

## TEACHING GUIDE FOR:

### 30013.- ENHANCING YOUR ENGLISH WITH BRITISH CULTURE

#### Subject identification

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##### GACT .- Activitats computables

**Lecturer:** Marta Villalba Lázaro

**Credits:** 6 ECTS (total 150 hours)

**Teaching language:** English

**Teaching period and schedule:** Fridays from 11 h am to 13 h pm (from 15 September up to 22 December 2017)

**Classroom:** AB03 (Jovellanos)

**Teaching modality:** Campus Extens 50

#### Contextualization

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##### Description

This subject is addressed to students interested in improving their language skills in English through the study of British culture. It includes lectures and critical readings which document historical and/or revolutionary moments from the 18<sup>th</sup> century to Modernity. The lectures and readings will be combined with presentations, films, documentaries and other visual tools to help understanding. Active participation of students is of key importance.

Overall Aim and Purpose:

- To enhance English reading, writing, listening and speaking abilities.
- To develop an understanding of the relationship between cultural contexts and their effects on textual and/or literary production.
- To develop individual work and research through essays and commentaries.

The module is arranged around four main revolutionary events – the Glorious Revolution (1688), the French Revolution (1789), the European Revolutions of 1848, and the duration and aftermath of the First World War (1914 -1918). Organised in three chronological blocks (18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> centuries), it offers a survey of a great diversity of texts which challenge (or sometimes reassert) dominant political, gender and aesthetics ideologies.

## Requirements

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### Essential requirements

Good command of English is advisable. However, the subject is designed to help students to improve their English skills.

### Recommendable

Computer abilities: word-processing, bibliographic search, text editing, etc.

## Skills

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### Specific

- \* C20. Ability to understand, interpret and analyse academic documents related to the students' field of study.
- \* C22. Ability to find and manage information related to the discipline in online databases, and to use software applications related to the field.

### Generic

- \* CG3 Ability to communicate in English.
- \* CG1 Teamwork skills development.
- \* CG6 (CB4) Ability to communicate information, ideas, problems, and solutions to an audience, both specialised and non-specialised.

### 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

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### I. - THE EIGHTEENTH CENTURY

- General Introduction to the English language.
- Historical context. The UK in the 18<sup>th</sup> century. The Enlightenment.
- The Glorious Revolution; early democracy; the emergence of the Middle Class.
- Reading essays (extracts) from: John Locke's *Some Thoughts Concerning Education* (1692) and *Two Treatises of Government* (1690); Adam Smith's *An Inquiry into the Nature and Causes of the Wealth of Nations* (1776)
- The American Revolution and the War of Independence (1776); the Founding Fathers (Washington, Jefferson, Franklin). Reading: an extract of the American Constitution (1781)
- "The Rise of the Novel": Laurence Sterne, Samuel Richardson and Henry Fielding. Reading fiction (extracts from): Jonathan Swift's *Gulliver's Travel* and Daniel Defoe's *Robinson Crusoe*.
- Towards revolution and feminism. Edmund Burke's *Reflections on the Revolution in France* (1790). Jacobin novels. William Godwin, and (reading an extract from) Mary Wollstonecraft's *A Vindication of the Rights of a Woman* (1792).

### II.- THE NINETEENTH CENTURY

- Introduction to historical context. The French Revolution (1789)
- A brief introduction to Romanticism in Britain. *Lyrical Ballads* (1798). The romantic poets Wordsworth, Coleridge, Blake, Byron, Shelley, Keats.
- Queen Victoria and The British Empire. The Industrial Revolution.
- The Victorian Sages. Reading (extract from): Thomas Carlyle's essay, 'Signs of the Time' (1829). Utilitarianism. Chartism. The "Luddites"
- Reading fiction (extracts from) Jane Austen's *Pride and Prejudice* (1813), Mary Shelley's *Frankenstein* (1818); Emily Bronte's *Wuthering Heights* (1847)
- The European Revolutions of 1848 and Feminist Movements. Marx and Engels. Reading (extracts from): *The Communist Manifesto* (1848).

### III. EARLY TWENTIETH CENTURY

- Introduction to historical context. The First World War
- Pre-war atmosphere: Vienna 1900 (Freud, Klimt, Kokoschka, Mahler, Loos, Schönberg)
- Pre-war fiction: reading (extract from) Joseph Conrad's *Heart of Darkness* (1899)

- The War Poets (extracts from): Graves, Sassoon, Rosenberg, Owen.
- Post-war period: shift in aesthetics; growth of socialism; General Strike (1926); Russian Communism vs. German Nazism; Avant-gardes, Bloomsbury group. The end of Innocence and the beginning of Modernity
- Reading Modernist poetry: (extracts from) Reading Modernist prose: (extracts from) James Joyce's "Dubliners" (1914); *Ulysses* (1924) and Virginia Woolf's "A Room of one's own" (1939)

## Teaching methodology (Campus Extens 50)

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### Lectures and practical classes

It is of key importance that students participate actively in the class, not only demonstrating that they have read the assigned material (i.e.: compilation of various readings), but also that they have worked and understood the contents.

*Campus Extens 50* modality implies that 50% of the teaching workload is done through the Campus web platform (UIB digital platform).

#### In-work class activities

Modality	Name	Typ.Grp.	Description
Theory classes	Lectures, practice and participation	Large Group	Explanation by the lecturer of the main theoretical, cultural and textual production of each period and critical reading and commentary of texts, with students' participation.

#### Distance education work activities

<b>Modality</b>	<b>Name</b>	<b>Typ. Grp.</b>	<b>Description</b>
Individual self-study and campus platform activities	Individual self-study and on-line tasks	Individual	Students are expected to read the texts in advance, prepare a number of activities for the practical sessions and the campus platform tasks.

#### 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.

#### Workload estimate

<b>Modality</b>	<b>Name</b>	<b>Hours</b>	<b>ECTS</b>	<b>%</b>
Lectures and practical sessions	Lectures, practical sessions and assessments	<b>30</b>	<b>1.2</b>	<b>20</b>
Independent and online activities	Readings and Writings Forum debates and other campus platform activities	<b>45</b>	<b>1.8</b>	<b>30</b>
Individual self-study	Self-study	<b>75</b>	<b>3</b>	<b>50</b>
<b>Total</b>		<b>150</b>	<b>6</b>	<b>100</b>

## Student learning assessment

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The final mark for the course will be the addition of the average grade obtained in the continuous assessment and the complementary assessment. A 5 out of 10 is needed to pass the subject.

Continuous Assessment	3 on–line debates (5% each) and 3 on–line writings (20% each)  Total weight 75% Retrievable	Large group	6 on–line tasks (2 per unit)
Complementary Assessment	Quiz in teams to review the course in the last session Total weight 25% Retrievable	Large group	Short questions and texts' identification at the end of the semester.

## Resources, bibliography and additional documentation

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### Basic bibliography

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The lecturer will provide a selection of texts through campus extens and/or photocopies at the copy shop.

## Complementary bibliography

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- Dickinson, H. T., *Liberty and Property: Political Ideology in Eighteenth Century Britain* (London: Weidenfeld and Nicholson, 1977).
- Eisenstein, Elizabeth L., *The Printing Press as an Agent of Change* (Cambridge: Cambridge University Press, 2 vols., 1979).
- Groden, Michael, and Martin Kreiswirth (eds.). 1994. *The Johns Hopkins Guide to Literary Theory and Criticism*, (Baltimore; Johns Hopkins University Press, 1994)
- McDowall, David 1989: *An Illustrated History of Britain*. London: Longman.
- Morgan, Kenneth O. 2000: *The Oxford Illustrated History of Britain*. (Oxford: Oxford UP, 2000)
- Lawrence, J. (2012, April). Pioneers of Modernity. In *History Workshop Journal* (Vol. 73, No. 1, pp. 330-338). Oxford University Press.
- Jones, Chris B. *Radical Sensibility: Literature and Ideas in the 1790s*, (London: Routledge, 1993)
- Klancher, J. "Criticism and the Meaning of the French Revolution" *Studies in Romanticism*. Vol. 28 n° 3 (Boston; Boston University, 1989), pp.463–491.
- Peck, John, and Martin Coyle, *A Brief History of English Literature*, (London; Palgrave, 2002)
- Purchase, S. *Key concepts in Victorian literature*, (London; Palgrave Macmillan, 2006).
- Snee C. 'Working-Class Literature or Proletarian Writing?' *Culture and Crisis in Britain in the 1930s*, ed. Jon Clark et al., (London: Lawrence, 1979), pp. 165-190.
- Stoneman P., *Emily Brönte– Wuthering Heights: A Reader's Guide to Essential Criticism*, ed. Stoneman (London, Palgrave, 1998)
- Skousen, M. *The Big Three in Economics: Adam Smith, Karl Marx, and John Maynard Keynes*. (New York, ME Sharpe; 2007).
- Wallace, Miriam L., *Revolutionary Subjects in the English "Jacobin" Novel, 1790-1805*. (London: Bucknell University Press, 2009)
- Wu, Duncan, ed. *Romanticism: An Anthology*. Vol. 5, (London: John Wiley & Sons, 2012)

## Other resources

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### Web addresses:

- <http://andromeda.rutgers.edu/~jlynch/18th/>
- <http://www.qub.ac.uk/english/shuttle/rom-chrono/chrono.htm>
- <http://newark.rutgers.edu/~jlynch/Lit/20th.html>
- <http://www.victorianweb.org/>
- <http://www.literarydictionary.com>
- <http://www.online-literature.com>
- <http://www.wwnorton.com/nael>
- <http://www.postcolonialweb.org>
- <http://vos.ucsb.edu>



## Lecturers' office hours

<b>Office/Location</b>	<b>Week day/s</b>	<b>Office hours</b>	<b>Contact details</b>
<b>AB09 (RL)</b> (by prior appointment)	Fridays	10 h a.m.	Telephone:971173324 E-mail: marta.villalba@uib.es