

Guía docente de la asignatura

Fecha de aprobación por la Comisión Académica: 15/07/2022

**Orígenes y Evolución de la Novela Inglesa desde el Siglo XVI al XVIII: Política, Traducción, y Discurso Periodístico (M19/56/2/7)**

**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

<b>Semestre</b>	Segundo	<b>Créditos</b>	5	<b>Tipo</b>	Optativa	<b>Tipo de enseñanza</b>	Presencial
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**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 interdisciplinares 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 the concepts of 'romance' and 'novel' in England from the sixteenth through the eighteenth century according to contemporary sources and definitions, and to reflect on critical approaches and definitions of these concepts in 20th and 21st-century scholarship
- To understand the social, economic, political, and literary phenomena that underlie and converge in the writing of prose fiction in England from the sixteenth through the eighteenth century, and the ways in which the genre of the novel responds to phenomena as varied as urban development, the growth in literacy, the expansion of the publishing industry, and the production and consumption of news as marketable commodities
- To understand how processes of translation from other languages into English fundamentally shaped English prose fiction and the development of the novel as a pan-European literary genre
- To understand the role of satire, the picaresque, criminal fiction, u/dys-topianism, and travel writing in the consolidation of the novel as a genre
- To understand the role of letter and news writing in the establishment of the novel as a genre
- To understand and question claims of truth in, particularly, first person narrations
- To understand different uses and types of first person narration in connection with the establishment of the novel as a genre

### 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 through the eighteenth centuries with a focus on its transnational and



transgeneric nature. Modern prose fiction in English 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, travelogues, 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. Translations and adaptation into English of Iberian sentimental romances and romances of chivalry and picaresque works, often mediated by previous Italian and French translations and versions, underline the relevance of networks of translations and printers. 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 (auto)biography writing, understood as a way to fictionalise 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 often overlapped with that of history and news writing.

#### Course structure:

- **Unit 1: Sixteenth and Seventeenth-Century Romances and the Modern Novel**
- **Unit 2: The Spanish Picaresque in England**
- **Unit 3: The English Picaresque: Thomas Nashe's The Unfortunate Traveller (1594)**
- **Unit 4: Rogue Literature and Criminal Fiction**
- **Unit 5: U/dys-topianism, Travel Writing, and the Rise of the Novel**
- **Unit 6: News and Letter Writing and the Eighteenth-Century Novel**

## PRÁCTICO

#### Syllabus and set readings:

- **Unit 1 - 16th and 17th-Century Romances and the Modern Novel (2 sessions)**
  1. Session Title: "Romances of chivalry in Europe: translation and the origins of the novel". Reading assignments: selection of extracts from: Anthony Munday's *Amadis of Gaul* (1590), and Thomas Shelton's *The History of the Valorous and Wittie Knight-Errant, Don-Quixote of the Mancha* (1612).
  2. Session Title: "Seventeenth-century definitions of romances and novels". Reading assignments: selection of extracts from Madeleine de Scudéry's *Ibrahim, or, The illustrious bassa* (1652), Pierre-Daniel Huet's *A treatise of romances and their original* (1672), and William Congreve - *Incognita: or, Love & Duty Reconcil'd* (1692).
- **Unit 2 - The Spanish Picaresque in England (2 sessions - Visiting Prof. Alexander Samson)**
  1. Session Title: "The Spanish picaresque in England: translation and the origins of the novel (I)"
  2. Session Title: "The Spanish picaresque in England: translation and the origins of the novel (II)"
  3. Reading assignments: 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).



- **Unit 3 - The English Picaresque: Thomas Nashe's The Unfortunate Traveller (1594)** (2 sessions - Visiting Prof. Andrew Hadfield, University of Sussex)

1. Session Title: "Thomas Nashe and The English Picaresque"
2. Session Title: "The English Picaresque and the Early English Novel"
3. Reading assignments: selection of extracts from: Thomas Nashe's The Unfortunate Traveller (1594)

- **Unit 4 - Rogue Literature and Criminal Fiction** (3 sessions)

1. Session Title: "Rogue Literature and the Picaresque: Richard Head's The English Rogue (1665)". Reading assignments: 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)
2. Session Title: "Rogue Literature and Criminal Fiction: Mary Carleton's autobiography". Reading assignments: selection of extracts from: The Case of Madam Mary Carleton, Lately Stiled the German Princess, Truly Stated with an Historical Relation of her Birth, Education, and Fortunes (1663)
3. Session Title: "Rogue Literature and Criminal Fiction: Francis Kirkman's autobiography and biography of Mary Carleton". Reading assignments: selection of extracts from: Francis Kirkman, The Unlucky Citizen Experimentally Described in the Various Misfortunes of an Unlucky Londoner (1673), and 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 - U/dys-topianism, Travel Writing, and the Rise of the Novel** (2 sessions)

1. Session Title: "U/dys-topianism, Travel Writing (I): Margaret Cavendish's The Description of a New World, Called The Blazing-World (1666)". Reading assignments: selection of extracts from: Margaret Cavendish, Observations upon Experimental Philosophy to which is Added The Description of a New Blazing World (1666)
2. Session Title: "U/dys-topianism, Travel Writing (II): Jonathan Swift's Gulliver's Travels (1726)". Reading assignments: selection of extracts from: Daniel Defoe's Robinson Crusoe (1719), and Jonathan Swift's Gulliver's Travels (1726)

- **Unit 6 - News and Letter Writing and the Eighteenth-Century Novel** (2 sessions)

1. Session Title: "Periodicals and the modern novel (I): Daniel Defoe". Reading assignments: selection of extracts from: Ben Jonson, The Staple of News (1626), Henry Fielding's "On the Untruthfulness of News Writers" (1736), and Daniel Defoe's The Storm (1704) and Robinson Crusoe (1719).
2. Session Title: "Periodicals and the modern novel (I): Eliza Haywood". Reading assignments (primary sources): Selection of articles from The Spectator and The Female Spectator, and Anti-Pamela; or Feign'd Innocence Detected (1741).

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### Secondary sources

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- Oxford Dictionary of National Biography: <https://www.oxforddnb.com/>
- Early English Books Online (EEBO): <https://www.proquest.com/eebo/index>
- The British Newspaper Archive: <https://www.britishnewspaperarchive.co.uk/>

## 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:

- Attendance and participation (20%)
- In-class presentation (20%)
- One 6,000-7,000 word-essay (60%).

### EVALUACIÓN EXTRAORDINARIA

#### Grading policy:

- Attendance and participation (20%)
- In-class presentation (20%)
- One 6,000-7,000 word-essay (60%)

### EVALUACIÓN ÚNICA FINAL

#### Grading policy:

One 10,000-word essay

