### Course
**Victorian Literature**

### Year
2021/2022

### Study programme
Undergraduate Study of English Language and Literature

### ECTS
4

### Department
English Department

### Level of study programme
- ☒ Undergraduate
- ☐ Graduate
- ☐ Integrated
- ☐ Postgraduate

### Type of study programme
- ☐ Single major
- ☒ Double major
- ☐ University
- ☐ Professional
- ☐ Specialized

### Year of study
- ☐ 1.
- ☒ 2.
- ☐ 3.
- ☐ 4.
- ☐ 5.

### Semester
- ☒ Summer
- ☐ Winter
- ☐ I.
- ☐ II.
- ☐ III.
- ☒ IV.
- ☐ V.
- ☐ VI.
- ☐ VII.
- ☐ VIII.
- ☐ IX.
- ☐ X.

### Status of the course
- ☒ Compulsory
- ☐ Elective
- ☐ Elective course offered to students from other departments

### Teaching Competencies
- ☒ YES
- ☐ NO

### Workload
<table>
<thead>
<tr>
<th>L</th>
<th>S</th>
<th>0</th>
<th>E</th>
<th>Internet sources for e-learning</th>
</tr>
</thead>
</table>
| 1 | 2 | 0 | 0 | ☒ YES
| 0 | 0 | 0 | 0 | ☐ NO

### Location and time of instruction
- Classroom 143
- Language(s) in which the course is taught: English

### Course start date
March 3rd, 2022

### Course end date
June 9th, 2022

### Enrolment requirements
Students have to be enrolled in the fourth semester

### Course coordinator
Vesna Ukić Košta, Assistant Professor

E-mail: yukic@unizd.hr

Consultation hours

### Course instructor
Emilia Musap, MA

E-mail: emusap@unizd.hr

Consultation hours

### Assistant/Associate

E-mail

Consultation hours

### Mode of teaching
- ☒ Lectures
- ☒ Seminars and workshops
- ☐ Exercises
- ☐ E-learning
- ☐ Field work
- ☐ Individual assignments
- ☒ Multimedia and network
- ☐ Laboratory
- ☐ Mentoring
- ☐ Other

### 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
**Assessment criteria**
- Class attendance
- Preparation for class
- Homework
- Continuous evaluation
- Research
- Practical work
- Experimental work
- Presentation
- Project
- Seminar
- Test(s)
- Written exam
- Oral exam
- Other:

**Conditions for permission to take the exam**
Attending at least 80% of lectures

**Exam periods**
- Winter
- Summer
- Autumn

**Exam dates**
To be announced
To be announced

**Course description**
The course will analyze some of the most 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 *Bildungsroman*, 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.” Therefore, it will also draw attention to the depiction of female madness in the Victorian literary canon. 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.”

**Course content**
1. Introductory Lecture – Course Overview (March 3rd)
2. Introduction to Victorian England: “It Was the Best of Times; it Was the Worst of Times;” Naturalism vs. Realism; The Novel (March 10th)
3. The Ideology of Separate Spheres; The Angel in the House or the Madwoman in the Attic? (March 17th)
4. Charles Dickens’s *Great Expectations* (1861); The Critique of the Victorian *Bildungsroman* (March 24th)
5. Charles Dickens’s *Great Expectations* (1861); Satis House as a Gothic Setting; The Contaminated Mind – Miss Havisham’s Madness (March 31st)
6. The Brontë Sisters I – Charlotte Brontë’s *Jane Eyre* (1847); The Position of Women During Victorian England; The Rise of the Archetypal Madwoman in the Attic (April 7th)
7. Easter Holidays (April 14th)
8. The Brontë Sisters II – Emily Brontë’s *Wuthering Heights* (1847); Elements of the Gothic Genre (April 21st)
9. Mid-term Exam (April 28th)
10. Nonsense Literature: Lewis Carroll’s *Alice’s Adventures in Wonderland* (1865) (May 5th)
11. Finding Wonderland? A Psychoanalytic Approach to Lewis Carroll’s *Alice’s Adventures in Wonderland* (1865) (May 12th)
12. Guest Lecturer - Erasmus (May 19th)
13. Gender and Sexuality in the 19th-century: Oscar Wilde on Trial (May 26th)
14. Decadence and Aestheticism: Oscar Wilde’s *The Picture of Dorian Gray* (1890) (June 2nd)
15. End-term Exam (June 9th)

**Required reading**
- More precisely, it will provide an in-depth discussion of the Dickensian *Bildungsroman*, 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.” Therefore, it will also draw attention to the depiction of female madness in the Victorian literary canon. 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.”
UNIVERSITY OF ZADAR
UNIVERSITAS STUDIORUM IADERTINA
Form 1.3.2. Syllabus


**Additional reading**

**Internet sources**
- www.victorianweb.org
- www.bl.uk
- www.victorianist.wordpress.com
- www.victorianpopularfiction.org (Victorian Popular Fiction Association)

**Assessment criteria of learning outcomes**

<table>
<thead>
<tr>
<th>Assessment criteria of learning outcomes</th>
<th>Final exam only</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Final written exam</td>
<td>☐ Final oral exam</td>
</tr>
<tr>
<td>☐ Only test/homework</td>
<td>☒ Test/homework and final exam</td>
</tr>
<tr>
<td>☐ Practical work</td>
<td>☐ Other forms</td>
</tr>
</tbody>
</table>

**Calculation of final grade**
- 20% - regular attendance, reading seminar literature, group work, active participation
- 80% - final exam

**Grading scale**
- < 60 %  % Failure (1)
- >= 60 %  % Satisfactory (2)
- > 71 %  % Good (3)
- > 81 %  % Very good (4)
- > 91 %  % Excellent (5)

**Course evaluation procedures**
- ☒ Student evaluations conducted by the University
- ☐ Student evaluations conducted by the Department
- ☐ Internal evaluation of teaching
- ☒ Department meetings discussing quality of teaching and results of student evaluations
- ☐ Other

**Note /Other**
In accordance with Art. 6 of the *Code of Ethics* 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.”
According to Art. 14 of the University of Zadar's *Code of Ethics*, 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. […] Any act constituting a violation of academic honesty is ethically prohibited. This includes, but is not limited to:
- various forms of fraud such as the use or possession of books, Notes, data, electronic gadgets or other aids during examinations except when permitted.
name, and which are written in the Croatian standard and appropriate academic style, will be responded to.

This course uses the Merlin system for e-learning, so students are required to have an AAI account. *Delete if necessary*