



INSTITUTO DE ESTUDIOS DE POSGRADO  
**MÁSTER UNIVERSITARIO EN  
 ESTUDIOS INGLESES AVANZADOS:  
 LINGÜÍSTICA COGNITIVA,  
 LITERATURA Y EDUCACIÓN B**



2024/25 YEAR

**ESTUDIOS AVANZADOS EN  
 LITERATURA INGLESA**

### Course details

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**Course name:** ESTUDIOS AVANZADOS EN LITERATURA INGLESA

**Code:** 103416

**Degree/Master:** MÁSTER UNIVERSITARIO EN ESTUDIOS INGLESES  
 AVANZADOS: LINGÜÍSTICA COGNITIVA, LITERATURA Y  
 EDUCACIÓN B

**Year:** 1

**ECTS Credits:** 4.0

**Classroom hours:** 16

**Face-to-face classroom percentage:** 16.0%

**Study hours:** 84

**Online platform:** <https://moodle.uco.es/>

### Coordinating teacher

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**Name:** PASCUAL GARRIDO, MARIA LUISA

**Department:** FILOLOGÍAS INGLESA Y ALEMANA

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### Brief description of the contents

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This is a master's level course on two different aspects of the literature written in English: the English domestic novel and speculative fiction with an emphasis on utopian and dystopian fiction. Therefore,

- Students will further their knowledge of the literature written in the British Isles going beyond the aspects already considered in the English Studies Degree. They will analyse canonical works and more marginal literary manifestations from several critical approaches.
- Students will be able to analyse literary texts at a more advanced level, developing their own hypotheses and value judgements and comparing them with those of authors of great expertise in the field.
- Students will also develop to a greater extent their critical skills to read both primary and secondary sources regarding the domestic novel and speculative fiction in English.
- Students are expected to be able to relate different texts and to derive formal, aesthetic and ideological implications from their analysis.

## Prerequisites

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### Prerequisites established in the study plan

Students must be independent users of English (at least a B2 level must be accredited)

### Recommendations

Students should be competent readers of literary texts in English and enjoy reading and exploring new texts as they apply their analytical and critical skills to those.

## Study programme

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### 1. Theory contents

Advanced Studies in English Literature: canonical and marginal literature

#### **Part I: The English Domestic Novel: A Study of Victorian and Proto-Modernist Fiction**

1. Introduction to the English Domestic Novel: Origins and Development
2. Representations of Gender, Class, Race, and Identity in the Domestic Novel

#### **Part II: Speculative, Utopian and Dystopian Fiction in English**

3. Introduction to Speculative fiction: Origins and evolution. Formal devices and ideological implications.
4. Utopian fiction and dystopian fiction in English. Case studies.

### 2. Practical contents

Analysis and discussion of the readings selected for each topic.

#### **Part I:**

- A selection of passages from Jane Austen's *Mansfield Park*, Emily Brontë's *Wuthering Heights*, George Eliot's *Middlemarch* and Henry James's *Washington Square*.

#### **Part II:**

- Extracts from utopian and dystopian texts such as More's *Utopia*, Cavendish's *Blazing New World*, Swift's *Gulliver's Travels*, Johnson's *Rasselas*, Butler's *Erewhon*, Sarah Scott's *Millennium Hall*, Shelley's *Frankenstein*, H.G. Wells's *The Time Machine*, Gilman's *Herland* A. Huxley's *Brave New World*, Atwood's *Oryx and Crake*, Ishiguro's *Klara and the Sun*, McEwan's *Machines Like Me*.

## Bibliography

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### **Part I:**

Armstrong, Nancy. *How Novels Think: The Limits of British Individualism from 1719-1900*. New York: Columbia University Press, 2005.

--- *Desire and Domestic Fiction: A Political History of the Novel*. New York: Oxford University Press, 1987.

Bloom, Harold. *Novelists and novels*. Infobase Publishing, 2009.

- Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*, New York: Routledge, 2008.
- Butler, Marilyn. *Jane Austen and the War of Ideas*, 1988.
- David, Deirdre, ed. *The Cambridge Companion to the Victorian Novel*. Cambridge University Press, 2012.
- Doody, Margaret Anne. *The True Story of the Novel*. 1996. New Brunswick: Rutgers University, 1997.
- Eagleton, Terry. *The English Novel: an introduction*. John Wiley & Sons, 2013.
- . *Myths of Power: A Marxist Study of the Brontës*. 1975. London: Palgrave Macmillan, 2005.
- Gilbert, Sandra, and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. 1979. New Haven, CT: Yale University Press, 1984.
- Hoeveler, Diane Long, and Deborah Denenholz Morse. *A Companion to the Brontës*. John Wiley & Sons, 2016.
- Kucich, John, Patrick Parrinder, and Jenny Bourne Taylor, eds. *The Oxford History of the Novel in English: Volume 3: The Nineteenth-Century Novel 1820-1880*. Vol. 3. Oxford University Press, 2012.
- Leavis, Frank Raymond. *The Great Tradition: George Eliot, Henry James, Joseph Conrad*. 1948. New York: Faber and Faber, 2011.
- McKeon, Michael. *The Origins of the English Novel*. 1987. London: Johns Hopkins University Press, 2002.
- Moi, Toril. *Sexual-textual Politics: Feminist Literary Theory*, London: Routledge, 1990.
- Said, Edward W. *Culture and Imperialism*. 1993. London: Vintage, 1994.
- Showalter, Elaine. *A Literature of Their Own: from Charlotte Brontë to Doris Lessing*, London: Virago, 1993.
- Tanner, Tony. *Jane Austen*. Bloomsbury Publishing, 2017.
- Thornhill, Marianne, ed. *The Brontës in Context*. Cambridge: Cambridge University Press, 2012.
- Warhol-Down, Robyn and Diane Price Herndl (eds.) *Feminisms Redux: an Anthology of Literary Theory and Criticism*, New Brunswick: Rutgers University Press, 2009.
- Williams, Raymond. *The English Novel from Dickens to Lawrence*. Random House, 2013.
- Part II:**
- On Speculative fiction:
- Blaim, Artur. *Gazing in Useless Wonder: English Utopian Fictions, 1516-1800*, Oxford; New York: Peter Lang, 2013.
- Claeys, Gregory (ed.) *The Cambridge Companion to Utopian Literature*, Cambridge: Cambridge University Press, 2010.
- Claeys, Gregory, *Dystopia: A Natural History*, Clarendon: Oxford University Press, 2017
- . *Restoration and Augustan British Utopias*, Syracuse, NY: University of Syracuse, 2000.
- Firchow, Peter Edgerly *Modern Utopian Fictions from H.G. Wells to Iris*, Washington: Catholic University of America Press, 2007.
- James, Edward. *The Cambridge Companion to Science Fiction*. Cambridge: Cambridge University Press, 2003.
- Levitas, Ruth, *The Concept of Utopia*, Bern: Peter Lang, 2010.

- Pohl, Nicole and Brenda Tooley. *Gender and Utopia in the Eighteenth Century: Essays in English and French Utopian Writing*, Aldershot; Burlington: Ashgate, 2007.
- Sargisson, Lucy. *Contemporary Feminist Utopianism*, London ; New York : Routledge, 1996.
- Theis, Mary. E. *Mothers and Masters in Contemporary Utopian and Dystopian Literature*, New York: Peter Lang, 2009.
- Wegner, Phillip E. *Imaginary Communities: Utopia, the Nation, and the Spatial Histories of Modernity*, Berkeley: University of California Press, 2002.
- Wilson, Sharon R. *Women's Utopian and Dystopian Fiction*, Newcastle upon Tyne: Cambridge Scholars Publishing, 2013.
- On the construction of female identity: English literature from perspective of gender:
- Alexander, Meena. *Women in Romanticism: Mary Wollstonecraft, Dorothy Wordsworth and Mary Shelley*, Basingstoke: Macmillan, 1989.
- Armstrong, Nancy. *Desire and Domestic Fiction: a Political History of the Novel*, Oxford; New York: Oxford University Press, 1987.
- Backscheider, Paula R. *Revising Women: Eighteenth-century "Women's Fiction" and Social Engagement*, Baltimore: John Hopkins University Press, 2000.
- Bloch, Ruth H. *Gender and Morality in Anglo-American Culture, 1650-1800*. Berkeley: University of California Press, 2003.
- Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*, New York: Routledge, 2008.
- . *Undoing Gender*, New York: Routledge, 2004.
- Gilbert, Sandra M. and Susan Gubar. *The Madwoman in the Attic: the Woman Writer and the Nineteenth-century Literary Imagination*, New Haven: Yale University, 1984.
- Jump, Harriet Devine. *Nineteenth-century Short Stories by Women: a Routledge Anthology*, London ; New York : Routledge, 1998.
- Moi, Toril. *Sexual-textual Politics: Feminist Literary Theory*, London: Routledge, 1990.
- Schlueter, Paul and June Schlueter (eds.) *An Encyclopedia of British Women Writers*, New Brunswick: Rutgers University, 1998.
- Showalter, Elaine. *A Literature of their Own: from Charlotte Brontë to Doris Lessing*, London: Virago, 1993.
- Taillefer de Haya, Lidia (ed.) *Orígenes del feminismo: textos ingleses de los siglos XVI-XVIII*, Madrid: Narcea, 2010.
- Warhol-Down, Robyn and Diane Price Herndl (eds.) *Feminisms Redux: an Anthology of Literary Theory and Criticism*, New Brunswick: Rutgers University Press, 2009.

## Methodology

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### Clarifications

Students will be asked to participate actively in the course, being this part of their final grade. Participation

will be measured both by their engagement in text commentary, that is, oral class discussion on each one of the

topics addressed in the course, and their participation in forums on some of the reading tasks proposed for each

block of contents. Students will be asked to deliver an oral presentation as preparation for their final assignment (essay on a topic related to the course contents).

Part-time students must contact the lecturers in the first weeks of the academic year for guidance and further instructions.

### Face-to-face activities

| Activity   | Total     |
|--|-----------|
| <i>Information processing activities</i>                         | 5         |
| <i>Projects based on the course contents</i>                     | 2         |
| <i>Reading comprehension, listening, visual, etc. activities</i> | 9         |
| <b>Total hours</b>   | <b>16</b> |

### Off-site activities

| Activity                                       | Total     |
|--|-----------|
| <i>Exercise and problem solving activities</i> | 34        |
| <i>Information processing activities</i>       | 30        |
| <i>Information search activities</i>           | 20        |
| <b>Total hours</b>                             | <b>84</b> |

## Results of the training and learning process

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### Knowledge, competencies and skills

- CB10 To make students able to show learning abilities that allow them to continue studying in an self-directed or independent manner
- CB6 To acquire knowledge that can act as the basis for the original development and/ or application of ideas mainly in research contexts.
- CE6 To be able to analyse and justify (orally or in written form) advanced English literary texts.
- CE8 To be able to apply the necessary analytical techniques, both linguistic and literary, in order to aid the critical literary comprehension of English literary texts.

- CG1 To know how to identify research questions and provide answers by means of developing a research project.
- CG2 To attain the learning skills that allow them to carry out a critical analysis, evaluation and synthesis of new ideas.
- CT1 To know how to manage the sources of scientific information and useful resources for study and research.
- CT2 Development of skills for correct oral, written and graphic communication.
- CT4 To be able to write and present the results of their own research in the form of a scientific article before a specialized audience.
- CT5 To act professionally respecting human rights, the principles of universal accessibility for persons with disabilities, respect for fundamental rights of equality and in accordance with the values of a culture of peace and democratic ideals.

### Assessment methods and instruments

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| Tools                        | Percentage |
|------------------------------|------------|
| Means of practical execution | 25%        |
| Oral means                   | 25%        |
| Students assignments         | 50%        |

#### Period of validity for partial qualifications:

Until the last call of the present academic year

#### Clarifications:

Students who plagiarise or inadequately use AI in their final essays (assignment) will automatically fail the course. Students may be asked to do an oral interview to check for possible plagiarism or inappropriate use of AI generated content.

Attendance to 80% of face-to-face activities is required. Students (especially part-time students) who justify their inability to attend that percentage of classroom activities will be asked to compensate for those absences in several ways to be determined by the lecturers

## Sustainable development goals

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Gender equality  
Reduced inequalities

## Other Faculty

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*The methodological strategies and the evaluation system contemplated in this Teaching Guide will respond to the principles of equality and non-discrimination and must be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required. Students must be informed of the risks and measures that affect them, especially those that may have serious or very serious consequences (article 6 of the Safety, Health and Welfare Policy; BOUCO 23-02-23).*

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