

Guía docente de la asignatura

Fecha de aprobación por la Comisión
Académica: 19/07/2023**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

Semestre	Segundo	Créditos	5	Tipo	Optativa	Tipo de enseñanza	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 course explores, from an interdisciplinary perspective, the history of prose fiction in England from the sixteenth through the first half of the eighteenth century by foregrounding the role of translation, the influence of political and scientific discourse, and the emergence of journalism in the publishing world. From the early English translations of Spanish romances of chivalry and picaresque works, to the analysis of the emerging rogue and crime fiction, to the genre of (auto)biography, this course reflects on, among others, shared narrative strategies between these genres and other discourses such as travel writing, and texts revealing of the dynamics of (proto)journalism and a burgeoning periodical literature.

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 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 twentieth and twenty first-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, crime 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, travelogue, drama, and the essay.

The origins and early 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 adaptations into English of Iberian sentimental romances and romances of chivalry and picaresque works, often mediated through 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 crime literature, often inseparable from (auto)biography, understood as a way to fictionalise the early modern self. It will be thus seen how the resulting type of narrative prose aspired to portray, in an allegedly verisimilar fashion, complex social realities by means of a rhetoric that often overlapped with that of history and news writing, among other discourses.

Course structure:

- **Unit 1 - Sixteenth and Seventeenth-Century Romances and the Modern Novel**
- **Unit 2 - The English Picaresque: Thomas Nashe's The Unfortunate Traveller (1594)**
- **Unit 3 - Rogue Literature and Crime Fiction: Richard Head, Mary Carleton, and Francis Kirkman**
- **Unit 4 - U/dys-topianism and Travel Writing: Margaret Cavendish's The Blazing-World (1666)**
- **Unit 5 - Colonialism, Imperial Expansion, and the Rise of the Novel: Aphra Behn's Oroonoko (1688)**
- **Unit 6 - News and Letter Writing and the Consolidation of the Novel**

PRÁCTICO

Syllabus and set readings:

- **Unit 1 - Sixteenth and Seventeenth-Century Romances and the Modern Novel**
 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's *Incognita: or, Love & Duty Reconcil'd* (1692).
- **Unit 2 - The English Picaresque: Thomas Nashe's The Unfortunate Traveller (1594)** (Visiting Prof. Andrew Hadfield, University of Sussex)
 1. Session Title: "The Spanish picaresque in England and the English picaresque".
 2. Session Title: "Thomas Nashe's The Unfortunate Traveller and the early English novel".
 3. Reading assignments: Thomas Nashe's *The Unfortunate Traveller* (1594).
- **Unit 3 - Rogue Literature and Crime Fiction: Richard Head, Mary Carleton, and Francis Kirkman**
 1. Session Title: "Rogue literature and the picaresque: Richard Head's *The English Rogue* (1665)". Reading assignments: selection of extracts from: Richard Head's *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 crime 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), and Francis Kirkman's *The Unlucky Citizen Experimentally Described in the Various Misfortunes of an Unlucky*



Londoner (1673) and 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 4 - U/dys-topianism and Travel Writing: Margaret Cavendish's The Blazing-World (1666)**

1. Session Title: "U/dys-topianism and travel writing (I): Margaret Cavendish's The Description of a New World, Called The Blazing-World (1666)". Reading assignments: Margaret Cavendish's The Description of a New Blazing World (1666).
2. Session Title: "U/dys-topianism and travel writing (II): Margaret Cavendish's The Blazing World and 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 5 - Colonialism, Imperial Expansion, and the Rise of the Novel: Aphra Behn's Oroonoko (1688)** (Visiting Prof. Gerd Bayer, Friedrich-Alexander-Universität Erlangen-Nürnberg)

1. Session Title: "Raising/Framing the Novel: Paratext and Narrative in Behn's Oroonoko (1688)". Reading assignments: Aphra Behn's Oroonoko (1688), and excerpts from Aphra Behn's Love-Letters between a Nobleman and his Sister (1684-1687) (these will be provided - uploaded to Prado).
2. Session Title: "Staging/Exposing Otherness in Behn's Oroonoko". Reading assignments: excerpts from the anonymous prose fiction Peppa (1689) (these will be provided - uploaded to Prado).

- **Unit 6 - News and Letter Writing and the Consolidation of the Novel**

1. Session Title: "Periodicals and the modern novel". Reading assignments: selection of extracts from Ben Jonson's The Staple of News (1626) and Daniel Defoe's The Storm (1704), Henry Fielding's "On the Untruthfulness of News Writers" (1736), articles 411-421 from The Spectator and a selection of articles from Book I of The Female Spectator.

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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>
- 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 (30%)



- In-class presentation (10%)
- One 6,000-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

INFORMACIÓN ADICIONAL

Según establece el Artículo 15 de la Normativa de Evaluación y Calificación de la Universidad de Granada:

"El **plagio**, entendido como la presentación de un trabajo u obra hecho por otra persona como propio o la copia de textos sin citar su procedencia y dándolos como de elaboración propia, conllevará automáticamente la **calificación numérica de cero en la asignatura** en la que se hubiera detectado, independientemente del resto de las calificaciones que el estudiante hubiera obtenido. Esta consecuencia debe entenderse sin perjuicio de las **responsabilidades disciplinarias** en las que pudieran incurrir los estudiantes que plagien."

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Información de interés para estudiantado con discapacidad y/o Necesidades Específicas de Apoyo Educativo (NEAE): [Gestión de servicios y apoyos](https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad) (<https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad>).

