



**Stockholm
University**

**Literature in English:
Literary Cultures 1340-1832**
(7.5 credits)
Autumn 2024 (HT24)
Coordinator: Irina D. Rasmussen

Module Description

Within this module, various genres of English-language literature from the period 1340-1832 are studied. Terms and analytical concepts that the students acquired in English I are used and expanded upon. In addition, students gain historical and critical perspectives on literary texts. Special emphasis is placed on the students' own ability to use English in speech and in writing to critically analyse the texts in question.

The module comprises five lectures, five two-hour seminars, and five two-hour workshops, all of which involve active participation from the students. The students will read primary texts and secondary material before each seminar. They will discuss the material in groups, in and outside of class, using these meetings as occasions to reflect upon and voice their ideas about their reading of primary texts and understanding of the secondary material. The final examination will include a written assignment and a written, sit-down exam in practical text analysis.

Intended Learning Outcomes

Upon completion of the module, students are expected to be able to:

- Critically analyse different types of literary texts from different time periods;
- Demonstrate the ability to place these texts in their historical context and relate the texts' aesthetic features to the context in which they were produced;
- Demonstrate a good ability to understand texts written in English;
- In writing, express themselves appropriately in good academic English.

Grading

The module adopts the 7-grade SU scale.

To receive a final grade, students must have completed all the examinations [not done all examination assignments=no mark].

To receive a passing grade (A to E), students must pass all the examinations, and demonstrate that they achieved all the learning outcomes at least at the minimum level.

Module activities

The module consists of the following activities:

- Five seminars (pre-seminar instructions for each seminar will be posted on Athena);
- Five lectures (lecture notes/readings/ppts will be posted on Athena);
- Five workshops (pre-workshop instructions will be posted on Athena);
- Before each lecture, seminar or workshop, students are expected to finish the assigned reading, do any accompanying tasks, and discuss the texts and tasks in groups. Students should be prepared to discuss the reading and tasks at the seminar;
- Students are expected to complete all the tasks assigned by the teacher.

Examination

Students are required to complete the following:

WRITTEN ASSIGNMENT: Pass/Fail (To receive a Pass, the assignment needs to meet the grading criteria for at least an E)

EXAM: 100% of the grade

Module Format

The module will take place in the form of lectures, workshops, and seminars. In the lectures, students will be given broad theoretical tools and contexts through which to approach different genres of English language literature. In the workshops, students will develop and practise their skills in close textual analysis. In the seminars, students will practise analysing literary texts in relation to their historical context, as well as in terms of their generic features and broader thematic concerns and learn how to provide textual support for their reading.

Both the seminars and workshops are intended to be active, hands-on opportunities for students to practice the skills they will learn throughout the module; for this reason, the students should bring the assigned text(s) with them to every seminar.

Required Reading

Please buy the following books, preferably, in the following editions:

- *The Norton Anthology of English Literature*. Ed. Stephen Greenblatt. 10th edn. (New York: Norton, 2018): **Volumes A-D**. As the latest 11th edition does not include all the assigned texts, earlier editions — such as the 7th, 8th, or 9th editions, which can be purchased via used-textbooks outlets — will also work well.
- Shelley, Mary. *Frankenstein*. Ed. J. Paul Hunter. London: Norton, 2012. Other editions will work as well.

Schedule

For all authors involved, also read the biography of that author. All the page references below are to the 10th edition. Earlier editions will have different pagination, but the chapters will cover the same material and have the same chapter titles and headings.

Unit	Set Texts
1 Introduction to Literary Cultures Oct 3	1. Introduction to The Middle Ages (<i>Norton A</i> : 3-27); 2. Chaucer, Selections from <i>The Canterbury Tales</i> – “General Prologue” (<i>Norton A</i> : 261-81); 3. Chaucer, “The Miller’s Prologue and Tale” (<i>Norton A</i> : 282-98)
2 The Renaissance Oct 10	1. Introduction to The Sixteenth Century (<i>Norton B</i> : 3-34); 2. Shakespeare, <i>Othello</i> (<i>Norton B</i> : 803-91) Written Assignment: Topics Released
3 The Seventeenth Century Oct 17	1. Introduction to The Early Seventeenth Century (<i>Norton B</i> : 891-918); 2. Donne, “The Flea” (<i>Norton B</i> : 923); 3. Lanyer, “Eve’s Apology in Defense of Women” (<i>Norton B</i> : 983-86); 4. Marvell, “To His Coy Mistress” (<i>Norton B</i> : 1346-48); 5. Milton, <i>Paradise Lost</i> , Books 1, 2 and 8 (<i>Norton B</i> : 1493 ff)
Written Assignment Submission	Analytical Essay of 1250 words, answering one of a set number of questions; referring to primary texts, historical context and ONE scholarly, peer-reviewed source, which can be the relevant chapter from <i>The Norton Anthology</i>.
4 The Eighteenth Century Oct 25	1. Introduction to The Restoration and the Eighteenth Century novel (<i>Norton C</i> : 3-32); 2. Dryden, “Annus Mirabilis” (<i>Norton C</i> : 36-38); 3. Pepys, from <i>Diary</i> , “The Great Fire” (<i>Norton C</i> : 86-91); Swift, <i>Gulliver’s Travels</i> (<i>Norton C</i> : 278-454)
5 Romanticism Oct 30	1. Introduction to The Romantic Period (<i>Norton D</i> : 3-28); 2. Wordsworth, “Lines Composed a Few Miles above Tintern Abbey” (<i>Norton D</i> : 299-303); 3. From Preface to <i>Lyrical Ballads</i> (<i>Norton D</i> : 303-15); 4. Coleridge, “Kubla Khan” (<i>Norton D</i> : 464-67); 5. Shelley, <i>Frankenstein</i> (preferably the <i>Norton</i> edition) 6. Wollstonecraft, “A Vindication of the Rights of Woman” (<i>Norton D</i> : 221-49)
Exam	A two-hour sit-down closed-book exam; students choose to write on one out of two different tasks; in each task students write a practical criticism of a set passage, situating the text in its historical context

Please note that there may be occasional changes to seminar dates/times and rooms. Check Time Edit regularly for updates.

Assignment Dates LT2A, VT24:

Written Assignment Topics Released: **October 11, 15.00**

Written assignment deadline: **October 18, 23.59**

Retake written assignment released: **December 2, 15.00**

Retake written assignment deadline: **December 9, 23.59**

For the **exam** dates and times, please see **TimeEdit**, since there might be late changes.

Module Grading Criteria:

	A	B	C	D	E	Fx	F
	excellent skills in	very good skills in	good skills in	adequate skills in	satisfactory skills in	inadequate skills in	totally inadequate skills in
Analysis	critically analysing the language, content and themes of literary texts within their historical context	critically analysing the language, content and themes of literary texts within their historical context	analysing the language, content and themes of literary texts within their historical context	analysing the language, content and themes of literary texts within their historical context	analysing the language, content and themes of literary texts within their historical context	The student has displayed some, but not all, of the skills of the level of the criteria for E.	The student's work does not demonstrate the achievement of the course outcomes at a minimally adequate level.
Discussion	situating the texts within their historical context and conditions of production	situating the texts within their historical context and conditions of production	situating the texts within their historical context	situating the texts within their historical context	situating the texts within their historical context		
Expression	expressing themselves at a high standard in written academic English, with very few errors in vocabulary, grammar and style	expressing themselves at a high standard in written academic English, with few errors in vocabulary, grammar and style	expressing themselves at an appropriate standard in written academic English, although with some errors in vocabulary, grammar and style	expressing themselves at an appropriate standard in written academic English, although with errors in vocabulary, grammar and style	expressing themselves in written academic English, although with errors in vocabulary, grammar and style		
Comprehension	demonstrating a high standard of comprehension of written English	demonstrating a high standard of comprehension of written English	demonstrating an appropriate standard of comprehension of written English	demonstrating an appropriate standard of comprehension of written English	demonstrating an appropriate standard of comprehension of written English		