

## Programa | Course Description 2020/2021

### Unidade Curricular | *Course Unit*

## **História e Cultura Inglesas – séculos XIX-XX | English History and Culture – 19th-20th centuries**

### ECTS | *Credits*

6 ECTS

### Ciclo de Estudos | *Degree*

1.º Ciclo | Undergraduate

### Semestre | *Semester*

2.º Semestre | Spring Semester

### Docente(s) | *Faculty*

Ana Cristina Mendes

### Língua de ensino | *Language of instruction*

Inglês | English

### **Programa (na língua de ensino) | *Course description (in the language of instruction)***

Our methodological approach to English history and culture is transhistorical, transcultural, and transnational. The course focuses on the fault lines that result from, on the one hand, the apparent inexorability of socio-economic, technological, and cultural progress (and the belief in Western modernity) that characterizes nineteenth-century Britain and extends into the twentieth century and, on the other, the underside of this progress. The concept of "structure of feeling" (Williams 1961, 1977) offers the conceptual anchor to frame processes of political, socioeconomic, and cultural change in Britain from the Victorian era to contemporaneity. The examination of political and socio-cultural constructs that guide periodization pave the way for the deconstruction of linear understandings and anachronistic divisions, and also the recognition of the coexistence of antinomian cultural values in the same period. Continuities and transformations are underscored through the forging of a link between nineteenth-century Britain and the present moment (e.g. with reference to the consolidation of the British Empire and Brexit).

### **Avaliação (na língua de ensino) | *Grading and Assessment (in the language of instruction)***

Students' performance, in particular, the gradual acquisition of skills and knowledge that will enable them to select, rank, relate, and produce meanings, is assessed in the form of 1) regular participation in class (15%, including attendance); and 2) knowledge and skills developed (85%). Students are expected to perform tasks as individual work or in small groups/pairs (including oral presentations) through which their progress is continuously assessed. 2) will be assessed based on a research paper (30%), a written test (35%), and an oral presentation on topics of the syllabus (20%).

### **Bibliografia (selection) | *Bibliography (selection)***

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Boyd, Kelly, and Rohan McWilliam, eds. 2007. *The Victorian Studies Reader*. London: Routledge.

Colley, Linda. 1992. "Britishness and Otherness: An Argument." *Journal of British Studies*, 31: 309-329.

Levine, Philippa. 2007. "Britain in India." *The British Empire: Sunrise to Sunset*. Harlow: Pearson Longman. 61-81.

Smith, Ali. 2016. *Autumn*. London: Hamish Hamilton.

Williams, Raymond. 1977. *Marxism and Literature*. Oxford: OUP.