



Universidad  
de Alcalá

# GUÍA DOCENTE

## Sátira literaria en lengua inglesa // Literary Satire Written in English

**Grado en *Estudios Ingleses***  
**Grado en *Lenguas Modernas y***  
***Traducción***

**Universidad de Alcalá**

**Curso Académico 2018/2019**

**3<sup>er</sup>-4<sup>o</sup> Curso – Segundo Cuatrimestre**

## GUÍA DOCENTE

Nombre de la asignatura:	<b>Sátira Literaria en Lengua Inglesa // Literary Satire Written in English</b>
Código:	<b>251044</b>
Titulación en la que se imparte:	<b>Grado en Estudios Ingleses Grado en Lenguas Modernas y Traducción</b>
Departamento y Área de Conocimiento:	<b>Departamento de Filología Moderna Filología inglesa</b>
Carácter:	<b>Optativo</b>
Créditos ECTS:	<b>8</b>
Curso y cuatrimestre:	<b>3<sup>er</sup>-4<sup>o</sup> curso, 1<sup>er</sup> cuatrimestre</b>
Profesorado:	<b>Juan F. Elices</b>
Horario de Tutoría:	<b>A determinar en función del horario de la asignatura</b>
Idioma en el que se imparte:	<b>Inglés</b>

### 1. MODULE DESCRIPTION

This course unit examines some relevant literary texts written in English from the origins of satiric literature to the twenty-first century, paying particular attention to all the genres in which this mode can be found. The topics and texts that will be dealt with throughout this course are designed to offer the students a general overview on satire in theoretical and practical terms, as both are mutually necessary to achieve a full comprehension of any satiric text. All the units covered in this course will provide students with the necessary skills to analyse and interpret texts from different social, historical and literary contexts with which they might not be generally acquainted.

The course will centre its attention on the variety of socio-political, cultural, religious and economic factors that determine the production of satiric texts, as this literary mode highly depends on the surrounding reality to build up its criticism. This course will try to help students detect and contextualise the targets that are more recurrently denounced in any satiric piece and also to determine whether or not these objects of satire are universal, atemporal and applicable to all societies and historical periods.

The sources that will be employed are various and will complement the literary texts that will be the object of the students' close reading and analysis. Among the materials that will be used in class, comics, political vignettes and satiric magazines will be employed in order to illustrate the multifarious contexts in which satire can find expression.

## Prerequisites and Recommendations

Following the guidelines issued by the Department of Modern Philology, students are expected to have acquired a level C1 in all four skills at the end of their 4<sup>th</sup> year. Students in their 3<sup>rd</sup> year, for their part, will be expected to be well on their way to achieving this advanced level of English in all four communicative skills.

Students in their fourth year of English Studies will be required to present an official certificate of English at C.1.2 level. Exact information about the procedure will be sent in due course. For those who cannot certify a level C.1.2 of English, the possibility of an internal exam will be offered at the end of the term.

## 2. COURSE SUMMARY

This course unit examines some relevant satirical and dystopian texts written in English from the eighteenth to the twenty-first century, paying particular attention to all the genres in which these literary expressions can be found. All the units that form part of the syllabus will focus on the variety of socio-political, cultural, religious and economic factors that determine the production of satirical texts, as this literary mode highly depends on the surrounding reality to build up its criticism. This course will try to help students detect and contextualise the targets that are more recurrently denounced in any satirical piece. The sources that will be employed are various and will complement the literary texts that will be the object of the students' close reading and analysis.

## 3. AIMS

### Generic Competences:

1. To forge in students the idea that literary texts have to be approached from a critical perspective.
2. To develop the students' critical thinking and to reinforce the idea that literary texts can be interpreted in multifarious ways.
3. To handle bibliography and to quote from specialized sources in an appropriate and effective way.
4. To develop the capacities for self-assessment, self-improvement and team work.
5. To be efficient presenting information in an oral report.

### Subject Specific Competences:

1. To be able to interpret a variety of satiric texts, either prose, poetry or drama, and to detect the rhetorical devices they exhibit.
2. To encourage students to approach a satiric work as a literary artefact and not solely as a mechanism to criticise or denounce socio-political corruption and injustice.

3. To help students acquire a general overview of the variety of satiric texts that exists within the English-speaking countries, especially the UK, Ireland and in the postcolonial context.
4. To stimulate students to reflect on the different types of satire by means of an array of different literary texts.
5. To describe satire's basic theoretical foundations and to determine the difficulties for conceptualising it.
6. To study and apply satire's rhetorical devices to the corpus of selected texts.
7. To contextualise the literary texts in the historical period in which they were published.
8. To analyse the satiric pieces in relation to their contemporaries and their respective works.

#### 4. MODULE CONTENTS

Week	Units / Contents
1-2	<b>Unit 1: The origins of satire</b> <ul style="list-style-type: none"> <li>• Historical approach</li> <li>• Etymological origins</li> <li>• English satire: historical referents</li> </ul>
3-5	<b>Unit 2: Conceptualising satire</b> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Theoretical difficulties to conceptualise satire</li> <li>• Critical approaches to satire</li> </ul>
6-8	<b>Unit 3: A typology of satire</b> <ul style="list-style-type: none"> <li>• Political satire</li> <li>• Religious satire</li> <li>• Social satire</li> </ul>
9-12	<b>Unit 4: Rhetorical devices</b> <ul style="list-style-type: none"> <li>• Irony</li> <li>• Parody</li> <li>• Indirection</li> <li>• Detachment</li> <li>• Humour</li> <li>• Wit</li> <li>• Fantasy</li> <li>• Scatology</li> </ul>

	<ul style="list-style-type: none"> <li>• Utopian and dystopian worlds</li> </ul>
13-14	<b>Unit 5: Satire in other contexts</b> <ul style="list-style-type: none"> <li>• Music</li> <li>• Cinema</li> <li>• Comics</li> </ul>
15	<b>Review / questions – Oral presentations</b>

## 5. TEACHING AND LEARNING METHODS

### 5.1. Distribution of credits

Class contact hours:	54 contact hours: 45 hours class sessions 2 workshops 2 group tutorials for project (30 min each) 3 individual tutorials for paper (30 min each)
Students study hours:	146
Total hours	200

### 5.2. Methodology, materials and didactic resources

In class	Theoretical explanation Class discussion, peer / group work Interpretation of texts, comics, political vignettes and cartoons
Outside class	Reading and analysing texts, writing papers and questionnaires, preparing oral presentations and conducting research for final papers.
Tutorial	ECTS Tutorial I - Individual attendance: Essay planning work on the essay ECTS Tutorial II – Tips and useful recommendations on how to write an academic paper ECTS Tutorial III: How to organise, design and deliver an oral presentation

Materials will be provided by the lecturer at the beginning of the course to be downloaded online from “Blackboard”. They will include most of the texts and questionnaires that will be discussed in the practical seminars. Among the authors that will be analysed in this course, the following can be mentioned: John Wilmot (Earl of Rochester), Jonathan Swift, Samuel Johnson, George Bernard Shaw, Suzanne Collins, Veronica Roth, Walter Mosley and Louise O’Neill, among others.

As students are in their third/fourth year of their Degree, and have already acquired some knowledge linked to doing academic research, part of their training will consist in applying that knowledge, and extending it where appropriate, which should result in an increased independence in their work.

## **6. Assessment: Procedures, evaluation and assessment criteria**

### **Assessment criteria**

The subject will be sustained upon four main items that will be taken into account to determine the student’s final mark:

- Seminar work, through active participation in the debates that will be proposed in both the theory sessions and the practical seminars. The students’ performance will be assessed according to their participation, as requested by the lecturer.
- Seminar work, through response to questionnaires, quizzes or tests on texts completed before they are discussed in seminars.
- Oral presentation: students will be required to deliver an oral presentation in groups of 4 people maximum. Work groups will be constituted in the first five weeks of the course. The lecturer will assess the fluency in their delivery, the command of the topic they have chosen, the utilisation of multimedia or Internet resources to complement their talks and their mastery over all the communicative skills involved in such oral presentations. Each talk will be followed by debate and discussion.
- One long academic paper (2.000-2.500 words) on specific topics proposed by the lecturer or the student. For the elaboration of these essays, the student should be aware that plagiarism is severely penalised.

Restrictions:

Simple attendance is not enough for a pass, but repeatedly missing classes (above 20%) is enough for failing the ongoing evaluation. Apart from doing their home readings and participating relevantly in class, students have to

- Present one final oral presentation in the last week of the course.
- Complete weekly questionnaires on the set readings

- Hand in an essay (2,000-2,500 words) coinciding with the date set for the final exam.

Participation in class is HIGHLY encouraged and it will be assessed accordingly. Active participation will not only be restricted to the seminars, but also to lectures, which will also be conducted upon the comments and ideas posed by students.

### Grading criteria

- **Outstanding (MH):** Students display an outstanding grasp of the aims and contents of the module. All assessment criteria have been achieved at an exceptionally high level. Performance in all the tasks shows that students have read and thought at a level well beyond what is expected in the module. Students attend lectures and are always well-prepared for discussion in seminars. They obtain outstanding results in the exams.
- **Excellent (SB):** Students display an excellent grasp of the aims and contents of the module. All assessment criteria have been achieved at a very high standard and an exceptionally high level. Performance in all the tasks shows all or most of the appropriate characteristics expected for this type of work. Students attend lectures and are practically always well-prepared for discussion in seminars, with almost no absences. They obtain excellent results in the exams.
- **Very Good (N):** Students display a very good grasp of the aims and contents of the module. All assessment criteria have been met fully and many have been achieved at a good or very good standard. Performance in all the tasks shows a good knowledge of the syllabus contents. Students attend lectures and seminars, with few absences, and have done most of the preparation for them. They have a good foundation in the prescribed readings and build on ideas put forward in lectures and seminars. They obtain very good results in the exams.
- **Satisfactory (A):** Students show a satisfactory grasp of the aims and contents of the module. All assessment criteria have been met, but some barely exceed the threshold standard to pass the module. Performance in all the tasks shows some of the appropriate characteristics in relation to content, illustration, organisation and expression. Students are present in lectures and seminars, with few absences, and occasionally contribute to discussions. They obtain acceptable results in the exams.
- **Fail (S):** Students show an unsatisfactory grasp of the aims and contents of the module. Some assessment criteria do not reach the threshold standard to pass the module. Performance in all the tasks shows limited understanding of essential concepts and/or minimal research. Students have multiple absences and when they come, they are often not prepared or they do not say much. Their results in the exams are insufficient considering the requirements of the course.

### Assessment procedures

According to the methodology that will be followed along the semester, the subject will be graded according to the “continuous assessment” formulae implemented by the ECTS framework. Class attendance will be strictly controlled and students are expected to complete, at least, an 80% of the total teaching hours.

Students are required to submit to a process of ongoing evaluation throughout the course. The assessment procedures implemented to ensure that students prove they master the subject consist of [1] relevant participation in class; [2] checking by the lecturer of readings and interpretations of readings; [3] an oral presentation and [4] a research paper.

Final exam:

In accordance with the University regulation on evaluation, for those students who are not able to follow the continuous assessment scheme, there will be one final summative two-hour written exam over the material covered during the module. This exam may include objective test questions, short answer questions and discussion questions.

There will be a resit opportunity at the end of the second semester. This will also take the form of a two-hour written exam, with a similar format to the above-mentioned final examination, which will constitute 100% of the resit mark.

## 7. BIBLIOGRAPHY

### Basic bibliography

Ball, John Clement. *Satire and the Postcolonial Novel: V. S. Naipaul, Chinua Achebe, Salman Rushdie*. New York: Routledge, 2003.

Bullitt, John M. *Jonathan Swift and the Anatomy of Satire. A Study of Satiric Technique*. Harvard: Harvard UP, 1953.

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Frye, Northrop. *Anatomy of Criticism*. Princeton: Princeton UP, 1957.

Griffin, Dustin. *Satire: A Critical Reintroduction*. Kentucky: The U of Kentucky P, 1994.

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Petro, Peter. *Modern Satire: Four Studies*. Berlin & New York: Mouton, 1982.

Pollard, Arthur. *Satire*. London: Methuen, 1970.

Quintero, Rubén, ed. *A Companion to Satire, Ancient and Modern*. Maiden: Blackwell, 2007.

Seidel, Michael. *Satiric Inheritance. Rabelais to Sterne*. New Jersey: Princeton UP, 1979.

Sutherland, James. *English Satire*. Cambridge: Cambridge UP, 1967.

Test, George A. *Satire: Spirit and Art*. Tampa: U of South Florida P, 1992.