

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> ENGL 321		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>															
<b>Course Full Title:</b> The Later Eighteenth Century, 1750-1800																	
<b>Course Short Title:</b> (Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)																	
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> English															
<b>Calendar Description:</b> Examines the literary period of the later eighteenth century, which saw a shift from Neoclassical to Romantic attitudes towards nature, the imagination, and the self. As a historical period, 1750 to 1800 saw British territorial expansion and attendant encounters with global populations, including the Indigenous people of the Americas. These developments promoted a notion of "modern" identity that is reflected in the poems, essays, and works of fiction studied on the course.																	
<b>Prerequisites (or NONE):</b>		Any two 200-level English courses.															
<b>Corequisites (if applicable, or NONE):</b>		NONE															
<b>Pre/corequisites (if applicable, or NONE):</b>		NONE															
<b>Antirequisite Courses</b> (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)		<b>Special Topics</b> (Double-click on boxes to select.) This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (If yes, topic will be recorded when offered.)															
		<b>Independent Study</b> If offered as an Independent Study course, this course may be repeated for further credit: (If yes, topic will be recorded.) <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
		<b>Transfer Credit</b> Transfer credit already exists: (See <a href="#">bctransferguide.ca</a> .) <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (If yes, fill in transfer credit form.)															
		<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit															
		<b>Maximum enrolment (for information only):</b> <b>Expected Frequency of Course Offerings:</b> Once every two years (Every semester, annually, etc.)															
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>60</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar hours	60	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		<b>Total hours</b>	<b>60</b>		
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Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes																	
<b>Department / Program Head or Director:</b> John Pitcher		<b>Date approved:</b> April 23, 2021															
<b>Faculty Council approval</b>		<b>Date approved:</b> May 7, 2021															
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> January 28, 2022															

**Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- Analyze representative poems, essays, and works of fiction from the later eighteenth century.
- Compare and contrast the political, intellectual, and literary features of Neoclassicism and Romanticism.
- Reflect on the effects of colonial expansion on literature, culture, and identity.
- Produce oral and written work that situates literary texts in their historical context.
- Conduct guided research and synthesize secondary sources in written and oral work.
- Apply critical frames to literary analysis.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Lecture, class discussion

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

**Typical Text(s) and Resource Materials** (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Longman, Norton, or Broadview	Anthology of English Literature	<input type="checkbox"/>		
2. Course Pack		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

**Required Additional Supplies and Materials** (*Software, hardware, tools, specialized clothing, etc.*)**Typical Evaluation Methods and Weighting**

Final exam:	30%	Research Essay:	30%	Field experience:	%	Portfolio:	%
In-class Essay:	20%	Project:	%	Practicum:	%	Other:	%
Short Analytical Essay:	20%	Lab work:	%	Shop work:	%	Total:	100%

**Details (if necessary):****Typical Course Content and Topics**

- Reading and exploration: Samuel Johnson's "Rambler" essays and *Rasselas*
- Landscape and the observer: Gray's "Elegy," Burke's *Philosophical Enquiry*
- Landscape and perception: from Thomson, "The Seasons," Goldsmith, "The Deserted Village"
- Exploration and identity: from *The Journals of Captain Cook* and *The Endeavour Journal of Joseph Banks*
- The cult of sensibility: Sterne's *Sentimental Journey*
- Shipwreck as metaphor: Cowper, "The Castaway" and Coleridge, "The Rime of the Ancient Mariner"
- Colonialism and identity: from Stedman, *Five Years Expedition*, Blake's illustrations of that work
- Rights of man, woman, and citizen: Thomas Paine, Mary Wollestonecraft,
- Abolitionist movement: Olaudah Equiano, Mary Prince, Robert Southey, Thomas Clarkson
- Poets on the slave trade: Hannah More, Ann Yearsley, William Wordsworth
- Indigenous encounters: from Adair, *History of the American Indians*, Wordsworth, "Complaint of a Forsaken Indian Woman"
- Innocence, experience, and industrialization: from Blake's *Songs of Innocence and Experience*
- Subjectivity and the self: Wordsworth's "Tintern Abbey" and Coleridge's "Dejection: an Ode"