

**Victorian Literature**

Code: 100246  
ECTS Credits: 6

Degree	Type	Year	Semester
2500245 English Studies	OB	2	1
2501902 English and Catalan	OB	3	1
2501907 English and Classics	OB	3	1
2501910 English and Spanish	OB	3	1
2501913 English and French	OB	3	1

**Contact**

Name: David Owen  
Email: David.Owen@uab.cat

**Use of languages**

Principal working language: english (eng)  
Some groups entirely in English: Yes  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

**Teachers**

Esther Pujolras Noguer  
David Owen  
Sonia Alexandra Prunean

**Prerequisites**

- In order to take this course students should have passed first-year "20th Century English Literature".
- Language command required: C1- of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, whereby students can understand a wide range of longer texts, and recognize implicit meaning; express themselves fluently and spontaneously without much obvious searching for a word or expression; use language flexibly and effectively for social, academic and professional; produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
- Students should bear in mind at all times the competences acquired in the first-year course "History and Culture of the British Isles".

**Objectives and Contextualisation**

**BRIEF DESCRIPTION OF THE SUBJECT**

"Victorian Literature" offers an introduction to the fiction published in Great Britain during the reign of Queen Victoria (1837-1901) by means of reading, analysis, debate and interpretation of five texts.

This compulsory subject trains students, above all, in reading and interpreting a selection of texts. The training offered is essential to follow all subsequent English Literature subjects.

On completion of 'Victorian Literature', students will be able to:

- Show a solid reading comprehension of Victorian literary fiction
- Produce basic literary criticism (papers with secondary sources)
- Use the resources of any university library in relation to the subject-matter Victorian Literature
- Express an informed assessment of the Victorian literary texts s/he may read

## Skills

### English Studies

- Critically assessing the scientific, literary and cultural production in the English language.
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

### English and Catalan

- Critically assessing the scientific, literary and cultural production in the English language.
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

### English and Classics

- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.

- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

### **English and Spanish**

- Critically assessing the scientific, literary and cultural production in the English language.
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

### **English and French**

- Critically assessing the scientific, literary and cultural production in the English language.
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

## **Learning outcomes**

1. Analysing and interpreting in a basic level literary texts in English of periods preceding the contemporary era.
2. Analysing and interpreting texts in a medium level about the literary genres and literary criticism in English.
3. Appropriately placing literary texts in English of periods preceding the contemporary era in their corresponding historical and cultural context.
4. Appropriately placing literary texts in English of periods preceding the contemporary era in their corresponding linguistic context.
5. Carrying out oral presentations in English about topics related to literary texts in English of periods preceding the contemporary era.
6. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.

7. Comparing in a medium level the methodologies of literary criticism in English.
8. Describing the historical and thematic evolution of the literary text in English of periods preceding the contemporary era.
9. Distinguishing the main ideas from the secondary ones and summarising the contents of literary texts of periods preceding the contemporary era.
10. Distinguishing the main ideas from the secondary ones and summarising the contents of primary and secondary texts related to the English literature of periods preceding the contemporary era.
11. Drawing up brief argumentative essays or text comments in English about topics related to literary texts in English of periods preceding the contemporary era.
12. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
13. Identifying the main currents, authors, genres and texts of the main literary texts in English of periods preceding the contemporary era.
14. Localising secondary academic sources in the library or on the Internet related to the English literature of periods preceding the contemporary era.
15. Making judgements of value in relation to the literary criticism in English associated with the English literature of periods preceding the contemporary era.
16. Participating in face-to-face and virtual debates in English about topics related to literary texts in English of periods preceding the contemporary era.
17. Students must be capable of comprehending advanced academic or professional texts in their own language or the another acquired in the degree.
18. Students must be capable of precisely arguing ideas and opinions in their own language or another acquired in the degree.
19. Summarising the content of primary and secondary academic sources related to the English literature of periods preceding the contemporary era.

## Content

- **UNIT 1** - Reading *The Tenant of Wildfell Hall* (1847) by Anne Brontë -the 1840s-1850s
- **UNIT 2** - Reading *Great Expectations* by Charles Dickens -the 1860s-1870s
- **UNIT 3** - Reading *King Solomon's Mines* (1885) by H. Rider Haggard-the 1880s
- **UNIT 4** - Reading *Dracula* (1898) by Bram Stoker-the 1890s

## Methodology

1 credit ECTS = 25 hours > 6 credits = 150 hours

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Classroom interaction	20	0.8	1, 9, 15, 5, 13, 16
Lectures	30	1.2	1, 2, 7, 8, 9, 13
<b>Type: Supervised</b>			
Other assesment activities (classroom participation, exam)	15	0.6	1, 2, 3, 4, 8, 9, 10, 15, 5, 13, 16, 11
Writing an academic paper	10	0.4	1, 2, 7, 9, 10, 15, 14, 11, 19
<b>Type: Autonomous</b>			
Personal study	15	0.6	1, 2, 8, 9, 10, 13, 14, 19

## Evaluation

### ASSESSMENT

Assessment is based on:

- 1 essay on Dickens, Haggard or Stoker (1000 words with three secondary sources) = 50% [Submission is after the Christmas vacations, approximately in Course-Week 16. This will be confirmed at the start of the course]
- 2 Exams = 40% (Exam 1) Brontë: 20% (1 question, c. 350 words); (Exam 2) Dickens, Haggard and Stoker: 20% (1 question, c. 350 words) [Note: In exam 2, students **cannot** answer a question on the author who is the subject of their essay.] [Exams to be held as follows: Exam 1, on completion of Unit 1, approx. Week 6; Exam 2, on completion of Units 2, 3 & 4, approx. Week 15. All dates to be confirmed at the start of the course.]
- Class participation = 10%

You'll find Guidelines and other information in English in our Moodle classroom of Virtual Campus

Please, note:

- All the subjects in this degree follow continuous assessment.
- All the exercises are **COMPULSORY**. An exercise not handed in or an exam the student has not sat will count as an 'NP' ('no presentado' or 'no evidence'), that is to say a 0.
- The student's command of English will be taken into account when marking all exercises and for the final mark.
- **Reviewing procedure:** Students have a right to review their exercises with the teacher in a personal tutorial, on the set dates, never later than 2 weeks after the exercise/exam is marked, including re-assessment. The student loses this right if s/he fails to collect the exercise/exam within the period announced by the teacher.

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

- **Recuperation conditions:** Students whose final average mark is at least 3.5 and who have completed Continuous Assessment are eligible for recuperation. The recuperation exam (the date of which will be published at the beginning of the course) consists of a two-hour written exam on matters related to the subject. The exam is awarded a Pass/Fail mark and the maximum possible final mark is a 5. Students who can present a doctor's note may opt to take this examination on a day and time agreed on with the lecturer.
- **VERY IMPORTANT:** Partial or total plagiarising will immediately result in a FAIL (0) for the plagiarised exercise (first-year subjects) or the **WHOLE SUBJECT** (second-, third- and fourth-year subjects). **PLAGIARISING** consists of copying text from unacknowledged sources -whether this is part of a sentence or a whole text- with the intention of passing it off as the student's own production. It includes cutting and pasting from internet sources, presented unmodified in the student's own text. Plagiarising is a **SERIOUS OFFENCE**. Students must respect authors' intellectual property, always identifying the sources they may use; they must also be responsible for the originality and authenticity of their own texts.

### Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
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Class participation	10%	4	0.16	1, 2, 9, 15, 5, 16
Essay	50%	17	0.68	1, 2, 18, 7, 17, 8, 9, 10, 15, 12, 6, 13, 14, 11, 19
Exams	40%	4	0.16	1, 2, 7, 3, 4, 8, 9, 10, 15, 13, 11, 19

## Bibliography

### **OBLIGATORY READING**

***Please note: YOU NEED TO PURCHASE THE BOOKS BEFORE THE COURSE BEGINS***

***DO NOT use electronic editions or Project Gutenberg***

### **GENERAL INTRODUCTION TO THE VICTORIAN AGE**

Moran, Maureen. *Victorian Literature and Culture (Introductions to British Literature and Culture)*. London: Continuum, 2006 (2009).

You may buy this from:

<http://www.bookdepository.co.uk/book/9780826488848/Victorian-Literature-and-Culture>

### **UNIT 1**

*The Tenant of Wildfell Hall* (1847) Anne Brontë

Oxford World's Classics edition

<https://www.bookdepository.com/The-Tenant-of-Wildfell-Hall/9780199207558>

- Other recommendations:

Emily Brontë, *Wuthering Heights*

Charlotte Brontë, *Jane Eyre*

### **UNIT 2**

*Great Expectations* (1860), Charles Dickens

Oxford World's Classics edition

<https://www.bookdepository.com/Great-Expectations-Charles-Dickens-Margaret-Cardwell/9780199219766?ref=g>

- Other recommendations:

Charles Dickens, *Oliver Twist*

Elizabeth Gaskell, *North and South*

### **UNIT 3**

*King Solomon's Mines* (1885), Henry Rider Haggard

Penguin Classics

<https://www.bookdepository.com/King-Solomons-Mines-H-Rider-Haggard-Robert-Hampson-Giles-Foden/978014>

- Other recommendations:

Robert Louis Stevenson, *Treasure Island*

George MacDonald, *The Princess and the Goblin*

Henry Rider Haggard, *She, a History of Adventure*

#### **UNIT 4**

*Dracula* (1898), Bram Stoker

Oxford World's Classics edition

<https://www.bookdepository.com/Dracul-Bram-Stoker-Roger-Luckhurst/9780199564095?ref=grid-view&qid=1493>

- Other recommendations:

Oscar Wilde, *The Picture of Dorian Gray*

Joseph Conrad, *Heart of Darkness*

Herbert George Wells, *The War of the Worlds*

Webs

- The Victorian Web, <http://www.victorianweb.org/>

- English Literature on the Web: <http://www.lang.nagoya-u.ac.jp/~matsuoka/EngLit.html>

- Voice of the Shuttle: <http://vos.ucsb.edu/index.asp>

- BUB Link: English Literature General: <http://bubl.ac.uk/Link/e/englishliterature-general.htm>