Routledge, 2004, pp. 27-43.

"What was the Norman Conquest?" *Look Back History*, 1 June 2020, <https://www.youtube.com/watch?v=xqAqv3W-NB4>

## **UNIT 2: The English Renaissance (1485-1660)**

### *Selected Literary Works*

Atwood, Margaret. "Gertrude Talks Back." *Good Bones*, McClelland and Stewart, 1997, pp. 12-13.

Blakemore Evans, Gwynne (ed.). *The Sonnets. Updated Edition*. Cambridge University Press, 2006.

Raffel, Burton (ed.). *Hamlet. The Annotated Shakespeare*. Yale University Press, 2003.

Whitney, Isabella. "The Auchthour (though loth to leave the Citie) upon her Friendes procurement, is constrained to departe... and maketh her Wyll and Testament..."

*Isabella Whitney, Mary Sidney and Aemilia Lanyer: Renaissance Women Poets.*  
Penguin, 2000.

### *Bibliography*

Abrams, M. H and Geoffrey Galt Harpham. *A Glossary of Literary Terms. Tenth Edition.*  
Wadsworth, 2012.

Bradley, Andrew Cecil. "Lecture I: The Substance of Shakespearean Tragedy"  
*Shakespearean Tragedy.* Macmillan Education, 1992, pp. 1-30.

---. "Lecture II: Construction in Shakespearean Tragedies." *Shakespearean Tragedy.*  
Macmillan Education, 1992, pp. 31-63.

Calvo, Clara and Jean Jaques Weber. "Miniature Poems: Reading the Elizabethan Sonnet  
as a Jewel". *The Literature Workbook.* Routledge, 2005, pp. 1-23.

Carter, Ronald and John McRae. "The Renaissance: 1485-1660." *The Routledge History of  
Literature in English. Britain and Ireland. 3rd Edition,* Routledge, 2017, pp. 53 -101.

Klarer, Mario. "Major Genres in Textual Studies: Drama". *An Introduction to Literary Studies,*  
Routledge, 2004, pp. 43-56.

## **UNIT 3: Restoration to Romanticism: 1660-1789**

### *Selected Literary Works*

Behn, Aphra. *The Complete Works of Aphra Behn.* Delphi Classics, 2016.

Wilmot, John; Earl of Rochester. *The Poems and Lucina's Rape.* Edited by Keith Walker  
and Nicholas Fischer, Wiley-Blackwell, 2010.

Coetzee, John Maxwell. *Foe.* Penguin Books, 2010.

Defoe, Daniel. *Robinson Crusoe.* Edited and with an introduction by Thomas Keymer.  
Oxford University Press, 2007.

*Robinson Crusoe.* Directed by Luis Buñuel, 1954. <https://www.youtube.com/watch?v=b-YoBU0XT90>

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Abrams, M. H and Geoffrey Galt Harpham. *A Glossary of Literary Terms. Tenth Edition.*  
Wadsworth, 2012.

Carter, Ronald and John McRae. "Restoration to Romanticism: 1660-1789." *The Routledge  
History of Literature in English. Britain and Ireland. 3rd Edition,* Routledge, 2017, pp.  
115-156

[https://www.youtube.com/watch?v=dyk3bl\\_Y68Y](https://www.youtube.com/watch?v=dyk3bl_Y68Y)

Walder, Dennis. "The Genre Approach." *The Realist Novel*, edited by Dennis Walder, Routledge in association with The Open University, 2005, pp. 3-32.

Klarer, Mario. "Major Genres in Textual Studies: Fiction". *An Introduction to Literary Studies*, Routledge, 2004, pp. 9-27

#### **UNIT 4: The Romantic Period (1789-1832)**

##### *Selected Literary Works*

Wordsworth, Jonathan and Jessica Wordsworth (eds.). *The Penguin Book of Romantic Poetry*. Penguin, 2005.

Austen, Jane. *Northanger Abbey*. Edited by Barbara M. Benedict and Deirdre Le Faye, Cambridge University Press, 2006.

Naipaul, V. S. "B. Wordsworth." *Miguel Street*, Vintage International, 1987.

##### *Bibliography*

Abrams, M. H and Geoffrey Galt Harpham. *A Glossary of Literary Terms. Tenth Edition*. Wadsworth, 2012.

Carter, Ronald and John McRae. "The Romantic Period: 1789-1832." *The Routledge History of Literature in English. Britain and Ireland. 3rd Edition*, Routledge, 2017, pp. 193-238.

Morris, Pam. "Women and the Novel." *The Realist Novel*, edited by Dennis Walder, Routledge in association with The Open University, 2005, pp. 111-124.

"The Romantics. Nature. BBC Documentary." Written and directed by Peter Ackroyd, 2011, <https://www.youtube.com/watch?v=liVQ21KZfOI&t=5s>

Todd, Janet. "Chapter 1: Life and Times." *The Cambridge Introduction to Jane Austen*, Cambridge University Press, 2006, pp. 1-17.

---. "Chapter 2: The Literary Context." *The Cambridge Introduction to Jane Austen*, Cambridge University Press, 2006, pp. 18-35.

#### **FURTHER READING**

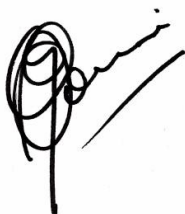
Abrams, M. H and Geoffrey Galt Harpham. *A Glossary of Literary Terms. Tenth Edition*. Wadsworth, 2012.

Alexander, Michael. *A History of English Literature*. Macmillan, 2000.

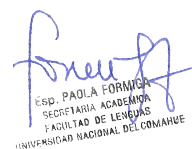
Ashcroft, Bill; Gareth Griffiths and Helen Tiffin. *The Empire Writes Back. Theory and Practice in Post-Colonial Literatures*. 2<sup>nd</sup> edition. Routledge, 2002.

Klarer, Mario. "How to Write a Scholarly Paper." *An Introduction to Literary Studies*, Routledge, 2004, pp. 109-122.

Nørgaard, Nina, Rocío Montoro and Beatrix Busse. *Key Terms in Stylistics*. Continuum, 2010.



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