



ORIGINAL COURSE IMPLEMENTATION DATE: January 2000
 REVISED COURSE IMPLEMENTATION DATE: September 2024
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030
 Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ENGL 335	Number of Credits: 4 Course credit policy (105)										
Course Full Title: Topics in Victorian Literature Course Short Title: Topics in Victorian Literature											
Faculty: Faculty of Humanities	Department (or program if no department): English										
Calendar Description Approaches the poetry, fiction, nonfiction, and/or art and culture of the Victorian period from a perspective chosen by the instructor.											
Prerequisites (or NONE):	Any two 200-level English courses.										
Corequisites (if applicable, or NONE):											
Pre/corequisites (if applicable, or NONE):											
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(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.)</i>	Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every other year Maximum enrolment (for information only): 25										
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: center;">60</td> </tr> </table>	Lecture/seminar	30	Tutorials/workshops	30					Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.
Lecture/seminar	30										
Tutorials/workshops	30										
Total hours	60										
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>										
Department approval	Date of meeting: January 29, 2024										
Faculty Council approval	Date of meeting: February 9, 2024										
Undergraduate Education Committee (UEC) approval	Date of meeting: March 22, 2024										

Learning Outcomes (*These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.*)

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

1. Discuss, with examples, the central themes and concerns of the area of Victorian literature and culture covered in the course.
2. Write literary analysis using appropriate scholarly conventions and research methods.
3. Apply knowledge of Victorian social and historical contexts to course materials, including imperialism and colonialism, class, and gender.
4. Evaluate the cultural outlook of Victorian writers in relation to the wider world, including Indigenous cultures.
5. Conduct guided research related to Victorian culture in written and oral work.
6. Apply critical frames appropriate to the study of Victorian literature and the specific course topic to literary analysis.
7. Analyze personal responses to Victorian literature, and how this literature evokes affective responses.

Recommended Evaluation Methods and Weighting (*Evaluation should align to learning outcomes.*)

Project:	40%	%	%
Assignments:	60%	%	%

Details:

Journal/reflective writing: 10%
 Two short papers: 20%
 Creative or archival project: 15%
 Annotated bibliography: 10%
 Self-assessment: 5%
 Final project: 40%

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

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Texts and Resource Materials (*Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*)

Type	Author or description	Title and publication/access details	Year
1. Textbook	Rossetti, D.G.	Collected Poetry and Prose, Yale	2003
2. Textbook	Rossetti, C.G.	The Complete Poems, Penguin	2001
3. Other	Various	Custom Readings (Blackboard)	
4.			
5.			

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*)**Course Content and Topics**

Themes will vary but may include the Pre-Raphaelites, the dramatic monologue, science and religion, the "woman question," or Chartism and the "condition of England" novel, to name only a few possible examples.

Sample outline for a Pre-Raphaelite course:

- Pre-Raphaelite beginnings: William Holman Hunt, from *Pre-Raphaelitism and the Pre-Raphaelite Brotherhood*; W.M. Rossetti, "The Pre-Raphaelite Brotherhood"; letters to *The Times*
- "Truth to Nature": Ruskin, from *Modern Painters*
- Pre-Raphaelite manifesto: selections from *The Germ*
- Symbol and sacrament: D.G. Rossetti, "Mary's Girlhood"; C.G. Rossetti, "Consider the Lilies"
- Representing social realities: D.G. Rossetti, "Jenny," "Found"; C.G. Rossetti, "Eve," "A Portrait"
- Medievalism: William Morris, *The Defense of Guenevere*
- Dramatic poems: D.G. Rossetti, "A Last Confession"; C.G. Rossetti, "The Convent Threshold"
- The fantastic and the didactic: *Goblin Market and Other Poems, The Prince's Progress and Other Poems* (C.G. Rossetti)
- Sex and sacrilege: D.G. Rossetti, *The House of Life*; Robert Buchanan, "The Fleshly School of Poetry"; Swinburne, "Hymn to Proserpine"
- Art and empire: Holman Hunt, *The Light of the World* and recent postcolonial critiques
- Socialist utopias: William Morris, *News from Nowhere*
- Widening circles: D.H. Lawrence, W.B. Yeats