

DETAILS OF THE SUBJECT

Title: CÓMO LEER UN TEXTO LITERARIO

Code: 100572

Degree/Master: GRADO DE ESTUDIOS INGLESES

Year: 2

Name of the module to which it belongs:

Field: LITERATURA EN LENGUA INGLESA

Character: OPTATIVA

Duration: FIRST TERM

ECTS Credits: 6

Classroom hours: 60

Face-to-face classroom percentage: 40%

Non-contact hours: 90

Online platform:

TEACHER INFORMATION

Name: JIMENEZ HEFFERNAN, JULIAN SEBASTIAN

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: Ala lateral frente a fotocopiadora. Segunda planta

E-Mail: ff1jihej@uco.es

Phone: 957212278

Name: TORRALBO CABALLERO, JUAN DE DIOS

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: Junto al aula de informática

E-Mail: l22tocaj@uco.es

Phone: 957218426

SPECIFICS OF THE SUBJECT

REQUIREMENTS AND RECOMMENDATIONS

Prerequisites established in the study plan

None.

Recommendations

None specified.

SKILLS

- CB1 Ability for analysis and synthesis.
- CB2 Ability for organization and scheduling of work.
- CB3 Knowledge of the foreign language (English).
- CB4 Knowledge of ICT for study and research.
- CB5 Students must possess the capacity to gather and interpret relevant information (usually in their field of study) in order to give opinions which include a reflection about relevant topics which are social, scientific or ethic in nature.
- CB6 Students must transmit information, ideas, problems and answers to both specialised and not specialised publics.
- CB7 Decision making.

CB8	Students must know how to apply their knowledge to their job or vocation in a professional manner and they must possess the competencies which are usually demonstrated by means of the elaboration and defense of arguments and the solution of problems in their field of study.
CB9	Ability for teamwork.
CB10	Ability to work in a team with interdisciplinary character.
CB11	Ability to work in an international context.
CB12	The acknowledgement of diversity and interculturality.
CB13	Ability to self-assessment.
CB14	Adaptation to new situations.
CB15	Creativity.
CB16	Knowledge of other cultures and habits.
CB17	Motivation for quality, professional ambition and entrepreneurship.
CB18	Students must demonstrate to possess and understand knowledge in a field of study which takes place from the base of the general secondary school, and it is common to find a level that, albeit it relies on advanced text books, also includes some aspects which imply knowledge from the forefront of its field of study.
CB19	Students must develop those necessary learning abilities to undertake subsequent studies with a high degree of autonomy.
CU1	To accredit the use and proficiency of a foreign language.
CU2	To know and improve the user level in the field of ICT.
CU3	To increase the habits of an active searching for employment and the capacity of entrepreneurship.
CE12	Analysis, commentary and explanation of the texts in English from different registers, types, genres and historical periods.
CE13	Command of oral and written academic English as well as the development of techniques of academic work. Ability to argue and express abstract concepts, assumptions and relationships in academic essays.
CE17	Ability for the search and analysis of documentary and textual information in relation to literature and other cultural manifestations in English language; use of bibliographical databases.
CE18	Ability to apply necessary analytic techniques for comprehension and critical readings of literary texts in English language.
CE20	Ability for writing literary analysis works and critical reviews, in relation to literary texts written in English language.
CE23	Knowledge of techniques and methods to practise textual critique and editing of texts in relation to texts written in English language.
CE27	Participation in group learning activities: assignments, studies.
CE28	Participation in learning forums and transfer of acquired knowledge: news groups, blogs.
CE29	Analysis of the conditionings related to the use of language in situation that affect the final shape adopted by the text, in its oral and written aspect.
CE33	Ability to develop critical and autonomous thought through reading and analysis of literary texts and other cultural demonstrations in English language.
CE34	Ability to evaluate critically a consulted bibliography and frame it in a theoretical perspective.
CE35	Ability to design and elaborate formative and self learning material in relationship with disciplinary contents of the module.
CE36	Ability to find a new expressive form in literature in its amplest aspects.
CE37	Ability to relate the different literary manifestations in English language with cultural facts.
CE38	Ability for literary discussion and oral presentaiton, in English language.
CE44	Ability to summarize, organise, manipulate and transmit efficiently the knowledge aquired in the different modules.
CE45	Acceptance of other critical thought differing from the one adopted by the students.
CE51	Ability to distinguish between different theoretical/critical approaches of the same problem.
CE52	Ability to identify problems and research themes and evaluate their relevance.

OBJECTIVES

This course aims to provide students with a collection of theoretical and critical knowledge necessary for being able to complete rigorous reading of literary texts. Some of these skills are by nature more theoretical including the set of proposed concepts and methods for the various structuralist and post-structuralist concentrations. Others are of a more practical nature, particularly those from hermeneutical focuses of formalistic nature (stylistics, narratology) being more committed to "close reading" of the literary text. Despite the necessary attention to theories and theoretical frameworks, this course seeks to utilize the mentioned material toward the practical analysis of close reading of the selected literary texts by John Milton, Walt Whitman and Emily Brontë. The predominant focus of the course is therefore eminently practical.

CONTENT

1. Theory contents

1. What is a literary text: critical approaches.
2. Formalisms: New Criticism, Russian Formalism, Structuralism, Stylistics and Narratology
3. Post-structuralism and Deconstruction
4. Marxist Criticism, New Historicism and Cultural Materialism
5. Psychoanalytic Criticism
6. Feminist Criticism
7. Postcolonial Criticism.

2. Practical contents

8. Readings 1. John Milton, *Lycidas*, Sonnets and *Paradise Lost* (excerpts)
9. Readings 2: Emily Brontë, *Wuthering Heights*
10. Readings 3: Walt Whitman, *Leaves of Grass*

METHODOLOGY

General clarifications on the methodology and methodological adaptations for part-time students

Students must read the course manual, as well as the three mandatory readings (Milton, Brontë, and Whitman) and present in the seminars, throughout the course, a text analysis on each of the readings, three commentaries in total. Part-time students must contact the teachers.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Case study</i>	-	7	7
<i>Lectures</i>	25	-	25
<i>Text analysis</i>	20	8	28
Total hours:	45	15	60

Not on-site activities

Actividad	Total
<i>Analysis</i>	30
<i>Bibliographic consultations</i>	30
<i>Self-study</i>	30
Total hours:	90

Critical editions of the literary texts
 Dossier
 Manual of the subject

EVALUATION

Skills	Tools		
	Assignments and projects	Essay tests	Text commentary
CB1	X	X	X
CB10	X		
CB11	X	X	X
CB12	X	X	X
CB13	X	X	X
CB14	X	X	X
CB15	X		
CB16	X		
CB17	X	X	X
CB18	X		
CB19	X		
CB2	X		
CB3	X	X	X
CB4	X		
CB5	X		
CB6	X	X	X
CB7	X	X	X
CB8	X	X	X
CB9	X	X	X
CE12	X		
CE13	X	X	X
CE17	X		
CE18	X		
CE20	X		
CE23	X	X	X
CE27	X		
CE28	X		
CE29	X		
CE33	X	X	X

CE34	x	x	x
CE35	x		
CE36	x		
CE37	x		
CE38	x		
CE44	x		
CE45	x		
CE51	x		
CE52	x		
CU1	x		
CU2	x		
CU3	x		
Total (100%)	50%	20%	30%
Minimum grade.(*)	5	5	5

(*) Minimum grade necessary to calculate the average

Minimum score to eliminate content and period of validity for partial qualifications: *Minimum grade to pass the course and period of validity for partial grades: 5. There are no partial grades.*

General clarifications on evaluation and methodological adaptation for part-time students:

Part-time students must contact the teachers.

Value of attendance in the final grade: 0

Qualifying criteria for obtaining honors: *Excellent understanding of the subject and capacity to complete the text commentaries.*

BIBLIOGRAPHY

1. Basic Bibliography:

The critical editions of the included literary texts may be modified. The teachers will clarify in the first few classes which editions are recommended.

Peter Barry. *Beginning Theory. An Introduction to Literary and Cultural Theory*. Manchester University Press, 2002.

John Milton. Selections from *The Complete Poems*. Penguin, 1999.

John Milton. *Paradise Lost*. Penguin, 2003, pp. 1-3.

Emily Brontë. *Wuthering Heights*. Ed. Ian Jack. Oxford UP, 1995.

Walt Whitman. *Leaves of Grass*. Dover Publications, 2006.

2. Further reading:

On John Milton:

Bloom, Harold. "Milton's Hamlet", *The Anatomy of Influence. Literature as a Way of Life*. 2011. 94-108.

Burrow, Colin. "Poems 1645: The Future Poet", D. Danielson (ed.), *The Cambridge Companion to Milton*. Cambridge: CUP. 1999. 54-69.

Elsky, Martin. "Milton", C. Woodring & J. Shapiro (eds.), *The Columbia History of British Poetry*. New York: Columbia University Press. 1994. 254-273.

Fish, Stanley. "The milk of pure world", *Surprised by Sin. The Reader in Paradise Lost*. Cambridge: Harvard University Press. 1997, 57-91.

Fish, Stanley. "Lycidas: A Poem Finally Anonymous", *How Milton Works*. Cambridge: Harvard University Press. 2001. 256-280.

Fish, Stanley. "The New Milton criticism", *Versions of Antihumanism*. Cambridge: CUP. 2012. 131-144.

Hall, R. F. "Milton's sonnets and his contemporaries", D. Danielson (ed.), *The Cambridge Companion to Milton*. Cambridge: CUP. 1999, 98-112.

Johnson, Samuel. "Life of Milton", *Selected Writings. A Tercentenary Celebration*. Cambridge, The Belknap Press of Harvard University Press. 2009. 417-438.

Greenbaum, Sidney. "The poem, the poet and the reader: an analysis of Milton's sonnet 19" in *Language and Style*, V. II (1978) 116-128.

Parry, Graham. "The Caroline Milton", *Seventeenth-Century Poetry. The Social Context*. London: Hutchinson. 1985. 188-220.

On Emily Brönte

Bataille, Georges. "Emily Brontë". *La literatura y el mal*. Madrid: Taurus. 1981. 21-32.

Carroll, Joseph, "The Cuckoo's History: Human Nature in *Wuthering Heights*." *Philosophy and Literature* 32, 2008: 241-257.

Duncan, Ian. *Modern Romance and Transformation of the Novel*. Cambridge: CUP. 2005.

Eagleton, Terry. *Myths of Power: A Marxist Study of the Brontës*. London: Palgrave Macmillan. 2005.

Kettle, Arnold. "Emily Brontë: *Wuthering Heights*." *An Introduction to the English Novel*. 1951. NY: Harper. 1968. 130-45.

Lenta, Margaret, "Capitalism or Patriarchy and Immoral Love: A Study of *Wuthering Heights*," *Theoria: A Journal of Studies in the Arts, Humanities and Social Sciences* 62, 1984.

Miller, J. Hillis. *The Disappearance of God: Five Nineteenth Century Writers*. Urbana; Chicago: University of Illinois. 2000.

Nussbaum, Martha, "Wuthering Heights: The Romantic Ascent". *Philosophy and Literature* 20. 1996. 362-82.

Wilson, David. "Emily Brontë: First of the Moderns." *ModernsQuarterlyMiscellany* 1. 1947. 94-115.

On Walt Whitman:

Bloom, Harold. "Whitman's Tally", *The Anatomy of Influence. Literature as a Way of Life*. 2011. 218-234.

Calacurcio, Michael J. "Idealism and Independence", E. Elliott (ed.), *Columbia Literary History of The United States*. New York: Columbia University Press. 1988. 207-226.

Cunliffe, Marcus, "Melville and Whitman", *The Literature of the United States*. London: Penguin. 1991. 155-163.

Jarrell, Randall. "Some Lines from Whitman", Borid Ford (ed.), *The New Pelican Guide to English Lietrature. American Literature* , vol 9. London: Penguin. 1991. 139-152.

Loving, Jerone. "Walt Whitman", E. Elliott (ed.), *Columbia Literary History of The United States*. New York: Columbia University Press. 1988. 448-462.

Matthiessen, F. O. "Only a Language Experiment", *American Renaissance. Art and Expression in the Age of Emerson and Whitman*. Oxford: OUP. 1968. 517-625.

Ruland, Richard & Malcolm Bradbury. "Yea-Saying and Nay-Saying", *From Puritanism to Postmodernism. A History of American Literature*. New York: Penguin. 1991. 164-178.

COORDINATION CRITERIA

- Common evaluation criteria
- Readings that are not repeated in other subjects on literature in the Degree of English Studies
- Selection of common competencies