

Literature in English: Older Period I (A005255)

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	30.0 h

Course offerings in academic year 2022-2023

A (semester 1)	English	Gent
----------------	---------	------

Lecturers in academic year 2022-2023

McCausland, Elly	LW07	lecturer-in-charge
------------------	------	--------------------

Offered in the following programmes in 2022-2023

	crdts	offering
Master of Science in Teaching in Languages (main subject Linguistics and Literature)	5	A
Master of Arts in Linguistics and Literature (main subject Dutch - English)	5	A
Master of Arts in Linguistics and Literature (main subject English)	5	A
Master of Arts in Linguistics and Literature (main subject English - German)	5	A
Master of Arts in Linguistics and Literature (main subject English - Greek)	5	A
Master of Arts in Linguistics and Literature (main subject English - Italian)	5	A
Master of Arts in Linguistics and Literature (main subject English - Latin)	5	A
Master of Arts in Linguistics and Literature (main subject English - Scandinavian Studies)	5	A
Master of Arts in Linguistics and Literature (main subject English - Spanish)	5	A
Master of Arts in Linguistics and Literature (main subject French - English)	5	A
Master of Arts in Historical Linguistics and Literature	5	A
Exchange Programme Linguistics and Literature	5	A

Teaching languages

English

Keywords

Travel, medieval literature, Early Modern, English literature, Romanticism, Renaissance, exploration

Position of the course

Theme of the Course: The Journey in English literature, ca. 1100-1860

Contents

Broadly speaking, this course examines literary 'journeys': physical journeys; emotional journeys; metaphorical journeys; journeys towards wisdom; journeys for escape; journeys for homecoming. It connects this overarching theme to a variety of historical literature and a range of theoretical approaches, including feminist/gender theory, postcolonial theory and spatiality theory. The aim is to gain a broad overview of the key periods of English literature from the later medieval period through to the Victorian period, and to examine the contexts of these periods through representative texts. Moreover, recurring tropes in these texts - the island, the lone wanderer, the shipwreck, the flaneur - will form key focal points, prompting us to consider why certain aspects of the journey have captured the literary imagination across a period of several centuries.

Primary texts covered:

- Anon, 'The Wanderer' (late 10th century)

- Anon, 'Sir Gawain and the Green Knight' (late 14th century).
- Henry Neville, *The Isle of Pines* (1668).
- William Shakespeare, *The Tempest* (1610-11).
- John Donne, 'To His Mistress Going To Bed' (c. 1593)
- Margaret Cavendish, 'Of Many Worlds in This World' (1664).
- Daniel Defoe, *Robinson Crusoe* (1719).
- Charlotte Smith, 'The Swallow' (1797) and 'Beachy Head' (1807).
- Samuel Taylor Coleridge, 'The Rime of the Ancient Mariner' (1798) and 'Kubla Khan' (1816).
- Charlotte Bronte, *Villette* (1853).
- Alfred Lord Tennyson, 'Ulysses' (1842).

Initial competences

To have successfully completed at least one of the 'English Literature III' courses, or to have achieved the intended learning objectives (including a thorough command of the English language) by other means.

Final competences

- 1 To acquire a nuanced understanding of the cultural, political and historical context of a variety of English literary texts, from the medieval period to the Victorian.
- 2 To consider a diverse selection of literary texts through the lens of the 'journey', with the multiple perspectives and approaches such a concept implies.
- 3 To utilise an array of literary theoretical approaches in the study of different texts.
- 4 To develop advanced oral and written communication skills.
- 5 To cultivate the sharp analytical and argumentative skills needed to persuasively communicate ideas about literature and culture.
- 6 To situate ideas in relation to existing literary, theoretical and scholarly debates and, where relevant, build on and challenge those debates.
- 7 To acquire the academic research and writing competence necessary to produce a high-quality written assignment showcasing original research.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Seminar

Extra information on the teaching methods

The lessons take the form of an in-person seminar with class discussion. Some (or all) sessions *might* occur online, depending on availability of guest speakers and conditions under Covid-19.

Please note that students are *not* permitted to use cell phones during in-person classes, for a few reasons:

- [multitasking impairs learning](#);
- In-class cell-phone usage [reduces long-term retention and negatively impacts subsequent exam performance](#);
- the mere visual presence of one's own smartphone, even if unused, may occupy limited-capacity cognitive resources, thereby [undercutting cognitive performance](#).

Learning materials and price

Students must purchase the following texts for this class, in the editions specified. All other materials will be available via Ufora. Estimated cost: €80-90.

- 1 Armitage, Simon, trans., *Sir Gawain and the Green Knight* (London: Faber, 2018)
- 2 Bronte, Charlotte, *Villette* (Oxford World's Classics, ed. Margaret Smith, 2008)
- 3 Coleridge, Samuel, *The Rime of the Ancient Mariner* (Vintage Classics edition, ed. Marina Warner, 2014).
- 4 Defoe, Daniel, *Robinson Crusoe* (Second Norton Critical Edition ed. Michael Shinagel, 1994)
- 5 Shakespeare, William, *The Tempest* (Second Norton Critical Edition, ed. Peter Hulme and William Sherman, 2019)
- 6 *Three Early Modern Utopias* (Oxford World's Classics, ed. Susan Bruce, 2008) – for Henry Neville's *The Isle of Pines*.

References

Course content-related study coaching

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

Evaluation methods

continuous assessment

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

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

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

The written assignment should be 5,000 words in length (10% variance) and should be formatted using MLA or Chicago style. Some further specifications:

1 The essay should include at least eight (preferably more) high-quality, peer-reviewed scholarly sources, from academic journals and books. Students are expected to select the best and most relevant secondary resources (and not simply the first secondary resources they find). Note: seminar notes or slides should *not* be used as sources.

2 The essay must focus on one or more of our primary texts from the course. Other relevant texts may be discussed briefly, but the focal point should be on curriculum material.

Each student should devise their own essay topic. Early in the semester, you will be required to submit, via Ufora, a brief research proposal for your assignment (max. 1 page) in which you outline some, or all, of the following:

1 The motivation for the research or a problem statement: What gap in our understanding of a literary text or problem will your essay correct or amend? You may want to think about this in relation to existing scholarship: how will your essay build on, or even challenge, existing debates about this/these texts?

2 A description of your method, procedure or approach to the problem: what will you analyze? How?

3 Your thesis or argument: what will your essay argue? What point will it make?

4 A bibliography of three to five peer-reviewed, academically published secondary resources you will use for your essay.

You will receive brief feedback on your essay proposal. The goal of the proposal is to make sure you are on the right track with your essay topic: that it is viable for the scope of the assignment, and that you are approaching it in an analytical, argumentative way.

Following the proposal, you will be required to submit a first short draft of your essay (max. 2500 words) for feedback, approximately mid-way through the semester. You can then utilise this feedback for the final draft.

Calculation of the examination mark

10% of the grade: participation (attendance at seminars + completion of extracurricular assignments, e.g. on Ufora)

90% of the grade: written assignment (essay)

Facilities for Working Students

1. Possible exemption from educational activities requiring student attendance.
2. Possible rescheduling of the examination to a different time in the same academic year
3. Feedback can be given during an appointment during or after office hours