

# INTRODUCTION TO RESEARCH METHODS IN ENGLISH LITERATURE: FROM THE MIDDLE AGES TO THE 21ST CENTURY

Curso 2020-2021

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SEMESTER/ SEMESTRE	CREDITS/CR ÉDITOS	TYPE/CARÁCTER	MODALITY/TIPO DE ENSEÑANZA	LANGUAGE/IDIOMA DE IMPARTICIÓN
1º	5	Compulsory/Obligatoria	Presencial / Semipresencial / Virtual	English/Inglés
MODULE/MÓDULO		Master's Programme in English Literature and Linguistics		
SUBJECT/MATERIA		Introduction to Research Methods in English Literature: From the Middle Ages to the 21st Century		
SCHOOL RESPONSIBLE FOR THE MASTER/CENTRO RESPONSABLE DEL TÍTULO		Escuela Internacional de Posgrado		
MASTER WHERE IT IS OFFERED/MÁSTER EN EL QUE SE IMPARTE		Máster Universitario en Literatura y Lingüística Inglesa		
TACHING VENUE/CENTRO EN EL QUE SE IMPARTE LA DOCENCIA		Facultad Filosofía y Letras and Facultad de Empresariales		
PROFESSORS/PROFESORES <sup>(1)</sup>				
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<sup>1</sup> Consulte posible actualización en Acceso Identificado > Aplicaciones > Ordenación Docente

(∞) Esta guía docente debe ser cumplimentada siguiendo la "Normativa de Evaluación y de Calificación de los estudiantes de la Universidad de Granada" ([http://secretariageneral.ugr.es/pages/normativa/fichasugr/ngc7121/!](http://secretariageneral.ugr.es/pages/normativa/fichasugr/ngc7121/))

OFFICE HOURS/TUTORÍAS	<a href="http://www.diaugr.es">http://www.diaugr.es</a>
<b>GENERAL AND SPECIFIC COMPETENCIES/COMPETENCIAS GENERALES Y ESPECÍFICAS</b>	
<p><b>GENERAL COMPETENCIES/COMPETENCIAS BÁSICAS Y GENERALES</b></p> <ul style="list-style-type: none"> <li>• Students should acquire and understand knowledge that provides a basis or opportunity to be original in the development and / or application of ideas, often in a research context (CB1).</li> <li>• Students should be able to apply acquired knowledge and problem solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study (CB2).</li> <li>• Students should be able to integrate knowledge and face the complexity of making judgments from information that, being incomplete or limited, include reflections on social and ethical responsibilities related to the application of their knowledge and judgments (CB3).</li> <li>• Students should know how to communicate their conclusions - and the knowledge and last reasons that support them - to specialized and not specialized audiences clearly and unambiguously (CB4).</li> <li>• Students should possess the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous (CB5).</li> </ul> <p><b>COMPETENCIAS ESPECÍFICAS/SPECIFIC COMPETENCIES</b></p> <ul style="list-style-type: none"> <li>• Students should develop skills that allow them to select and use reliable information for their research topic.</li> <li>• Students should know and be able to identify the thesis of a research essay and establish the argumentative procedures used by the author to elaborate on that thesis and reach the conclusions presented in the essay.</li> <li>• Students should be able to know, identify and critically evaluate the most widespread theories, methods and current results of research in the field of literature in English, as well as the different epistemological approaches available.</li> <li>• Students should be able to write a piece of academic literary criticism making sure not only that they structure their argument appropriately but that they acknowledge their sources and use correctly a citation system, thus avoiding to incur in plagiarism.</li> <li>• Students should be able to present and publicly defend a dissertation proposal.</li> <li>• CE1 - To know and critically appraise the most widespread theories, methods and results of research in the field of literatures in English.</li> <li>• CE2 - Identify case studies and the different epistemological approaches available to elaborate and defend arguments, as well as solve problems within the area of study of literatures in English.</li> <li>• CE3 - Design and carry out research projects, and translate their results into critical essays following the formal conventions of the MLA system, with a clear, rigorous and well structured epistemological framework, with an introduction, analysis development and final conclusions</li> <li>• CE4 - Explain and defend clearly the objectives, methodology and results of a research work in</li> </ul>	



the field of literatures in English.

- CE5 - To understand the secondary bibliography in the different domains and in the different periods of the history of the literatures in English as concretion of cultural and political practices in a determined historical context.
- CE6 - Develop interest and intellectual curiosity to analyze and understand texts, critical theories, and different epistemological approaches to specific case studies in the field of English literature.
- CE7 - Know the different interdisciplinary approaches to the study of literatures in English language, with special emphasis on gender studies, identity politics, political discourse, or postcolonial studies and translation.

#### TRANSVERSAL COMPETENCIES/COMPETENCIAS TRANSVERSALES

- CT1 - Training in respect for fundamental rights and equality between men and women, Human Rights and the principles of universal accessibility, and the values of a culture of peace and democratic values, as established by Royal Decree 1393/2007, of October 29, Article 3.5.

#### OBJECTIVES/OBJETIVOS O RESULTADOS DE APRENDIZAJE (SEGÚN LA MEMORIA DE VERIFICACIÓN DEL TÍTULO)

Students are expected to prepare in advance the scheduled tasks of reading, individual work and group work; be attentive to the development of the sessions; ask questions that they do not know or understand clearly; be disciplined and proactive; be respectful to their classmates and teacher; collaborate actively and constructively; and be clear in their expositions and meticulous in their work. More specifically, the student's attitude should show:

1. A taste for reading literary texts in English, in any of its genres.
2. Interest and intellectual curiosity to analyze and understand literary texts in English.
3. Interest and intellectual curiosity to know and appreciate other cultures, to value their specificity, and to relate it critically to their own culture.
4. Predisposition to the plural and informed debate of theories, interpretations and texts through critical analysis and reasoned argumentation.
5. Desire to take responsibility for autonomous learning in literary texts in English.
6. Predisposition to the generation of new ideas.
7. Acceptance that the hermeneutic interpretation of a text is only one among the many possible readings that can generate said text.
8. Acceptance of the plurality intrinsic to literature, and assimilation of the diversity of voices, ideologies, realities and visions of the world represented and generated by literary texts.

#### DETAILED DESCRIPTION OF COURSE CONTENTS/BREVE DESCRIPCIÓN DE CONTENIDOS (SEGÚN LA MEMORIA DE VERIFICACIÓN DEL TÍTULO)

#### THEORETICAL CONTENTS/TEMARIO TEÓRICO:

1. Introduction. Getting organized as a researcher
2. Research methods in literature
  - Literary Theory, Literary Criticism and Literary Analysis
  - Locating, using and synthesizing information in Literary Studies
  - Conducting and Publishing Literary Research
  - Writing a literary dissertation



### 3. Critical Tools:

- Introduction to classical visions of literature in Europe: from Aristotle to the Renaissance.
- Introduction to Modernity: 17th to early 19th century.
- Main Critical Approaches in the 20<sup>th</sup> and 21<sup>st</sup> centuries

### PRACTICE/TEMARIO PRÁCTICO:

- Tema 1: Create a research profile
- Tema 2. Critical analysis of an essay
- Tema 3 :Critical Tools
  - Discussion of St. Augustine's *On Christian Teaching*
  - Discussion of Maimónides' *Guide of the Perplexed*
  - Discussion of Sidney's «The Defence of Poesy.»
  - Discussion of Hume's «Of the Standard of Taste.»
  - Discussion of Longino's «On Sublimity.»
  - Discussion of Kant's *Critique of the Power of Judgement*
  - Discussion of Burke's. *A Philosophical Enquiry into the Origin of our Ideas of the Sublime and Beautiful.*
  - Discussion of Schleiermacher's «The Hermeneutics: Outline of the 1819 Lectures.»
  - Discussion of Hegel's «Lectures on Fine Art.»
  - Discussion of Nietzsche's «On Truth and Lying in a Non-Moral Sense.»
  - Discussion of Freud's *The Collected Papers of Sigmund Freud*
  - Discussion of Saussure's *Course in General Linguistics.*
  - Discussion of Lacan's «The Signification of the Phallus»
  - Discussion of Heidegger's «"Language"»
  - Discussion of Benjamin's «The Work of Art in the Age of Technological Reproducibility.»
  - Discussion of Bakhtin's «Discourse in the Novel.»
  - Discussion of Foucault's «What Is an Author?»
  - Discussion of Iser's «Interaction Between Text and Reader.»
  - Discussion of Baudrillard's «The Precession of Simulacra.»
  - Discussion of Derrida's «Plato's Pharmacy»
  - Discussion of DuBois' "The Criteria of Negro Art"
  - Discussion of Woolf, Virginia. *A Room of One's Own.*
  - Discussion of Rich's «Compulsory Heterosexuality and Lesbian Experience (1980).»
  - Discussion of Butler, Judith. *Gender Trouble.*
  - Discussion of Hayles, Katherine. *How We Became Posthuman*
  - Discussion of Haraway, Donna. «A Manifesto for Cyborgs.»
  - Discussion of Sedgwick's "Axiom 2"
  - Discussion of Spivak's «History»
  - Discussion of Bhabha's. «The Commitment to Theory»
  - Discussion of Rueckert's

### BIBLIOGRAPHY/BIBLIOGRAFÍA

#### BASIC BIBLIOGRAPHY/BIBLIOGRAFÍA FUNDAMENTAL:

- Bennet, A. & Royle, N. (2009). *An Introduction to Literature, Criticism and Theory*. Harlow: Longman.
- Da Sousa Correa, D. & Owens, W.R. (eds.) (2009). *The Handbook to Literary Research*. London: Routledge.
- Klarer, M. (2004). *Introduction to Literary Studies*. London: Routledge.
- Leitch, Vincent B. *et al.* (2010). *The Norton Anthology of Theory and Criticism*. New York and London: W. W. Norton & Company.
- *MLA Handbook*. 8<sup>th</sup> ed. (2016). MLA.

#### RECOMMENDED BIBLIOGRAPHY/BIBLIOGRAFÍA COMPLEMENTARIA:



#### RECOMMENDED LINKS/ENLACES RECOMENDADOS (OPCIONAL)

##### **Setting Out References (Style Guides):**

<https://owl.english.purdue.edu/owl/>

##### **Academic Writing in English:**

<http://www.ucl.ac.uk/english-usage/apps/awe/>

#### TEACHING METHODOLOGY/METODOLOGÍA DOCENTE

- Teachers' class exhibitions with computer and media support in audiovisuals, in which the main concepts of the subject are developed and the bibliography is provided to complement student learning (MD1).
- Critical reading of texts recommended by the teacher of the subject: Press articles, reports, manuals and / or academic articles, or for your subsequent discussion in class, or to expand and consolidate the knowledge of the subject (MD2).
- Resolution of practical cases, problems, etc raised by the teacher. These will be done individually or in groups (MD3).
- Exposition and discussion in class, under the moderation of the teacher related to the content of the subject, as well as practical cases (MD4).
- Preparation of individual and group work and reports (MD5).
- Classroom presentation on a text or research article recommended by the teacher (MD6).

#### EVALUATION/EVALUACIÓN (INSTRUMENTOS DE EVALUACIÓN, CRITERIOS DE EVALUACIÓN Y PORCENTAJE SOBRE LA CALIFICACIÓN FINAL, ETC.)

#### ORDINARY SITTING/CONVOCATORIA ORDINARIA

##### **Assessment criteria:**

Criteria are based on the degree of achievement of the following learning outcomes.

- To know, identify and critically evaluate the most widespread theories, methods and current results of research in the field of literature in English, as well as the different epistemological approaches available.
- To develop and defend arguments and solve problems within the area of study of literatures in English.
- To manage and to understand the primary texts and the secondary bibliography in the different critical currents and different periods of the history of the literatures in English as the manifestation of cultural and political practices in a certain historical context.
- To design and develop research projects in this discipline.
- To visualize the results of these research projects in critical essays following the formal conventions of the MLA system, with a clear, rigorous and well structured epistemological framework, with an introduction, analysis development and final conclusions.
- To present and defend clearly the objectives, methodology and results of a research work in the field of literatures in English.



### Assessment procedure

**1.- 30%: Readings and participation:** Students are expected to do set readings, attend classes and participate actively.

- Class discussion: Writing a proposal (10%)
- Class discussion: Critical and literary analysis (20%). Students will debate the contents of the critical readings assigned and analyze an assigned literary text from the diverse critical perspectives discussed in class.

### 2.- 70%: Oral presentations:

- Theoretical (40%): Students will present the contents of one of the critical readings assigned (10-15 minutes) in order to elicit class discussion.
- Practical (30%): students will be required to apply the learning outcomes acquired during the course by presenting an 500-word abstract for a research proposal on a topic or their choice (preferably that of their MA Thesis). The abstract should include a tentative thesis statement, justification and objectives of research, methodology and critical instrument used and expected results, and it should be accompanied by a list of primary and secondary sources.

### EXTRAORDINARY EXAMINATION/CONVOCATORIA EXTRAORDINARIA

- Writing an essay contrasting two critical essays
- Elaboration of a Work Notebook on Selected Critical Readings
- Elaboration of a Tentative Abstract for the MT

### FINAL EVALUATION ONLY/DESCRIPCIÓN DE LAS PRUEBAS QUE FORMARÁN PARTE DE LA EVALUACIÓN ÚNICA FINAL ESTABLECIDA EN LA *NORMATIVA DE EVALUACIÓN Y DE CALIFICACIÓN DE LOS ESTUDIANTES DE LA UNIVERSIDAD DE GRANADA*

- Writing an essay contrasting two critical essays
- Elaboration of a Work Notebook on Selected Critical Readings
- Elaboration of a Tentative Abstract for the MT

### SCENARIO A (BIMODAL)/ESCENARIO A (ENSEÑANZA-APRENDIZAJE PRESENCIAL Y NO PRESENCIAL)

#### OFFICE HOURS/ATENCIÓN TUTORIAL

SCHEDULE/HORARIO  
(Según lo establecido en el POD)

<http://www.diaugr.es>

TOOLS/HERRAMIENTAS PARA LA ATENCIÓN TUTORIAL  
(Indicar medios telemáticos para la atención tutorial)

PRADO 2 (Prof. Fernández Santiago)  
Swad (Prof. Carretero González)  
Google Meet

#### TEACHING METHODOLOGY ADAPTATION/MEDIDAS DE ADAPTACIÓN DE LA METODOLOGÍA DOCENTE

- Online presentations



- Student's recordings of class presentations
- Google Meet for virtual sessions

**EVALUATION ADAPTATION/MEDIDAS DE ADAPTACIÓN DE LA EVALUACIÓN (Instrumentos, criterios y porcentajes sobre la calificación final)**

**Ordinary Sitting/Convocatoria Ordinaria**

**Assessment procedure**

**1.- 30%: Readings and participation:** Students are expected to do set readings, attend classes and participate actively.

- Class discussion: Writing a proposal (10%)
- Class discussion: Critical and literary analysis (20%). Students will debate the contents of the critical readings assigned and analyze an assigned literary text from the diverse critical perspectives discussed in class.

**2.- 70%: Oral presentations:**

- Theoretical (40%): Students will present the contents of one of the critical readings assigned (10-15 minutes) in order to elicit class discussion.
- Practical (30%): students will be required to apply the learning outcomes acquired during the course by presenting an 500-word abstract for a research proposal on a topic or their choice (preferably that of their MA Thesis). The abstract should include a tentative thesis statement, justification and objectives of research, methodology and critical instrument used and expected results, and it should be accompanied by a list of primary and secondary sources.

**Extraordinary Sitting/Convocatoria Extraordinaria**

- Same as ordinary sitting

**Final Evaluation Only/Evaluación Única Final**

- Same as ordinary sitting

**SCENARIO B (VIRTUAL)/ESCENARIO B (SUSPENSIÓN DE LA ACTIVIDAD PRESENCIAL)**

**OFFICE HOURS/ATENCIÓN TUTORIAL**

**SCHEDULE/HORARIO**  
(Según lo establecido en el POD)

<http://www.diaugr.es>

**TOOLS/HERRAMIENTAS PARA LA ATENCIÓN TUTORIAL**  
(Indicar medios telemáticos para la atención tutorial)

- PRADO 2 (Prof. Fernández Santiago)
- Swad (Prof. Carretero González)
- Google MJeet

**TEACHING METHODOLOGY ADAPTATION/MEDIDAS DE ADAPTACIÓN DE LA METODOLOGÍA DOCENTE**

- Online presentations



<ul style="list-style-type: none"> <li>• Student's recordings of class presentations</li> <li>• Google Meet for virtual sessions</li> </ul>
<b>EVALUATION ADAPTATION/MEDIDAS DE ADAPTACIÓN DE LA EVALUACIÓN (Instrumentos, criterios y porcentajes sobre la calificación final)</b>
<b>Ordinary Sitting/Convocatoria Ordinaria</b>
<p><b>Assessment procedure</b></p> <p><b>1.- 30%: Readings and participation:</b> Students are expected to do set readings, attend virtual classes and participate actively.</p> <ul style="list-style-type: none"> <li>• Class discussion: Writing a proposal (10%)</li> <li>• Class discussion: Critical and literary analysis (20%). Students will debate the contents of the critical readings assigned and analyze an assigned literary text from the diverse critical perspectives discussed in class.</li> </ul> <p><b>2.- 70%: Oral presentations:</b></p> <ul style="list-style-type: none"> <li>• Theoretical (40%): Students will present the contents of one of the critical readings assigned (10- 15 minutes) in order to elicit class discussion.</li> <li>• Practical (30%): students will be required to apply the learning outcomes acquired during the course by presenting an 500-word abstract for a research proposal on a topic or their choice (preferably that of their MA Thesis). The abstract should include a tentative thesis statement, justification and objectives of research, methodology and critical instrument used and expected results, and it should be accompanied by a list of primary and secondary sources.</li> </ul>
<b>Extraordinary Exam/Convocatoria Extraordinaria</b>
<ul style="list-style-type: none"> <li>• Same as ordinary sitting</li> </ul>
<b>Final Evaluation Only/Evaluación Única Final</b>
<ul style="list-style-type: none"> <li>• Same as ordinary sitting</li> </ul>

