

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ENGL 364		Number of Credits: 4 Course credit policy (105)																	
Course Full Title: The Critical Tradition: Literature in Context Course Short Title (if title exceeds 30 characters): The Critical Tradition																			
Faculty: Faculty of Humanities		Department (or program if no department): ENGL																	
Calendar Description: <p>This course is a historical survey of major critical statements about the nature and function of literature. These will be drawn from sources that may include classical, medieval, Renaissance, Enlightenment, romantic, Victorian, and modernist texts.</p>																			
Prerequisites (or NONE):		One of the following: ([ENGL 200 or ENGL 264] and one 300-level English course) or (any two 300-level English courses). Note: As of September 2018, prerequisites will change to one of the following: (ENGL 200 and one 300-level English course) or (any two 300-level English courses).																	
Corequisites (if applicable, or NONE):		NONE																	
Pre/corequisites (if applicable, or NONE):		NONE																	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: Equivalent course(s): <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>		Transfer Credit Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Transfer credit requested (OREg to submit to BCCAT): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No To find out how this course transfers, see bctransferguide.ca .																	
Total Hours: 60 Typical structure of instructional hours: <table border="1"> <tr> <td>Lecture hours</td> <td>30</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>30</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total</td> <td>60</td> </tr> </table>		Lecture hours	30	Seminars/tutorials/workshops	30	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours:		Total	60	Special Topics Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>	
Lecture hours	30																		
Seminars/tutorials/workshops	30																		
Laboratory hours																			
Field experience hours																			
Experiential (practicum, internship, etc.)																			
Online learning activities																			
Other contact hours:																			
Total	60																		
		Maximum enrolment (for information only): 25 Expected frequency of course offerings (every semester, annually, every other year, etc.): Once every two years																	
Department / Program Head or Director: Hilary Turner		Date approved: April 2017																	
Faculty Council approval		Date approved: May 5, 2017																	
Campus-Wide Consultation (CWC)		Date of posting: June 2, 2017																	
Dean/Associate VP: Jacqueline Nolte		Date approved: May 5, 2017																	
Undergraduate Education Committee (UEC) approval		Date of meeting: June 16, 2017																	

Learning Outcomes

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

1. Define, articulate, and discuss the implications of theoretical concepts covered in the course
2. Research and write a scholarly essay on a literary work, using an appropriate theoretical frame drawn from course materials.
3. Demonstrate facility with standard editing practices such as those outlined in the MLA Guide.
4. Demonstrate an ability to think critically and comprehend abstract arguments through formally prepared responses to course material.

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)

Class time will be divided between lecture, seminar, and class presentation.

Grading system: Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☐

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. David H. Richter	The Critical Tradition: Classic Texts and Contemporary Trends, 3 rd ed. or most recent	<input type="checkbox"/>	Bedford	
2. Various	Coursepack: selection of complementary texts	<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	70%	Midterm exam:		Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Short paper 15%
 Research paper 35%
 Weekly one-page response papers and participation 20%
 Final examination 30%
 Oral assignments may also be included.

Typical Course Content and Topics

Module 1: Classical statements

Weeks 1-2 The argument against poetry: Plato, *The Republic*, Book X; *The Ion*

Week 3 Elements of classical tragedy: Aristotle: *The Poetics*; *Oedipus Rex* (film)

Week 4 Definition and function of the sublime: Longinus, "On the Sublime"; sampling of the sublime in English language writings (excerpts from Milton's *Paradise Lost*)

Module 2: Medieval and Renaissance:

Week 5 Four-fold allegory: Dante Alighieri, "Letter to Can Grande"; excerpts from the *Inferno*; excerpts from Spenser's *Faerie Queene*.

Week 6 Poetry and ethics: Sir Philip Sydney, "An Apology for Poetry"; excerpts from Sydney's *Arcadia*

Week 7 The Doctrine of Discovery: English translation of papal bull permitting Christian occupation of the Americas; A clash of literacies: Robert Houle, "The Spiritual Legacy of the Ancient Ones: (from Land, Spirit Power: First Nations at the National Gallery of Canada); examples of traditional orature (from *An Anthology of Native Literature in English*, eds. Daniel David Moses & Terry Goldie); John Winthrop, "A Modell of Christian Charity" (coursepack for all selections)

Module 3: Enlightenment and Romantic

Weeks 8-9 Introduction to aesthetic theory: Immanuel Kant, "Analytic of the Beautiful and the Sublime" from *The Critique of Judgement*

Week 10 Women in public discourse: Mary Wollstonecraft, excerpt from *A Vindication of the Rights of Women*

Week 11 Romancing the sublime: Friedrich Nietzsche, excerpts from *The Birth of Tragedy*; William Wordsworth (deism and pantheism), "Tintern Abbey"; John Keats (negative capability), "Letter to Benjamin Bailey," "Letter to George and Thomas Keats"

Module 4: Victorian and Modernist

Week 12 Art as education: Matthew Arnold, "The Function of Criticism at the Present Time"; excerpt from *The Study of Poetry*

Weeks 13-14 Writing revolution: Toward decolonization in art and politics: Franz Fanon, *The Wretched of the Earth*; selections from Jean Senec, *The Sun Under the Weapons*, *Correspondence & Notes from Algeria*