



UNIVERSITY OF ZADAR
UNIVERSITAS STUDIORUM IADERTINA
 Form 1.3.2. *Syllabus*

Course	Victorian Literature						Year	2020/2021
Study programme	Undergraduate Study of English Language and Literature						ECTS	3
Department	English Department							
Level of study programme	<input checked="" type="checkbox"/> Undergraduate		<input type="checkbox"/> Graduate		<input type="checkbox"/> Integrated		<input type="checkbox"/> Postgraduate	
Type of study programme	<input type="checkbox"/> Single major <input checked="" type="checkbox"/> Double major		<input type="checkbox"/> University		<input type="checkbox"/> Professional		<input type="checkbox"/> Specialized	
Year of study	<input type="checkbox"/> 1.		<input checked="" type="checkbox"/> 2.		<input type="checkbox"/> 3.		<input type="checkbox"/> 4. <input type="checkbox"/> 5.	
Semester	<input checked="" type="checkbox"/> Summer <input type="checkbox"/> Winter		<input type="checkbox"/> I.		<input type="checkbox"/> II.		<input type="checkbox"/> III.	
			<input type="checkbox"/> VI.		<input type="checkbox"/> VII.		<input type="checkbox"/> VIII.	
Status of the course	<input checked="" type="checkbox"/> Compulsory		<input type="checkbox"/> Elective		<input type="checkbox"/> Elective course offered to students from other departments		Teaching Competencies	
							<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
Workload	1	L	2	S	0	E	Internet sources for e-learning	
							<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	
Location and time of instruction	Classroom 143 or online				Language(s) in which the course is taught			English
Course start date	February 26th, 2021				Course end date			June 4th, 2021
Enrolment requirements	Students have to be enrolled in the fourth semester							
Course coordinator	Vesna Ukić Košta, Assistant Professor							
E-mail	vukic@unizd.hr					Consultation hours	-	
Course instructor	Emilia Musap, MA							
E-mail	emusap@unizd.hr					Consultation hours	Friday from 12 to 2 PM	
Assistant/Associate								
E-mail						Consultation hours		
Assistant/Associate								
E-mail						Consultation hours		
Mode of teaching	<input checked="" type="checkbox"/> Lectures		<input checked="" type="checkbox"/> Seminars and workshops		<input type="checkbox"/> Exercises		<input type="checkbox"/> E-learning	
	<input type="checkbox"/> Individual assignments		<input type="checkbox"/> Multimedia and network		<input type="checkbox"/> Laboratory		<input type="checkbox"/> Mentoring	
Learning outcomes	After they have completed the course students should: - be able to critically analyze selected works in the context of chosen theories and theoretical texts - be able to recognize and understand the cultural, social and political contexts within which the selected works were created - be able to recognize the key features of the literature of British Romanticism - be able to critically discuss selected works and share their insights with other students							
Learning outcomes at the Programme level	After they have completed the course students should: - identify and describe relevant ideas and concepts							



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		<ul style="list-style-type: none"> - connect different approaches and sources of knowledge through an interdisciplinary approach - apply a critical and self-critical approach in argumentation 			
Assessment criteria	<input checked="" type="checkbox"/> Class attendance	<input checked="" type="checkbox"/> Preparation for class	<input type="checkbox"/> Homework	<input checked="" type="checkbox"/> Continuous evaluation	<input type="checkbox"/> Research
	<input type="checkbox"/> Practical work	<input type="checkbox"/> Experimental work	<input type="checkbox"/> Presentation	<input type="checkbox"/> Project	<input type="checkbox"/> Seminar
	<input checked="" type="checkbox"/> Test(s)	<input checked="" type="checkbox"/> Written exam	<input type="checkbox"/> Oral exam	<input type="checkbox"/> Other:	
Conditions for permission to take the exam	Attending at least 80% of lectures				
Exam periods	<input type="checkbox"/> Winter		<input checked="" type="checkbox"/> Summer	<input checked="" type="checkbox"/> Autumn	
Exam dates					
Course description	<p>The course will analyze some of the significant writers of the Victorian literary canon whose works will be considered in relation to the historical and cultural context of 19th-century England. Particular attention will be paid to the impact of industrialization, imperial expansion, and the development of scientific and technological thought. The first half of the course will highlight some of the canonical novelists of the era, such as Charles Dickens and the Brontë sisters. More precisely, it will provide an in-depth discussion of the Dickensian <i>Bildungsroman</i>, the formation of the city versus the countryside, and the symbolism behind the seminal Satis House, as well as the immensely important ideology of separate spheres and the subsequent positioning of women as either “Angels in the House” or “Madwomen in the Attic.” The course will end with “atypical” examples of Victorian prose that mark the transition toward literary modernism. Drawing inspiration from Oscar Wilde’s vibrant literary legacy, the second section will also consider Victorian conceptions of gender, sex, and sexuality. Alongside the dominant genres of the period, attention will also be to popular forms, such as fiction and science fiction. Consequently, the course will also analyze authors such as H.G. Wells, drawing attention to the importance of Darwinism, and Lewis Carroll, providing the students a psychoanalytic approach to analyzing “Wonderland.”</p>				
Course content	<ol style="list-style-type: none"> 1. Introductory Lecture – Course Overview (February 26th) 2. Introduction to Victorian England: “It Was the Best of Times; it Was the Worst of Times;” Naturalism vs. Realism; The Novel (March 5rd) 3. The Ideology of Separate Spheres; The Angel in the House or the Madwoman in the Attic? (March 12th) 4. Charles Dickens’s <i>Great Expectations</i> (1861); The Critique of the Victorian <i>Bildungsroman</i> (March 19th) 5. Charles Dickens’s <i>Great Expectations</i> (1861); The City Versus the Country; Satis House as a Gothic Setting (March 26rd) 6. Easter Holidays (April 2nd) 7. The Brontë Sisters I – Charlotte Brontë’s <i>Jane Eyre</i> (1847); The Position of Women During Victorian England; The Rise of the Archetypal Madwoman in the Attic (April 9th) 8. The Brontë Sisters II – Emily Brontë’s <i>Wuthering Heights</i> (1847); Elements of the Gothic Genre (April 16th) 9. Mid-term Exam (April 23rd) 10. The Rise of Science-Fiction: Darwinism and H.G. Wells’ <i>The Time Machine</i> (1895) (April 30th) 11. Nonsense Literature: Lewis Carroll’s <i>Alice’s Adventures in Wonderland</i> (1865) (May 7th) 12. Finding Wonderland? A Psychoanalytic Approach to Lewis Carroll’s <i>Alice’s Adventures in Wonderland</i> (1865) (May 14th) 13. Gender and Sexuality in the 19th-century: Oscar Wilde on Trial (May 21st) 14. Decadence and Aestheticism: Oscar Wilde’s <i>The Picture of Dorian Gray</i> (1890) (May 28th) 15. End-term Exam (June 4th) 				
Required reading	<ul style="list-style-type: none"> • Dickens, Charles. <i>Great Expectations</i>. 1861. Penguin Books, 2012. • Brontë, Charlotte. <i>Jane Eyre</i>. 1847. Penguin Books, 2017. • Brontë, Emily. <i>Wuthering Heights</i>. 1847. Penguin Books, 2012. • Carroll, Lewis. <i>Alice’s Adventures in Wonderland</i>. 1865. Dover Thrift Editions, 1993. 				



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	<ul style="list-style-type: none"> • Mill Stuart, John. <i>The Subjection of Women</i>. 1869. Dover Publications, 1997. (selected chapters) • Shi, Donglai. "Alice's Adventures in Wonderland as an Anti-Feminist Text: Historical, Psychoanalytical and Postcolonial Perspectives." <i>Women: A Cultural Review</i>, vol. 27, no. 2, 2016, pp. 177-201. • Wilde, Oscar. <i>The Picture of Dorian Gray</i>. 1890. Penguin Books, 2010. 											
Additional reading	<ul style="list-style-type: none"> • Alexander, Christine and Margaret Smith. <i>The Oxford Companion to the Brontës</i>. Oxford University Press, 2006. • Bloom, Harold. <i>The Victorian Novel</i>. Chelsea House, 2004. • Marcus, Sharon. <i>Between Women: Friendship, Desire, and Marriage in Victorian England</i>. Princeton University Press, 2007. • Maynard, John. <i>Charlotte Brontë and Sexuality</i>. 1984. Cambridge University Press, 1987. • O'Gorman, Francis. <i>A Concise Companion to the Victorian Novel</i>. Blackwell, 2005. • Raby, Peter. <i>The Cambridge Companion to Oscar Wilde</i>. Cambridge University Press, 1997. • Sedgwick, Eve Kosofsky. <i>Between Men: English Literature and Male Homosocial Desire</i>. Columbia University Press, 1985. • Sinfield, Alan. <i>The Wilde Century: Effeminacy, Oscar Wilde and the Queer Moment</i>. Continuum, 1994. • Thesing, William. <i>A Companion to the Victorian Novel</i>. Blackwell Publishers Ltd, 2002. • Wilde, Oscar. <i>The Importance of Being Earnest</i>. 1895. Dover Publications Inc., 2002. 											
Internet sources	www.victorianweb.org www.bl.uk www.victorianist.wordpress.com www.victorianpopularfiction.org (Victorian Popular Fiction Association)											
Assessment criteria of learning outcomes	Final exam only											
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/> Final written exam</td> <td style="text-align: center;"><input type="checkbox"/> Final oral exam</td> <td style="text-align: center;"><input type="checkbox"/> Final written and oral exam</td> <td style="text-align: center;"><input type="checkbox"/> Practical work and final exam</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> Only test/homework</td> <td style="text-align: center;"><input checked="" type="checkbox"/> Test/homework and final exam</td> <td style="text-align: center;"><input type="checkbox"/> Seminar paper</td> <td style="text-align: center;"><input type="checkbox"/> Seminar paper and final exam</td> </tr> <tr> <td></td> <td style="text-align: center;"><input type="checkbox"/> Practical work</td> <td></td> <td style="text-align: center;"><input type="checkbox"/> other forms</td> </tr> </table>	<input checked="" type="checkbox"/> Final written exam	<input type="checkbox"/> Final oral exam	<input type="checkbox"/> Final written and oral exam	<input type="checkbox"/> Practical work and final exam	<input type="checkbox"/> Only test/homework	<input checked="" type="checkbox"/> Test/homework and final exam	<input type="checkbox"/> Seminar paper	<input type="checkbox"/> Seminar paper and final exam		<input type="checkbox"/> Practical work	
<input checked="" type="checkbox"/> Final written exam	<input type="checkbox"/> Final oral exam	<input type="checkbox"/> Final written and oral exam	<input type="checkbox"/> Practical work and final exam									
<input type="checkbox"/> Only test/homework	<input checked="" type="checkbox"/> Test/homework and final exam	<input type="checkbox"/> Seminar paper	<input type="checkbox"/> Seminar paper and final exam									
	<input type="checkbox"/> Practical work		<input type="checkbox"/> other forms									
Calculation of final grade	20% - regular attendance, reading seminar literature, group work, active participation, essay 80% - final exam											
Grading scale	< 60 % % Failure (1)											
	>= 60 % % Satisfactory (2)											
	> 71 % % Good (3)											
	> 81 % % Very good (4)											
	> 91 % % Excellent (5)											
Course evaluation procedures	<input checked="" type="checkbox"/> Student evaluations conducted by the University <input type="checkbox"/> Student evaluations conducted by the Department <input type="checkbox"/> Internal evaluation of teaching <input checked="" type="checkbox"/> Department meetings discussing quality of teaching and results of student evaluations <input type="checkbox"/> Other											
Note /Other	<p>In accordance with Art. 6 of the <i>Code of Ethics</i> of the Committee for Ethics in Science and Higher Education, "the student is expected to fulfil his/her obligations honestly and ethically, to pursue academic excellence, to be civilized, respectful and free from prejudice."</p> <p>According to Art. 14 of the University of Zadar's <i>Code of Ethics</i>, students are expected to "fulfil their responsibilities responsibly and conscientiously. [...] Students are obligated to safeguard the reputation and dignity of all members of the university community and the University of Zadar as a whole, to promote moral and academic values and principles. [...]"</p> <p>Any act constituting a violation of academic honesty is ethically prohibited. This includes, but is not limited to:</p> <p>- various forms of fraud such as the use or possession of books, notes, data, electronic gadgets or other aids during examinations, except when permitted;</p>											



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	<p>name, and which are written in the Croatian standard and appropriate academic style, will be responded to.</p> <p>This course uses the Merlin system for e-learning, so students are required to have an AAI account. <i>/delete if necessary/</i></p>
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