

COURSE IMPLEMENTATION DATE:	September 2010
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 403	Faculty of Arts - English	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Seminar in Literature
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This advanced seminar focuses on a period, genre, issue or major author in light of a selected set of theoretical or historical issues. Students will develop their presentation skills, will engage in in-depth class discussion of the course materials, and will write an independently researched final paper.

Note: The specific focus of study is denoted with a letter designation (i.e. ENGL 403C). Students may take ENGL 403 twice for credit as long as the letter designation differs, but may not take it more than twice to meet English major, minor or extended minor requirements.

PREREQUISITES: Any two 300 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:	_____	Hrs
Seminar:	60	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: **20**

Expected frequency of course offerings: **Every other year**
 (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): **Melissa Walter**

Department Head: **John Pitcher**

Supporting area consultation (CWC)

Curriculum Committee chair: **Tetsuomi Anzai**

Dean/Associate VP: **Jacqueline Nolte**

Undergraduate Committee (UEC) approval

Date approved: **March 8, 2013**

Date of meeting: **March 22, 2013**

Date approved: _____

Date approved: _____

Date of meeting: **April 26, 2013**

LEARNING OUTCOMES:

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

1. Demonstrate independence in critical reading and thinking.
2. Identify and discuss the key terms of the critical discourse on which the seminar focuses.
3. Negotiate interpretive disagreement assertively and respectfully in the class context and in writing.
4. Position literary arguments in the existing national and international critical discourse.
5. Write sophisticated analyses of literary texts.
6. Demonstrate advanced research and writing skills.
7. Effectively present a research paper or project and respond to questions.
8. Ask relevant questions about someone else's presentation.
9. Lead a class discussion

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

Lecture, facilitated discussion, student-led discussion, student presentations; individual assistance in producing a seminar and a research essay.

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:]

- Individual texts or selected plays in Arden, Oxford, or other scholarly edition.
- Course pack with additional primary and secondary sources.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

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

Short textual analysis paper	20%
Seminar presentation	20%
Research essay	50%
Class participation	10%

COURSE CONTENT:

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

ENGL 403C - Shakespeare in the Forest

Week 1:	Introduction
Week 2:	Theorizing the Space of the Forest
Week 3:	Fairies and Animals
Week 4:	A Midsummer Night's Dream
Week 5:	Pastoral, Robin Hood, and Wild Men
Week 6:	As You Like It
Week 7:	Witchcraft and Literary Woods of Error
Week 8:	Macbeth
Week 9:	Humans in and/or of the cosmos
Week10:	King Lear
Week 11:	Colonial territories
Week 12:	The Tempest
Week 13:	Final Presentations of seminar papers

Course Content Continued:

English 403D - Postcolonial Literature

Week 1	Introduction
Week 2	Language Politics
Week 3	Tsitsi Dangarembga, <i>Nervous Conditions</i>
Week 4	Anita Desai, <i>In Custody</i>
Week 5	Derek Walcott, <i>Pantomime</i>
Week 6	Colonial and Postcolonial Violence
Week 7	Chinua Achebe, <i>Arrow of God</i>
Week 8	Bapsi Sidhwa, <i>Cracking India</i>
Week 9	Chimamanda Ngozi Adichie, <i>Half of a Yellow Sun</i>
Week 10	Politics of Indigeneity: New Zealand and Australia
Week 11	Alan Duff, <i>Once were Warriors</i>
Week 12	Doris Pilkington, <i>Rabbit Proof Fence</i>
Week 13	Seminar Conference

English 403E - Literature of 1930s

Week 1	Introduction: Fascism, War, Empire
Week 2	Commitment and Spanish Civil War; Ernest Hemmingway, <i>For Whom the Bell Tolls</i>
Week 3	Ernest Hemmingway, <i>For Whom the Bell Tolls</i>
Week 4	Selected Poems of W H Auden, Christopher Caudwell
Week 5	Working Class
Week 6	Walter Greenwood, <i>Love on the Dole</i>
Week 7	George Orwell, <i>Road to Wigan Pier</i>
Week 8	Dystopias
Week 9	Katharine Burdekin, <i>Swastika Night</i>
Week 10	Aldous Huxley, <i>Brave New World</i>
Week 11	Decadence: Christopher Isherwood, <i>Goodbye to Berlin</i>
Week 12	Empire and Identity: Jean Rhys, <i>Voyage in the Dark</i>
Week 13	Seminar Conference