

English Literature II: Historical Survey: Older Period (A005055)

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

Course size	<i>(nominal values; actual values may depend on programme)</i>			
Credits 5.0	Study time 150 h	Contact hrs	45.0 h	
Course offerings and teaching methods in academic year 2022-2023				
A (semester 1)	English	Gent	guided self-study	5.0 h
			self-reliant study activities	5.0 h
			practicum	15.0 h
			online lecture	15.0 h

Lecturers in academic year 2022-2023

Van Durme, Debora	LW07	staff member
McCausland, Elly	LW07	lecturer-in-charge

Offered in the following programmes in 2022-2023

	crdts	offering
Bachelor of Arts in Linguistics and Literature (main subject Dutch - English)	5	A
Bachelor of Arts in Linguistics and Literature (main subject English - German)	5	A
Bachelor of Arts in Linguistics and Literature (main subject English - Greek)	5	A
Bachelor of Arts in Linguistics and Literature (main subject English - Italian)	5	A
Bachelor of Arts in Linguistics and Literature (main subject English - Latin)	5	A
Bachelor of Arts in Linguistics and Literature (main subject English - Spanish)	5	A
Bachelor of Arts in Linguistics and Literature (main subject English - Swedish)	5	A
Bachelor of Arts in Linguistics and Literature (main subject French - English)	5	A
Bachelor of Arts in Art History, Musicology and Theatre Studies	5	A
Exchange Programme Linguistics and Literature	5	A
Linking Course Master of Arts in Linguistics and Literature (main subject English)	5	A
Preparatory Course Master of Arts in Linguistics and Literature (main subject English)	5	A

Teaching languages

English

Keywords

English literature, historical overview literary tradition

Position of the course

This in-depth course aims to familiarize students with the development of English literature between the medieval period and 1800. In addition, students will improve their literary and linguistic competence through the written and oral discussion of literary texts, in which a (critical) use of secondary sources is required.

The course contributes to the core competencies of the bachelor degree in language and literature (specializations with English in two-language combination):

B.1.1 ; B.1.3 ; B.1.5 ; B.2.2 ; B.2.3 ; B.3.1 ; B.3.2 ; B.3.3 ; B.3.4 ; B.3.5 ; B.4.1 ; B.5.1 ; B.5.2 ; B.5.3 ; B.5.4.

Contents

This course offers a broad overview of British literature from the Middle Ages to 1800. The

course will focus especially on generic developments (in poetry, prose, and drama) during this roughly 1000-year period and the relationship between the literary works we study and their historical, political, philosophical and aesthetic contexts. One question we will return to repeatedly is canon formation: Why are we reading these literary texts in particular? How did they become central to the English literary canon? To that end, we will read works that, for hundreds of years, have been central to English literary history, including Geoffrey Chaucer's *Canterbury Tales*, William Shakespeare's *The Taming of the Shrew*, John Milton's *Paradise Lost*, Sir Thomas More's *Utopia*; works that joined the canon relatively late, including Jonathan Swift's *Gulliver's Travels* and Jane Austen's fiction; and literary works, often by and about women and people of colour, that have only in the last few decades become central to English literary history, including Aphra Behn's *Oroonoko*, Mary Wollstonecraft's 'A Vindication of the Rights of Woman', and Olaudah Equiano's *Interesting Narrative*.

Initial competences

English Literature I or having acquired the necessary skills by other means.

Final competences

- 1 The ability to discern a train of thought in a literary text and to recognize the structure and coherence of literary texts, such as a poem, a play, an essay, or a novel.
- 2 The ability to apply knowledge about English-language literary traditions in the analysis of texts and to situate them in literary-historical and stylistic contexts.
- 3 The ability to read without prejudice, to empathize with the writer's socio-cultural world, to reflect on one's own reading habits and to remain open to aesthetic experience.
- 4 The ability to write short essays that demonstrate the acquired linguistic and literary competences and in which a literary subject is analyzed in a scientifically sound manner while making critical use of secondary sources that comment upon or clarify a text's socio-cultural contexts.

Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Guided self-study, practicum, self-reliant study activities, online lecture

Extra information on the teaching methods

Weekly lecture by Prof. McCausland on the primary literary text(s) and its/their historical, literary, generic, philosophical and aesthetic dimensions.

Weekly seminar on primary literary texts, conducted by Dr. Van Durme, built around student conversation, with a focus on close-reading abilities.

COVID-19: as a result of the Corona crisis, the following adjustments *might* be made for AJ 21-22: all lecture sessions will be conducted online and will be recorded. Seminars will occur in person, to the extent possible given current coronavirus conditions.

Learning materials and price

The following materials will be available for purchase:

- Anon, *Sir Gawain and the Green Knight*, trans. Simon Armitage (paperback edition, Faber & Faber, 2009)
 - Jane Austen, *Northanger Abbey* (Norton Critical Edition, ed. Susan Fraiman)
 - John Milton, *Paradise Lost*, ed. Gordon Teskey (Norton, 2005)
 - William Shakespeare, *The Taming of the Shrew* (Arden Shakespeare edition)
- All additional materials will be made available through Ufora.

References

Cathy Birkenstein and Gerald Graff, *They Say / I Say: The Moves that Matter in Academic Writing*, 2nd ed. (New York: W.W. Norton & Co., 2010) (Available on Ufora)

Course content-related study coaching

Individual feedback can follow the lessons, via Ufora or by appointment via e-mail with the instructors.

Evaluation methods

end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Written examination

Examination methods in case of periodic evaluation during the second examination period

Written examination

Examination methods in case of permanent evaluation

Participation, assignment

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible in modified form

Extra information on the examination methods

periodical: exam with open questions

non-periodical: paper (can be taken again in the second examination period); participation incl.

participation in the guided self-study and practicals (can be taken up again in the second examination period via a replacement task)

Calculation of the examination mark

- Research Proposal for Literary Analysis Essay (compulsory but ungraded)
- Literary Analysis Essay (50%)
- Final Exam (50%)

Please note:

(1) To pass the course, you are required to have a passing grade on both (a) the literary analysis essay and (b) the final exam.

Failure of one component: The student must receive more than 10/20 on both the essay and the exam to pass the entire course. If the final score would nevertheless be a number of ten or more out of twenty, then the final grade will be reduced to the highest non-pass score (i.e. 9/20).

(2) If you fail the paper (or fail to submit it) but pass the exam, your exam grade will carry over into the next submission period. You therefore do not need to retake the exam.

(3) Likewise, if you fail the exam but pass the paper, the grade for your paper will carry over: you will only have to retake the exam in the second session.

Facilities for Working Students

- Possibility to make an appointment for feedback during and after office hours