

Academic year	2016-17
Subject	21828 - English Literature IV: From the Origins to Shakespeare
Group	Group 1, 2S
Teaching guide	D
Language	English

Subject identification

Subject	21828 - English Literature IV: From the Origins to Shakespeare
Credits	4.5 de presencials (112.5 hours) 1.5 de no presencials (37.5 hours) 6 de totals (150 hours).
Group	Group 1, 2S (Campus Extens)
Teaching period	Second semester
Teaching language	English

Professors

Lecturers	Horari d'atenció als alumnes					
	Starting time	Finishing time	Day	Start date	Finish date	Office
Eva María Pérez Rodríguez eva.perez@uib.es	11:00	13:00	Tuesday	12/09/2016	10/02/2017	CB 08
	13:00	15:00	Tuesday	13/02/2017	30/06/2017	CB 08

Contextualisation

Dra. Eva M. Pérez Rodríguez

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TUTORIALS -- **1st semester:** Tue 11:00 -- 13:00 || **2nd semester:** Tue 13:00 -- 15:00

ALL INFORMATION SUPPLIED THROUGH CAMPUS EXTENS WILL HAVE THE SAME VALIDITY AS THIS TEACHING GUIDE.

This subject covers an extremely extensive period of the History of English literature, which for practical purposes we will divide into two major blocks: 1) from the beginnings with Bede and *Beowulf* (Old English Literature) to Medieval literature, dominated by the figure of Geoffrey Chaucer; and 2) the 16th and 17th centuries, again dominated by William Shakespeare, considered the greatest author in the whole of English literature, whose period was followed by the upheaval of the Civil War and the Restoration.

The sheer length of the timespan under study is a complicating factor, as is the remoteness of the cultural, historical and linguistic contexts in which these works and authors feature. Students will therefore need to make an extra effort for a successful analysis and study of these periods.

Some of the cultural and literary contents of this subject will be connected with contents from the historical linguistics subject "Origins and Development of the English Language" (<http://estudis.uib.es/es/grau/anglesos/GEAN-P/21827/index.html>). This interaction between subjects will help the student gain a

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more comprehensive outlook of the periods considered, by combining notions of history, culture, language development and literature.

Requirements

Essential requirements

STUDENTS (INCLUDING ERASMUS AND EXCHANGE) MUST BE AWARE OF THE ACADEMIC AND ADMINISTRATIVE REQUIREMENTS FOR THIS SUBJECT. NO EXCEPTIONS.

-- an ability to use English at a C2 level, both orally and in written form. The frame of reference is English Language VII and VIII as taught at the UIB. Mistakes in linguistic expression will be penalised

-- a thorough knowledge of the methodology for a literary commentary or analysis

Students will be expected to put into practice the skills and knowledge acquired in the preceding related subjects, such as "Comprensión e Interpretación de Textos Académicos", "Cultural Insights into the English Speaking World" I and II, "Postcolonial Literatures in English", and the preceding subjects on literatures of the 18th, 19th and 20th centuries.

Recommendable

-- computer skills: word-processing, bibliographic search, text editing, etc.

Skills

Specific

- * E1. Capacitat de comunicar-se de manera oral i escrita en llengua anglesa amb la fluïdesa, la correcció i la complexitat adequades a cada context i situació. E3. Coneixement i comprensió dels principals trets culturals i literaris que defineixen el món anglòfon. E4. Capacitat d'analitzar textos en llengua anglesa des dels punts de vista lingüístic, literari i cultural. E5. Coneixement i comprensió de les aportacions principals de les disciplines relacionades amb els Estudis Anglesos (lingüística, lingüística aplicada, estudis literaris, estudis culturals). E6. Coneixement de la didàctica de la llengua, la cultura i la literatura angleses. E8. Capacitat d'interpretar i produir documents acadèmics o informes tècnics de la disciplina. E10. Capacitat de localitzar i utilitzar informació relativa a la disciplina en bases de dades i recursos d'Internet, així com d'utilitzar aplicacions informàtiques específiques del camp d'estudi..

Generic

- * G1. Habilitats per obtenir i gestionar la informació que permetin l'aprenentatge al llarg de la vida. G2. Capacitat d'aprendre i treballar de manera autònoma i en equip. G3. Capacitat d'interpretar, analitzar, sintetitzar i avaluar informació de manera crítica. G4. Capacitat de relacionar i integrar idees i coneixements procedents de diverses fonts i disciplines i aplicar-los a la pràctica. G7. Capacitat de respectar i valorar la diversitat lingüística i cultural, fomentant la igualtat d'oportunitats en l'actuació professional. G8. Capacitat de transmetre coneixements disciplinaris, elaborar i defensar arguments i exposar problemes i solucions davant d'un públic especialitzat o no especialitzat. G10. Capacitat de generar idees noves (creativitat) i de dissenyar i gestionar projectes..

Basic

* You may consult the basic competencies students will have to achieve by the end of the degree at the following address: <http://www.uib.eu/study/grau/Basic-Competences-In-Bachelors-Degree-Studies/>

Content

Theme content

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1. OLD ENGLISH LITERATURE

Historical and cultural context (mid 5th century to Norman Conquest)

Caedmon

The "Venerable" Bede

"The Battle of Maldon"

Beowulf

2. MEDIEVAL LITERATURE

Historical and cultural context (1066 to 1476)

Geoffrey of Monmouth

The Owl and the Nightingale

John Gower

Geoffrey Chaucer

Sir Gawain and the Green Knight

William Langland, *Piers Plowman*

3. RENAISSANCE AND REFORMATION LITERATURE

Historical and cultural context (16th century to death of Shakespeare)

Thomas More

Lyly, Sidney and Spenser

William Shakespeare (compulsory reading, *Macbeth*)

Christopher Marlowe

4. REVOLUTION AND RESTORATION LITERATURE

Historical and cultural context (17th century)

John Donne

John Milton

Teaching methodology

CLASSROOM RULES

Mobile phones and other similar electronic devices must be switched off or on silent mode. Any student seen making use of their mobile phone, or whose mobile bleeps or rings, will be asked to leave the classroom.

The recording of classroom sessions is strictly forbidden.

Laptops are acceptable only if used for purposes related to classroom activity. No electronic device whatsoever (including mobile phones and computers) is allowed in the classroom during exams.

No food or drinks, with the exception of water, are allowed in the classroom.

Latecomers will not be allowed in the classroom. Please observe the following rules: 1) the classroom door will remain open for a courtesy period of about 5-7 minutes at the start of the session. If the door is closed when you arrive at the classroom, please refrain from entering; 2) if for whatever reason you need to leave the classroom, you are not allowed back in again.

SUMMARY OF 1) AND 2): IF THE DOOR IS CLOSED, IT STAYS CLOSED. IF YOU GO OUT, YOU STAY OUT.

SEE ASSESSMENT SECTION FOR FULL DETAILS OF EACH ASSESSMENT MODALITY

In-class work activities

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Lectures, practice and participation	Large group (G)	Class participation	103.5
Assessment	(P1) Mid-term exam	Large group (G)	Mid-term exam	2.5
Assessment	(P2) End-of-term exam	Large group (G)	End-of-term exam	2.5
Assessment	Re-sitting failed exam(s) -- ONLY IF APPLICABLE	Large group (G)	Students who have passed BOTH P1 and P2 need NOT take this exam.	4

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Campus Extens platform.

Distance education work activities

Modality	Name	Description	Hours
Individual self-study	Reading and revision	Students are expected to read the texts in advance (fragments, poems, novels) and prepare a number of activities for the practical sessions.	17.5
Group or individual self-study	Essay	Essay	20

Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

Student learning assessment

Students will be informed through Campus Extens of the procedure of the essay and tests.

1. Plagiarism. The following has been taken from the UIB's Reglament Academic:

Article 33. Frau

1. Amb independència del procediment disciplinari que es pugui seguir contra l'estudiant infractor, la realització demostradorament fraudulenta d'algun dels elements d'avaluació inclosos en guies docents de les assignatures comportarà, a criteri del professor, una menysvaloració en la seva qualificació que pot suposar la qualificació de «suspens 0» a l'avaluació anual de l'assignatura.

2. En particular, es considera un frau:

- a) En els exàmens o proves escrites, l'ús de qualsevol mitjà encaminat a facilitar les respostes.
- b) En els treballs i pràctiques individuals o de grup, la inclusió de fragments d'obres alienes presentats de tal manera que es facin passar com a propis (plagi).

2. Failure to submit an assessment task or to attend a test

If a student fails to hand in an assignment or to show up on the day and at the time established by the lecturer for the exams, the grade for that assignment or exam will be 0 (zero). A student will be considered "No Presentat" (NP) when they have taken only a third or less of the assessment activities specified in the "Guia Docent". In those cases where the addition of the applicable assessment percentages is higher than 5 but one or more of the assessment parts fail to meet the required criteria, the final grade will be 4'5.

The dates and times of the official exams will not be altered under any circumstances, except those contemplated by the Reglament Acadèmic (Articles 29 and 30). In these cases, the student will need to produce the required document or certification. This applies to ALL STUDENTS (UIB, Erasmus, and under any other exchange programme).

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Lectures, practice and participation

Modality	Theory classes
Technique	Attitude scales (non-retrievable)
Description	Class participation
Assessment criteria	Personal and reasoned participation in class. This mark will be computed only when the mid- and end-of-term exams or the Re-sit exam are passed.

Final grade percentage: 15% for the training plan A

Final grade percentage: 0% for the training plan B

(P1) Mid-term exam

Modality	Assessment
Technique	Extended-response, discursive examinations (retrievable)
Description	Mid-term exam
Assessment criteria	A mid-term exam will take place, covering approximately the first half of the subject contents.

The mid-term exam (P1) will consist of several parts, including, but not limited to, brief and/or extensive commentaries, short theoretical questions and an essay-type question.

It is necessary to have a **minimum mark of 4 in each question** in order to pass the exam (pass mark 5 or higher).

It is necessary to pass this exam (5 or higher) in order for the mark to be considered for the subject overall grade.

Final grade percentage: 30% for the training plan A with minimum grade 5

Final grade percentage: 35% for the training plan B with minimum grade 5

(P2) End-of-term exam

Modality	Assessment
Technique	Extended-response, discursive examinations (retrievable)
Description	End-of-term exam
Assessment criteria	An end-of-term exam will take place, covering approximately the second half of the subject contents.

The end-of-term exam (P2) will consist of several parts, including, but not limited to, brief and/or extensive commentaries, short theoretical questions and an essay-type question.

It is necessary to have a **minimum mark of 4** in each question in order to pass the exam (pass mark 5 or higher).

It is necessary to pass this exam (5 or higher) in order for the mark to be considered for the subject overall grade.

Final grade percentage: 30% for the training plan A with minimum grade 5

Final grade percentage: 35% for the training plan B with minimum grade 5

Re-sitting failed exam(s) -- ONLY IF APPLICABLE

Modality	Assessment
Technique	Extended-response, discursive examinations (non-retrievable)
Description	Students who have passed BOTH P1 and P2 need NOT take this exam.
Assessment criteria	ONLY FOR STUDENTS WHO HAVE FAILED P1 AND / OR P2.

This exam will take place on the date appointed by the Faculty for the EXTRAORDINARY assessment for the subject.

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This re-sit will consist of several parts, including, but not limited to, brief and/or extensive commentaries, short theoretical questions and an essay-type question.

It is necessary to have a **minimum mark of 4 in each question** in order to pass the exam (pass mark 5 or higher).

ONLY THOSE STUDENTS WHO HAVE FAILED ONE OR BOTH OF P1 OR P2 WILL TAKE THIS EXAM, according to the following:

- a) students who have passed P1 but failed P2: their pass mark for P1 will be kept and they will re-take an equivalent of P2, under the same or similar conditions. **30% of overall grade.**
- b) students who have failed P1 but passed P2: their pass mark for P2 will be kept and they will re-take an equivalent of P1, under the same or similar conditions. **30% of overall grade.**
- c) students who have failed both P1 and P2: you will take a longer, combined exam covering the whole subject contents. **60% of overall grade.** In this case the whole subject contents will constitute exam material.

PLEASE IGNORE THE 0% VALUE BELOW.

Final grade percentage: 0% for the training plan A with minimum grade 5

Final grade percentage: 0% for the training plan B with minimum grade 5

Essay

Modality	Group or individual self-study
Technique	Papers and projects (non-retrievable)
Description	Essay
Assessment criteria	Minimum extension: 2000 words.

Students must acquire a PRINTED copy of the literary work on which they will write their essay (topics and instructions to be announced in due course). Students will be required to bring their PRINTED copy of the text to any meetings or interviews in which the essay will be discussed, and if necessary, to the commentary and final tests. Failure to produce their printed copy on these occasions will result in a fail (0) in the essay.

Final grade percentage: 25% for the training plan A

Final grade percentage: 30% for the training plan B

Resources, bibliography and additional documentation

It is essential for the correct analysis of the works that students read them IN ADVANCE of the discussion in class.

No specific edition of the novels is required, but it is highly advisable that students acquire a critical edition from a reputed publisher (Penguin, Oxford, Norton, etc.): they contain useful introductions and editorial material which will be referred to in class.

Students are required to use PAPER COPIES of the texts. Only paper copies will be allowed for consultation during a test, should they be required.

Basic bibliography

LITERARY READINGS

- A critical and annotated edition of William Shakespeare's *Macbeth*
- Students will read one more Shakespeare play which will be the subject of their written essay
- A dossier of other texts and fragments obtainable through the copy-shop

LITERARY HISTORY

- Sanders, Andrew 2004: *The Short Oxford History of English Literature*. Oxford: Oxford UP.



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This is also a compulsory reading. Frequent references to this work will be made in class, and students will be expected to refer to it or to answer questions related to it in the commentaries and/or final exam.

Complementary bibliography

GENERAL

- Alexander, Michael 2000: *A History of English Literature*. Basingstoke: Palgrave Macmillan.
- Carter, Ronald 2001: *The Routledge History of Literature in English: Britain and Ireland*. London: Routledge.
- Drabble, Margaret ed. 2000: *The Oxford Companion to English Literature*. Oxford: Oxford UP.
- Peck, John, and Martin Coyle 2002: *A Brief History of English Literature*. Basingstoke: Palgrave Macmillan
- Rogers, Pat ed. 1987: *The Oxford Illustrated History of English Literature*. Oxford: Oxford UP.
- Stephen, Martin 2000: *English Literature. A Student Guide*. Harlow: Pearson.
- Thornley, G. C. and Gwyneth Roberts 1985: *An Outline of English Literature*. London: Longman.
- <http://www.luminarium.org/>
 - <http://www.literarydictionary.com>
 - <http://www.online-literature.com>
 - <http://www.wwnorton.com/nael>
 - <http://www.postcolonialweb.org>

OLD AND MIDDLE ENGLISH

- Baugh, Albert C. ed. 1994: *A Literary History of England. Vol. 1. The Middle Ages*. London: Routledge.
- Bennett, J. A. W. 1986: *Middle English Literature*. Oxford: Clarendon Press.
- Burrow, John A. 1982: *Medieval Writers and Their Work: Middle English Literature and its Background 1100-1500*. Oxford: Oxford UP.
- Donoghue, Daniel ed. 2004: *Old English Literature: A Short Introduction*. Malden, MA: Blackwell.
- Godden, Malcolm and Michael Lapidge eds. 2004: *The Cambridge Companion to Old English Literature*. Cambridge: Cambridge UP.
- Greenfield, Stanley B. 1986: *A New Critical History of Old English Literature*. New York, NY: New York UP.
- James M. Powell ed. 1992: *Medieval Studies: An Introduction*. Syracuse, NY: Syracuse UP.
- Kurath, Hans ed. 1952: *Middle English Dictionary*. Ann Arbor: University of Michigan Press. Electronically through the WWW from University of Michigan
- Wallace, David ed. 2002: *The Cambridge Guide to Medieval English Literature*. Cambridge: Cambridge UP.
- https://web.cn.edu/kwheeler/medieval_websites.html
 - <http://medievalsourcesbibliography.org/index.php>
 - <http://www.ualberta.ca/~sreimer/other/medlinks.htm>
 - <http://www.medieval.ox.ac.uk/resources.shtml>
 - <http://www.luminarium.org/medlit/>
 - <http://besthistorysites.net/medieval-history/>
 - <http://legacy.fordham.edu/halsall/sbook1n.asp>

RENAISSANCE AND RESTORATION LITERATURE

- Baugh, Albert C. ed. 1993: *A Literary History of England. Vol 2. The Renaissance (1500-1660)*. London: Routledge.
- Campbell, Gordon 2003: *The Oxford Dictionary of the Renaissance*. Oxford: Oxford UP.
- Hebron, Malcolm 2008: *Key Concepts in Renaissance Literature*. Basingstoke: Palgrave Macmillan.
- Salomon, Brownell 1991: *Critical Analyses in English Renaissance Drama: A Bibliographic Guide*. New York, NY: Garland.
- Salzman, Paul 1985: *English Prose Fiction, 1558-1700: A Critical History*. Oxford: Clarendon Press.
- Saunders, J. W. 1983: *A Biographical Dictionary of Renaissance Poets and Dramatists, 1520-1650*. Sussex: Harvester Press.
- White, D. Jerry 1986: *Early English Drama, Everyman to 1580: A Reference Guide*. Boston, MA: G. K. Hall.
- Wynne-Davies, Marion ed. 1994: *The Renaissance: A Guide to English Renaissance Literature: 1500 to 1660*. London: Bloomsbury.

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- <http://mason.gmu.edu/~rmatz/renaissanceindex.html>
- <http://www.luminarium.org/renlit/>
- <http://www.luminarium.org/sevenlit/>
- <http://besthistorysites.net/early-modern-europe/renaissance/>
- <http://libguides.bham.ac.uk/c.php?g=139414&p=912515>
- <http://www.history.ac.uk/ihr/Focus/Elizabeth/index.html>

SHAKESPEARE

- Andrews, John F. 1985: *William Shakespeare: His World, His Work, His Influence*. New York, NY: Scribner.
- Astington, John H. ed. 1992: *The Development of Shakespeare's Theater*. New York, NY: AMS Press.
- Barker, Deborah E. and Ivo Kamps, eds. 1995: *Shakespeare and Gender: A History*. New York, NY: Verso.
- Bate, Jonathon 1997: *The Genius of Shakespeare*. London: Picador.
- Bevington, David 2002: *Shakespeare*. Oxford: Blackwell.
- Bevington, David, ed. 2003: *The Complete Works of Shakespeare*. New York, NY: Longman.
- Blake, N. F. 1983: *Shakespeare's Language: An Introduction*. New York, NY: St. Martin's Press.
- Booth, Stephen, ed. 2000: *Shakespeare's Sonnets*. New Haven, CT: Yale UP.
- Carroll, William C. 1985: *The Metamorphoses of Shakespearean Comedy*. Princeton, NJ: Princeton UP.
- Cercignani, Fausto 1987: *Shakespeare's Works & Elizabethan Pronunciation*. Oxford: Oxford UP.
- Dobson, Michael and Stanley Wells 2001: *The Oxford Companion to Shakespeare*. Oxford: Oxford UP.
- Drakakis, John, ed. 2002: *Alternative Shakespeares*. Oxford: Routledge.
- Eagleton, Terry 1987: *William Shakespeare*. Oxford: Blackwell.
- Evans, G. Blakemore, ed. 1974: *The Riverside Shakespeare*. Boston, MA: Houghton Mifflin Company.
- Frye, Northrop 1957: *Anatomy of Criticism*. Princeton, NJ: Princeton UP.
- Frye, Northrop 1967: *Fools of Time: Studies in Shakespearean Tragedy*. Toronto: Toronto UP.
- Greenblatt, Stephen 1988: *Shakespearean Negotiations*. Berkeley, CA: University of California Press.
- Greenblatt, Stephen 2004: *Will in the World: How Shakespeare Became Shakespeare*. New York, NY: W.W. Norton & Co.
- Honigmann, E. A. J. 1985: *Shakespeare: The "Lost Years"*. Manchester: Manchester UP.
- Houston, John Porter 1988: *Shakespearean Sentences: A Study in Style and Syntax*. Baton Rouge, LA: Louisiana State UP.
- Hyland, Peter 1996: *An Introduction to Shakespeare: The Dramatist in His Context*. New York, NY: St. Martin's Press.
- Jones, Emrys 1977: *Origins of Shakespeare*. Oxford: Clarendon Press.
- Kastan, David Scott, ed. 1999: *A Companion to Shakespeare*. Oxford: Blackwell.
- Kay, Dennis 1992: *Shakespeare: His Life, Work, and Era*. New York, NY: W. Morrow.
- Kay, Dennis 1995: *William Shakespeare: His Life and Times*. New York, NY: Twayne Publishers.
- Kermode, Frank 1995: *Shakespeare's Language*. New York, NY: Farrar Straus Giroux.
- Lenz, Carolyn, ed. 1980: *The Woman's Part: Feminist Criticism of Shakespeare*. Urbana, IL: University of Illinois Press.
- Mack, Maynard 1993: *Everybody's Shakespeare*. Lincoln, NE: University of Nebraska Press.
- Maguire, Laurie E. 2004: *Studying Shakespeare. A Guide to the Plays*. Oxford: Blackwell.
- Muir, Kenneth 1997: *The Sources of Shakespeare's Plays*. London: Methuen.
- Ogburn, Charlton 1984: *The Mysterious William Shakespeare*. New York, NY: Dodd, Mead.
- Patterson, Annabel 1989: *Shakespeare and the Popular Voice*. Oxford: Blackwell.
- Schoenbaum, Sam 1990: *Shakespeare: His Life, His English, His Theatre*. New York, NY: Signet Classics.
- Snyder, Susan 1979: *The Comic Matrix of Shakespeare's Tragedies*. Princeton, NJ: Princeton UP.
- Tennenhouse, Leonard 2005: *Power on Display*. Oxford: Routledge.
- Wells, Stanley, ed. 1986: *The Cambridge Companion to Shakespeare Studies*. Cambridge: Cambridge UP.
- Wilson, Ian 1994: *Shakespeare: The Evidence*. New York, NY: St. Martin's Press.
- Young, David 1990: *The Action to the Word*. New Haven, CO: Yale UP.
- <http://www.bardweb.net>
 - <http://www.shakespeare-online.com/>



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- <http://www.shmoop.com/william-shakespeare/websites.html>
- <http://www.rscshakespeare.co.uk/websites.html>
- https://www.academia.edu/1744218/Shakespeares_World_Useful_Websites
- <http://www.dartmouth.edu/~engl24/links.html>

Other resources

HISTORY

McDowall, David 1989: *An Illustrated History of Britain*. London: Longman.

Morgan, Kenneth O. 2000: *The Oxford Illustrated History of Britain*. Oxford: Oxford UP.

- <http://www.british-history.ac.uk/>
- <http://www.bbc.co.uk/history/british/>
- <http://www.britainexpress.com/heritage-travel-article.htm?travel=5318>

