



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

Course	Victorian Literature						Year	2022/2023
Study programme	Undergraduate Study of English Language and Literature						ECTS	4
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.	
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 Thursdays at 8AM				Language(s) in which the course is taught		English	
Course start date	March 2nd, 2023				Course end date		June 8th, 2023	
Enrolment requirements	Students have to be enrolled in the fourth semester							
Course coordinator	Vesna Ukić Košta							
E-mail	vukic@unizd.hr				Consultation hours		To be announced	
Course instructor	Emilia Musap							
E-mail	emusap@unizd.hr				Consultation hours		To be announced	
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: <ul style="list-style-type: none"> - 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 Victorian literature - 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: <ul style="list-style-type: none"> - identify and describe relevant ideas and concepts 							



UNIVERSITY OF ZADAR
UNIVERSITAS STUDIORUM IADERTINA

		- 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			June 19 th July 3 rd	September 11 th September 25 th	
Course description	<p>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 <i>Bildungsroman</i>, 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 which will be analyzed on the example of Miss Havisham, but also in the context of <i>Jane Eyre</i> and <i>Wuthering Heights</i>. The course will end with “atypical” examples of Victorian prose that mark the transition toward literary modernism. Therefore, the course will focus on Lewis Carroll’s <i>Alice’s Adventures</i>, providing students with a psychoanalytic approach to analyzing “Wonderland.” Drawing inspiration from Oscar Wilde’s vibrant literary legacy, the second section will also consider Victorian conceptions of gender, sex, and sexuality. Finally, it will discuss the importance of the Decadent movement, aestheticism, and homoerotic desire in Wilde’s <i>The Picture of Dorian Gray</i>.</p>				
Course content	<ol style="list-style-type: none"> 1. Introductory Lecture – Course Overview (March 2nd) 2. Introduction to Victorian England: “It Was the Best of Times; it Was the Worst of Times;” Naturalism vs. Realism; The Novel (March 9th) 3. The Ideology of Separate Spheres; The Angel in the House or the Madwoman in the Attic? (March 16th) 4. Charles Dickens’s <i>Great Expectations</i> (1861); The Critique of the Victorian <i>Bildungsroman</i> (March 23rd) 5. Charles Dickens’s <i>Great Expectations</i> (1861); Satis House as a Gothic Setting; The Contaminated Mind – Miss Havisham’s Madness? (March 30th) 6. Easter Holidays (April 6th) 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 13th) 8. The Brontë Sisters II – Emily Brontë’s <i>Wuthering Heights</i> (1847); Elements of the Gothic Genre (April 20th) 9. Mid-term Exam (April 27th) 10. Nonsense Literature: Lewis Carroll’s <i>Alice’s Adventures in Wonderland</i> (1865) (May 4th) 11. Finding Wonderland? A Psychoanalytic Approach to Lewis Carroll’s <i>Alice’s Adventures in Wonderland</i> (1865) (May 11th) 12. Gender and Sexuality in the 19th-century: Oscar Wilde on Trial (May 18th) 13. Decadence and Aestheticism: Oscar Wilde’s <i>The Picture of Dorian Gray</i> (1890) (May 25th) 14. End-term Exam (June 1st) 15. Tijelovo (June 8th) 				
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. • Gilbert, Sandra and Susan Gubar. <i>The Madwoman in the Attic: The Woman Writer and the Nineteenth-century Literacy Imagination</i>. 1979. Yale University Press, 2000. (selected chapters) 				



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

	<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. • Goodman, Ruth. <i>How to be a Victorian?</i> 2013. Penguin Books, 2014. • 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. • Showalter, Elaine. <i>The Female Malady: Women Madness and English Culture, 1830-1980</i>. Virago Press, 1987. • 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. • Ussher, Jane M. <i>Women's Madness: Misogyny or Mental Illness?</i> The University of Massachusetts Press, 1992. • 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											
Assessment criteria of learning outcomes	Final exam only											
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;"><input checked="" type="checkbox"/> Final written exam</td> <td style="width: 25%; text-align: center;"><input type="checkbox"/> Final oral exam</td> <td style="width: 25%; text-align: center;"><input type="checkbox"/> Final written and oral exam</td> <td style="width: 25%; 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></td> <td style="text-align: center;"><input type="checkbox"/> Practical work</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	<p>The final grade is calculated on the basis of mid-term and end of term exams.</p> <p>Students who fail one of the two exams are obliged to take the final exam.</p> <p>Those who pass both exams may take the final exam if they wish to obtain a higher grade. In that case, the grade achieved in this exam will be taken as final.</p> <p>Students who want to improve their grade, after passing the mid-term and end term exams or the final exam, can take an oral exam.</p>											
Grading scale	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">< 60 %</td> <td style="text-align: center;">% Failure (1)</td> </tr> <tr> <td style="text-align: center;">>= 60 %</td> <td style="text-align: center;">% Satisfactory (2)</td> </tr> <tr> <td style="text-align: center;">> 71 %</td> <td style="text-align: center;">% Good (3)</td> </tr> <tr> <td style="text-align: center;">> 81 %</td> <td style="text-align: center;">% Very good (4)</td> </tr> <tr> <td style="text-align: center;">> 91 %</td> <td style="text-align: center;">% Excellent (5)</td> </tr> </table>	< 60 %	% Failure (1)	>= 60 %	% Satisfactory (2)	> 71 %	% Good (3)	> 81 %	% Very good (4)	> 91 %	% Excellent (5)	
< 60 %	% Failure (1)											
>= 60 %	% Satisfactory (2)											
> 71 %	% Good (3)											
> 81 %	% Very good (4)											
> 91 %	% Excellent (5)											
Course evaluation procedures	<ul style="list-style-type: none"> <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</p>											



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

	<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.</p>
--	--