

Academic Year/course: 2022/23

143380 - Socio-cultural History of Arts through Literature

Information of the program

Study: 14302 - Bachelor's Degree in Modern Language and Management

Academic year: 2022/23

Subject: 143380 - Socio-cultural History of Arts through Literature

Teaching period: Second semester

Year: 2

Type: ENG/Formación Básica

ECTS Credits: 6.0

Justification

This subject contributes to the academic and professional profile of the Degrees of Modern Languages and Modern Languages and Management as it builds up the knowledge of culture, history, art and language expected by a graduate of both degrees with regard to what is needed by the professional practice of a graduate in languages and culture in the XXI century. This subject is essential for Modern Languages (MODULO 1: Formación humanística básica: Materia 2: Historia) and Modern Languages and Management students (MODULO 1: Materias básicas e instrumentales: Materia 1: Historia), since it deepens the students' working knowledge of art, history, society, language and literature at a higher level. For that reason, the subject develops the Generic Competence of Critical Thinking and the Specific Competences of Humanistic Field and Methodological Tools of both degrees. As for the intended Learning Outcomes of this subject, students: formulate own judgements and evaluations; consider others' judgements; manage archives, create documents, surf the internet, use email and electronic references tools; acknowledge artistic acts as a basic component in the evolution of societies and manage relevant information about the main historical events that permit the access to the context of important historical and artistic processes. The skills acquired in this course are an approach towards the consolidation of basic principles that inter-relate history, literature, language, society and the arts throughout time. The aim is to help students increase their creative responsiveness to the interplay between text and context, particularly, between literature, art and social situation. The analysis of poems, plays, novels and critical approaches will reinforce the importance of an approach to literature and language that is consistently contextualized in society and art, which is essential for the academic and professional profile of graduates of these degrees. The language levels developed during the subject start at B2+/C1 and are at C1 level at the end of the course.

Prerequisites

- Oral and written competence in English (B2+/C1).
- To be able to plan and produce essays and project work.
- Bibliographical skills appropriate to the discipline, including accurate citation of sources and consistent use of conventions in the presentation of academic work.

Subject competencies

G.C.1.- CRITICAL THINKING. *Level of mastery 2:* Analysing the consistency and logic of one's own and others' judgements, evaluating their personal and social implications

S.C.5.- METHODOLOGICAL TOOLS. *Managing the methodological tools necessary to critically locate and interpret the sources, data and information in the field of professional specialization*

This competence will be developed in element 1:

- Using information gathering tools, such as bibliographic catalogues, archive finding aids and electronic reference systems.

S.C.6.- HUMANISTIC FIELD. *Understanding and assimilating the basic principles that are the basis of the Humanities and their relationship with languages.*

This competence will be developed in element 1:

- Identifying and using the more relevant concepts, categories, theories and topics of the different fields of research in Languages and Humanities.

Course content

The general contents of Module 1 of the Degree cover the main historical and social events and evolutions through time. Special emphasis is given to the artistic movements that accompanied these historical events from formal and social perspectives. This subject will delve into the historical and social contexts in which some literary works were produced and how they represented these contexts. Accordingly, the following periods and works will be approached:

1. Medieval art, society, language and Literature, 500-1500: From the times of "Beowulf" to those of "The Canterbury Tales".
 - a. The earliest English poems.
 - b. "Beowulf"
 - c. Middle Ages & Art
 - d. "The Canterbury Tales"
2. The Renaissance, 1485-1660: The age of Marlowe's *Dr. Faustus*.
 - a. The Renaissance in Europe and Britain.
 - b. The Age of Shakespeare and Marlowe's *Dr. Faustus*.
3. The Romantic period, 1780-1832: Between two ages: Jane Austen's *Persuasion*.
 - a. The Arts of the Romantic period: painting.
 - b. Jane Austen's *Persuasion*.
4. The Victorian age, 1832-1901: Charles Dickens's *Hard Times*.
 - a. The Victorian Age.
 - b. Ills of industrialisation in the Arts.
 - c. Charles Dickens's *Hard Times*.

Teaching/learning strategy, assessment system and materials

TEACHER/S: Asier Altuna Garcia de Salazar	GROUP: 10 - English
TEACHING-LEARNING STRATEGY	
The aforementioned competences will be acquired and perfected by means of the following activities to be carried out in the classroom and at home:	

- Introductory lectures (power point, videos) on the key elements of society, art and literature. Approach to authors and their literary works through historical and artistic contexts.
- Approach and discussion of the generic competence.
- In-class discussions of the literary works selected individually and in groups.
- Explanation of examples and key guidelines (power point and writing guide) to produce the required academic paper.
- Screening of some of the literary and artistic works dealt with in class.
- Individual preparation, analysis and study of the readings, critical approaches and videos to produce the academic essay and answer the short mid-term tests and final examination.
- Short mid-term tests on the literary works and their artistic and social contexts.
- One academic essay on the literary works and their artistic and social contexts of the periods covered.
- Final examination consisting of a theoretical exposition of some of the concepts discussed and an analysis of literary works within their artistic and social contexts.

TOTAL NUMBER OF HOURS: 150

In-class activities, (56 hours), (37,3% of total):

- Introductory Lectures (on generic competence; contents and questions on specific content matter, academic paper guidelines) 31 hrs.
- Practical activities (screening on videos, group approaches and discussions, preparation of questions of introductory lectures) 16 hrs.
- Tutorials – group meetings (these are also included in the components above) 3 hrs.
- Tests (two short mid-term tests and final exam) 6 hrs.

Outside-class activities, (94 hours), (62,7% of total):

- Readings of articles and literary texts (specific competences) 36 hrs.
- Screening of resources (Videos) 19 hrs.
- Individual preparation, search for information, analysis, reflection and study of introductory lectures (on generic and specific competences) 30 hrs.
- Preparation and writing of academic paper and individual self-assessment (time shared with readings, screening and analysis) 9 hrs.
- **NB: Short mid-term tests and final exam preparation is continuous and shares time with readings, screening and individual work described above.**

EVALUATION SYSTEM

The assessment of the students' work will be progressive and formative. It will include the following components, in which the assessments of the generic competence and the specific competences are integrated as follows:

- One long essay: 20%
- Two short mid-term tests: (15%+15%)=30%
- Final examination: 50%

Generic competence assessment (20%):

Generic Competence 1 (20%)

One long essay: the student formulates own judgement and considers others' judgements (those of critics provided and analysed in class in the different readings): 5%.

Two short mid-term tests: the student formulates own judgement and considers others' judgements (those of critics provided and analysed in class in the different readings): 5% for first test + 5% for the second test.

Final examination: the student formulates own judgement and considers others' judgements (those of critics provided and analysed in class in the different readings): 5%.

Specific Competences assessment (80%):

Specific Competence 5 (5%):

One long essay: the student manages archives (libraries, online journals) and provides list of at least 15 bibliographic entries both in book format and online sources, creates a 2,500-3,500-word document following the key guidelines provided in class in the "Writing Guide for Papers" and uses the APA style sheet, surfs the internet for online sources and general information, uses email and electronic reference tools to search for the assigned documentaries, such as *Youtube*: 5%.

Specific Competence 6 (75%):

One long essay: The student acknowledges artistic acts (sculpture, painting, architecture and music) as a basic component in the evolution of societies, in particular the societies of the English speaking world, i.e. the UK and Ireland between 500 and 1901. The student manages relevant information about the main historical and social events that permit the access to the context of important historical and artistic processes and how these are shown in some literary works of the Anglo-Saxon, Medieval, Renaissance, Romantic and Victorian periods: 10 %.

Two short mid-term tests:

TEST ONE: The student acknowledges artistic acts (sculpture, painting, architecture and music) as a basic component in the evolution of the Anglo-Saxon society between 500 and 1066 and the Medieval society until 1500. The student manages relevant information about the main historical and social events that permit the access to the context of important historical and artistic processes and how these are shown in some literary works of the Anglo-Saxon periods, i.e. "Beowulf" and short Anglo-Saxon poems and of the Medieval period, such as Chaucer's "The Canterbury Tales": 10%.

TEST TWO: The student acknowledges artistic acts (sculpture, painting, architecture and music) as a basic component in the evolution of Renaissance society of the English speaking world between 1500 and 1780. The student manages relevant information about the main historical and social events that permit the access to the context of important historical and artistic processes and how these are shown in some literary works of the Renaissance period, such as Marlowe's *Dr. Faustus*: 10%.

Final examination: The student acknowledges artistic acts (sculpture, painting, architecture and music) as a basic component in the evolution of Romantic and Victorian societies of the English speaking world, i.e. the UK and Ireland between 1789 and 1901. The student manages relevant information about the main historical and social events that permit the access to the context of important historical and artistic processes and how these are shown in some literary works of the Romantic and Victorian periods, such as Austen's *Persuasion* and Dickens's *Hard Times*: 45%.

In the re-take (convocatoria extraordinaria) students will take an exam which will cover 50% of the final mark (GC. 1.: 5% & SC. 6.: 45%). The rest of the mark will be part of the continuous assessment during the semester and will have comprised the long essay (GC. 1.: 5%, SC. 5.: 5% & SC. 6.: 10%) and the two short mid-term tests (GC. 1.: 10% & SC. 6.: 20%).

N.B. Students will only get credit for this course if: a) they submit the term paper on the appointed day and following the guidelines they will be given and b) they receive a passing mark in the overall results of the term paper, the short mid-term tests and the final examination.

The basic competence (B2+/C1 level of English language, also a prerequisite) must be demonstrated in all written and oral production. Evidence to the contrary (i.e., gross mistakes in writing or speech) *will invalidate any graded activity in which they become apparent*.

Any fraudulent activity (plagiarism, cheating in exams, etc.) or oversight of the assessment system will be penalized according to the norms laid out in the *Reglamento de Estudiantes*.

DOCUMENTATION

Compulsory readings:

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- Chosen and extra bibliographical materials on the platform ALUD, such as "Writing Guide for Papers", APA style sheet and sample papers for academic essay preparation.
- References to the screenings of open online and audiovisual resources on the platform ALUD.

LITERARY WORKS:

- Austen, Jane. *Persuasion*, edited by Patricia Meyer Spacks, (New York: Norton Critical Edition, 2012)
- *Beowulf*, A new verse translation by Seamus Heaney, (New York: Norton, 2001)
- Chaucer, G. *The Canterbury Tales: The General Prologue*.
- Dickens, Charles. *Hard Times*. edited by Fred Kaplan (New York: Norton Critical Edition, 2016)
- Marlowe, Christopher. *Dr. Faustus*, edited by David Scott Kastan, (New York: Norton Critical Edition, 2005)

Extra readings:

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- Beard, Adrian (2001) *Texts and Contexts. Introducing Literature and Language Study*, London and New York: Routledge.
- Carter, Ronald & McRae, John (1997) *The Routledge History of English Literature. Britain and Ireland*, London and New York: Routledge.
- Hacht, Anne Marie & Hayes, Dwayne D. (2009) *Gale Contextual Encyclopedia of World Literature*, Farmington Hills: Gale.
- Hauser, Arnold [1951] (2005) *The Social History of Art*, 4 volumes, London: Routledge.
- Moss, Joyce & Valestuk, Lorraine (2001) *World Literature and Its Times. Profiles of Notable Literary Works and the Historical Events That Influenced Them, British and Irish Literature and its Times; Celtic Migrations to the Reform Bill (Beginnings-1830s)*, Vol. 3, Gale.
- Moss, Joyce (2001) *World Literature and Its Times. Profiles of Notable Literary Works and the Historical Events That Influenced Them, British and Irish Literature and its Times; The Victorian Era to the Present (1837-)*, Vol. 4, Gale.
- Poplawski, Paul (ed.) (2007) *English Literature in Context*, Cambridge: Cambridge University Press.
- Quinn, Edward (2004) *History in Literature; a Reader's Guide to 20th-century History and the Literature it Inspired*, 4 volumes, New York: Facts On File, Inc.