

COURSE IMPLEMENTATION DATE: January 2009
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: January 2013
(four years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ENGL 321	Faculty of Arts - ENGLISH	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS

From the Enlightenment to Romanticism, 1750-1800

COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

The second half of the eighteenth century was a period of intellectual and political ferment across Europe, and it ushered in the major change in sensibility known as Romanticism. This course examines representative poems, essays, and works of fiction in British literature from 1750 to 1800 that reveal the depth and extent of the transition from “Enlightenment” to Romanticism.

PREREQUISITES: Any two 200 level English courses.
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

(a) Replaces: _____
 (b) Cross-listed with: _____
 (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 60

STRUCTURE OF HOURS:

Lectures: 40 Hrs
 Seminar: 20 Hrs
 Laboratory: _____ Hrs
 Field experience: _____ Hrs
 Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 25
 Expected frequency of course offerings: Once every two years
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

Yes No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

Yes No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

Yes No

Course designer(s): Hilary Turner

Department Head: John Carroll

Supporting area consultation (UPACA1)

Curriculum Committee chair: Moira Kloster

Dean/Associate VP: Eric Davis

Undergraduate Program Advisory Committee (UPAC) approval

Date approved: October 2008

Date of meeting: October 10, 2008

Date approved: December 2008

Date approved: December 10, 2008

Date of meeting: January 30, 2009

LEARNING OUTCOMES:

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

- Identify the characteristic features of the literary attitudes of the Enlightenment.
- Recognize the shift in styles and attitudes typical of late eighteenth-century literature in English.
- Read critically, analyze, and discuss major works and debates in the period 1750-1800.
- Compose an analytical research essay on a literary subject.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture, class discussion

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify):

PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Longman, Norton, or Broadview *Anthology of English Literature*
Or Course Pack

STUDENT EVALUATION: *[An example of student evaluation for this course might be:]*

In-class essay	20%
Short analytical essay	20%
Research essay	30%
Exam	30%
Total	100%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Week 1 The cult of sensibility: selections from Samuel Richardson, Laurence Sterne, Henry Mackenzie

Week 2 The "Graveyard School": poems by Cowper, Collins, Young, and Gray

Week 3 The prevalence of madness: works by Cowper, Smart, Clare

Week 4 The discovery of the sublime: Kant, Burke, Addison, Hume

Week 5 Landscape and sublimity: selections from William Gilpin

Week 6 Landscape and perception: James Thomson, Oliver Goldsmith

Week 7 The invention of the gothic: Horace Walpole

Week 8 The gothic novel and gender: Ann Radcliffe

Week 9 The rights of man, woman, and citizen: Thomas Paine, Mary Wollstonecraft

Week 10 Assessing the French Revolution: Edmund Burke, William Godwin, Samuel Taylor Coleridge

Week 11 The abolitionist movement: Olaudah Equiano, Mary Prince, Robert Southey, Thomas Clarkson

Week 12 Reassessing the poetic tradition: Blake on Milton

Week 13 The new lyric: Blake, Wordsworth, Coleridge