

Guía docente de la asignatura

Fecha última actualización: 16/07/2021
Fecha de aprobación por la Comisión Académica: 17/07/2021**Orígenes y Evolución de la Novela Inglesa desde el Siglo XVI al XVIII: Política, Traducción, y Discurso Periodístico****Máster**

Máster Universitario en Literatura y Lingüística Inglesas

MÓDULO

Literaturas en Lengua Inglesa

RAMA

Artes y Humanidades

CENTRO RESPONSABLE DEL TÍTULO

Escuela Internacional de Posgrado

Semestre

Segundo

Créditos

5

Tipo

Optativa

Tipo de enseñanza

Presencial

PRERREQUISITOS Y/O RECOMENDACIONES

- C1 level of English
- Previous knowledge of literary conventions

BREVE DESCRIPCIÓN DE CONTENIDOS (Según memoria de verificación del Máster)

- This class will explore, from an interdisciplinary perspective, the relation between the origins of the English novel, translation, political discourse, and the emergence of journalism in the publishing world.
- We shall study the ways in which the early English translations of Spanish picaresque contributed to create a sort of realistic fiction which frequently overlapped with the sort of prose employed for the creation and dissemination of news (frequently of a sensationalist sort) as a new sort of marketable good for mass consumption.
- We shall see how certain types of characters in the Spanish picaresque were transferred onto a certain type of English novel, whose language overlapped with the same sort of discourse employed by early financial and mercantile capitalism, alongside the sort of political imaginary that legitimized it.
- We shall see how this process led to the work of authors like Tobias Smollet (e.g. his novel Roderick Random, or his translation of Don Quijote), and Daniel Defoe (whose Moll Flanders generated an English variety of female pícaro based in historical characters like Mary Frith, whose activities turned her into an early version of celebrity, and the protagonist of plays like The Roaring Girl).



COMPETENCIAS

COMPETENCIAS BÁSICAS

- CB6 - Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.
- CB7 - Que los estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio.
- CB8 - Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
- CB9 - Que los estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades.
- CB10 - Que los estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.

COMPETENCIAS GENERALES

- CG01 - Desarrollar habilidades en las relaciones interpersonales y la mediación interlingüística.
- CG02 - Adquirir las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo
- CG03 - Buscar información (oral, impresa, audiovisual, digital, multimedia) y transformarla en conocimiento.
- CG04 - Utilizar las nuevas tecnologías como herramienta de aprendizaje e investigación, así como medio de comunicación y difusión.
- CG05 - Comprender textos largos y complejos de cualquier tipo, tanto técnico, como narrativo, o literario.
- CG06 - Presentar, en diferentes formatos (escritos, orales, digitales) descripciones claras y detalladas de temas complejos, desarrollando ideas concretas y terminando con una conclusión apropiada.

COMPETENCIAS ESPECÍFICAS

- CE01 - Conocer y valorar de forma crítica las teorías, los métodos y los resultados actuales más extendidos de la investigación en el campo de las literaturas en lengua inglesa y de la lingüística inglesa.
- CE02 - Identificar casos de estudio y los diferentes acercamientos epistemológicos disponibles para elaborar y defender argumentos, así como resolver problemas dentro del área de estudio de las literaturas en lengua inglesa y la lingüística inglesa.
- CE03 - Diseñar y llevar a cabo proyectos de investigación, y plasmar sus resultados en ensayos críticos siguiendo las convenciones formales del sistema MLA, con un marco epistemológico claro, riguroso y bien estructurado, con una introducción, desarrollo del análisis y conclusiones finales.
- CE04 - Exponer y defender con claridad los objetivos, metodología y resultados de un trabajo de investigación en el ámbito de las literaturas y la lingüística en inglés.
- CE05 - Entender los textos primarios y la bibliografía secundaria en los diferentes



ámbitos y en los diferentes periodos de la historia de las literaturas en inglés como concreción de prácticas culturales y políticas en un contexto histórico determinado.

- CE06 - Desarrollar el interés y la curiosidad intelectual por analizar y comprender textos, teorías críticas, y diferentes acercamientos epistemológicos a casos de estudio específicos en el ámbito de las literaturas en inglés.
- CE07 - Conocer los diferentes acercamientos interdisciplinarios al estudio de las literaturas en lengua inglesa, con especial énfasis en los estudios de género, las políticas de identidad, el discurso político, o los estudios postcoloniales y de traducción.

COMPETENCIAS TRANSVERSALES

- CT01 - La formación en el respeto a los derechos fundamentales y de igualdad entre hombres y mujeres, de los Derechos Humanos y los principios de accesibilidad universal, y los valores propios de una cultura de paz y de valores democráticos, según lo establecido por el Real Decreto 1393/2007, de 29 de octubre, Artº 3.5.

RESULTADOS DE APRENDIZAJE (Objetivos)

- To understand and enumerate the features and the phenomena that define the importance of the picaresque as a generic category that originates in Spain during the 16th and 17th centuries.
- To identify and analyse the way in which this genre spread all over Europe, with a focus on its influence towards the end of the 17th and the 18th centuries.
- To know, understand, and enumerate the features that turn the picaresque into one of the founding narrative discourses of early modernity, alongside its translational and transnational nature.
- To identify its links with the emergence of the novel.
- To analyse and evaluate in a critical manner its importance when it comes to establishing the origins and evolution of certain varieties of English prose fiction during the 17th and 18th centuries.
- To identify and enumerate these discursive components, which include the moral, political and economic foundations that regulate the relations between individual and society during early modernity.
- To identify and evaluate in a relevant way some of the main topics that make up this sort of discourse, such a poverty, crime, or prostitution, and in general the eminently self-interested struggle of the individual for material survival and social legitimacy within a context that demands high moral standards.
- To understand, and think critically, about the way in which the genre of the novel responds to new phenomena such as urban development, the growth in literacy and the expansion of the publishing markets, as well as the emergence of a public sphere whose social energies circulated throughout the material networks of print and the publishing business.
- To understand the way in which phenomena like the former emerged alongside a new market for the production and consumption of news a marketable commodity.
- To understand and identify the complexities of all the phenomena that underlie the development of prose fiction before, during, and after the emergence of the novel during the 16th, 17th and 18th centuries.
- To apply the study of these varieties of prose genres within an interdisciplinary approach that must comprehend literary theory, semiotics, translation studies, cultural studies, and genre, alongside social, political and economic history.



PROGRAMA DE CONTENIDOS TEÓRICOS Y PRÁCTICOS

TEÓRICO

This course provides an interdisciplinary approach to the origins and evolution of the English novel from the sixteenth to the eighteenth centuries with a focus on its transnational and transgeneric nature. Early modern prose fiction will be contextualised within the contemporary political and economic discourse, and discussed in relation to the dynamics of translation, the workings of the book market, and the emergence of early journalism and other genres, including (auto)biography, drama, and the essay.

The origins and development of the English novel will be thus presented as an eminently interlinguistic and international phenomenon, one in which a variety of genres, from several emerging vernacular traditions, intertwine. The selection of primary sources studied in this course is intended to bring to the fore the relevance of networks of translations and printers, as will be evinced by the study of translations and adaptation into English of Iberian sentimental and chivalric romances and picaresque works, often mediated by previous Italian and French translations and versions. The rise of the picaresque in England in turn will be approached in connection with the editorial success of rogue and criminal literature, often inseparable from autobiography and biography writing, understood as attempts at fictionalising the early modern self. It will be thus seen how the resulting new type of narrative prose aspired to portray in a verisimilar fashion complex social realities by means of a rhetoric that overlapped with the one employed in historical chronicles and news writing. Crime, adultery, theft, trickstery, poverty, prostitution, vagrancy, and corruption, among other phenomena, made their way into the contents of printed matter targeting mass consumption.

All the reading assignments for this course are chapters and extracts from a variety of longer works and novels. As such, selected readings should be understood as providing an insight into a variety of genres (from autobiographies to journalism) that converge at one of the founding moments of the traditional canon of the English novel.

Course structure:

1. Unit 1: **Translation and the construction of literary canons.** Lecturer: J.M. Pérez Fernández (3 sessions)
2. Unit 2: **Sentimental and Chivalric Romance.** Lecturer: R.G. Sumillera (2 sessions)
3. Unit 3: **Rogue Literature and the Picaresque.** Lecturer: R.G. Sumillera (2 sessions)
4. Unit 4: **(Auto)biographies.** Lecturer: R.G. Sumillera (2 sessions)
5. Unit 5:
The Reception of Spanish Prose Fiction in England: from the Picaresque to Cervantes.
Lecturer: A. Samson (2 sessions)
6. Unit 6: **News Writing.** Lecturer: R.G. Sumillera (2 sessions)

PRÁCTICO

Calendar and Syllabus

- **Unit 1 - Translation and the construction of literary canons. Prof. José María Pérez Fernández**
- Session #1: February 25th 2022 - 12:30 - 14:30 - Session Title: "Translation and the construction of literary canons (I): The Spanish picaresque in Europe: translation and the origins of the novel".
- Session #2: March 4th 2022 - 12:30 - 14:30 - Session Title: "Translation and the



- construction of literary canons (II): Autobiography, verisimilitude, and the book market". Reading assignments (primary sources), selection of extracts from: Boccaccio, *Fiammetta* (trans. Bartholomew Yong, 1587), Mateo Alemán. *The Rogue or the Life of Guzmán de Alfarache* (trans. James Mabbe, 1634).
- Session #3: March 11th 2022 - 12:30 - 14:30 - Session Title: "Translation and the construction of literary canons (III): English pícaros and English pícaras. Literary hacks in the age of Shakespeare". Reading assignments (primary sources), selection of extracts from: Thomas Nashe, *The Unfortunate Traveller* (1594), and Thomas Middleton and Thomas Dekker, *The Roaring Girl* (1611).
 - **Unit 2 - Sentimental and Chivalric Romance. Dr. Rocío G. Sumillera**
 - Session #4: March 18th 2022 - 12:30 - 14:30 - Session Title: "Sentimental and Chivalric Romance (I): Introducing the genres". Reading assignments (primary sources): Selection of extracts from: Lord Berners' *The Castell of Love* (1548), and Margaret Tyler's *The Mirrour of Princely Deedes and Knighthood* (1578).
 - Session #5: March 22th 2022 - 17:30 - 19:30 - Session Title: "Sentimental and Chivalric Romance (II): Amadis and Don Quixote in England". Reading assignments (primary sources), selection of extracts from: Anthony Munday's *Amadis of Gaul* (1590), Palmerin d'Oliva (1588), Palmendos (1589), Palmerin of England (1596), and Thomas Shelton's *The History of the Valorous and Wittie Knight-Errant, Don-Quixote of the Mancha* (1612).
 - **Unit 3 - Rogue Literature and the Picaresque. Dr. Rocío G. Sumillera**
 - Session #6: March 25th 2022 - 12:30 - 14:30 - Session Title: "Rogue Literature and the Picaresque (I): Englishing *Celestina* and the picaresca". Reading assignments (primary sources), Selection of extracts from: David Rowland of Anglesey (trans.), *The Pleasant History of Lazarello de Tormes, a Spanyard* (1576); James Mabbe (trans.), *The Spanish Rogue or the Life of Guzman de Alfarache* (1622) and *The Spanish Bawd* (1631); John Davies of Kidwelly (trans.), *The Life and Adventures of Buscón the Witty Spaniard* (1657).
 - Session #7: April 1st 2022 - 12:30 - 14:30 - Session Title: "Rogue Literature and the Picaresque (II): English Rogues and Criminal Fiction". Reading assignments (primary sources), Selection of extracts from: Richard Head, *The English Rogue Described in the Life of Meriton Latroon, a Witty Extravagant. Being a Compleat History of the Most Eminent Cheats of Both Sexes* (1665), and John Bunyan, *The Life and Death of Mr. Badman; Presented to the World in a Familiar Dialogue Between Mr. Wiseman and Mr. Attentive* (1680).
 - **Unit 4 - (Auto)biographies. Dr. Rocío G. Sumillera**
 - Session #8: April 8th 2022 - 12:30 - 14:30 - Session Title: "(Auto)biographies (I): Inventing the Self". Reading assignments (primary sources), Selection of extracts from: Francis Kirkman, *The Unlucky Citizen Experimentally Described in the Various Misfortunes of an Unlucky Londoner* (1673).
 - Session #9: April 21th 2022 - 17:30 - 19:30 - Session Title: "(Auto)biographies (II): Writing Biographies of Impostors". Reading assignments (primary sources), Selection of extracts from: Francis Kirkman, *The Counterfeit Lady Unveiled. Being a Full Account of the Birth, Life, Most Remarkable Actions, and Untimely Death of Mary Carleton, Known by the Name of the German Princess* (1673).
 - **Unit 5 - The Reception of Spanish Prose Fiction in England: from the Picaresque to Cervantes. Prof. Alexander Samson**
 - Session #10: May 5th 2022 - 15:30 - 17:30 - Session Title: "Fiction and History". Reading assignments (primary sources), extracts from: *A lyttle treatyse called the Image of Idlennesse, conteynyng certeyne matters moued bel twene Walter wed|locke and Bawdin Bachelor. Trasla|ted out of the Troyane or Cornyshe tounge into Englyshe, by*



Olyuer Old wan|ton, and dedicated to the Lady Lust; The Life of Lazarillo de Tormes, trans. David Rowland, and Miguel de Cervantes, Don Quixote Part 1.

- Session #11: May 6th 2022 - 12:30 - 14:30 - Session Title: "Did Cervantes invent the Novel?". Reading assignments (primary sources): Selection of extracts from Miguel de Cervantes, Don Quixote, Parts 1 and 2 (1605, 1615); Daniel Defoe's Moll Flanders (1722), Henry Fielding, Tom Jones (1749), Laurence Sterne, Tristram Shandy (1759 - 67).
- **Unit 6 - News Writing. Dr. Rocío G. Sumillera**
- Session #12: May 10th 2022 - 17:30 - 19:30 - Session Title: "News Writing (I): The Incipient Newspaper Business Onstage". Reading assignments (primary sources): Selection of extracts from: Ben Jonson, The Staple of News (1626).
- Session #13: May 13th 2022 - 12:30 - 14:30 - Session Title: "News Writing (II): Newspapers and Periodicals". Reading assignments (primary sources): Selection of extracts from: A Current of General News, Daniel Defoe, The Review, Sir Richard Steele (ed) The Tatler, and Joseph Addison (ed.) The Spectator.

BIBLIOGRAFÍA

BIBLIOGRAFÍA FUNDAMENTAL

Primary sources

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ENLACES RECOMENDADOS

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- Oxford Dictionary of National Biography: <https://www.oxforddnb.com/>
- Early English Books Online (EEBO): <https://www.proquest.com/eebo/index>

METODOLOGÍA DOCENTE

- MD01 Lección magistral/expositiva
- MD02 Sesiones de presentaciones, discusión y debate



- MD03 Trabajo autónomo.
- MD05 Realización de trabajos individuales

EVALUACIÓN (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final)

EVALUACIÓN ORDINARIA

Grading policy:

- 60% for the sessions taught by R.G. Sumillera = participation and one class presentation (30%); one 4,500-5,000 word-essay (30%).
- 40% for the sessions taught by J.M. Pérez Fernández and Alexander Samson = participation and one class presentation (20%); essay on the contents of Unit 1 (2,000 words) and essay on the contents of Unit 5 (1,000 words) (20%).

EVALUACIÓN EXTRAORDINARIA

Grading policy:

- 60% for the sessions taught by R.G. Sumillera = participation and one class presentation (30%); one 4,500-5,000 word-essay (30%).
- 40% for the sessions taught by J.M. Pérez Fernández and Alexander Samson = participation and one class presentation (20%); essay on the contents of Unit 1 (2,000 words) and essay on the contents of Unit 5 (1,000 words) (20%).

EVALUACIÓN ÚNICA FINAL

Students will have to hand in three essays (one 6,000-word essay, and two 3,000-word essays), whose nature and topics will be assigned by, respectively, R.G. Sumillera and J.M. Pérez Fernández.

