



COURSE IMPLEMENTATION DATE: January 2009
 COURSE REVISED IMPLEMENTATION DATE: September 2013
 COURSE TO BE REVIEWED: September 2019
(six years after UEC 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	College of Arts - English	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
The Later Eighteenth Century, 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 the Neoclassical to the Romantic era.

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:	<u>40</u>	Hrs
Seminar:	<u>20</u>	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): <u>Hilary Turner (revised by Heather McAlpine/ Hilary Turner)</u>	
Department Head: <u>John Pitcher</u>	Date approved: <u>April 29, 2013</u>
Campus-Wide Consultation (CWC)	Date of meeting: <u>n/a</u>
Curriculum Committee chair: <u>Tetsuomi Anzai</u>	Date approved: <u>May 10, 2013</u>
Dean/Associate VP: <u>Jacqueline Nolte</u>	Date approved: <u>May 10, 2013</u>
Undergraduate Education Committee (UEC) approval	Date of meeting: <u>June 21, 2013</u>

LEARNING OUTCOMES:

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

1. Identify and describe the characteristic political, intellectual, and literary features of Neoclassicism and Romanticism.
2. Recognize shifts in styles and attitudes typical of late eighteenth-century literature in English.
3. Identify representative works and major debates in the period.
4. Write literary analysis using appropriate scholarly conventions and research methods.
5. Participate appropriately in class through informal discussions and/or formal presentations.
6. Apply knowledge of relevant social and historical contexts to course materials.
7. Conduct guided research and synthesize secondary sources in written and oral work.
8. Recognize and apply critical frames to literary analysis.
9. Analyze personal responses to literature, and demonstrate understanding of how literature evokes affective responses.

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*
Course Pack

SUPPLIES / MATERIALS:

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%

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, the paintings of Caspar David Friedrich

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 classical tradition: Blake on Milton and Reynolds

Week 13: The new lyric: Blake, Wordsworth, Coleridge