

Degree programme	Type	Course
English and Catalan Studies	OB	3
English and Spanish Studies	OB	3
English and French Studies	OB	3
English and Classics Studies	OB	3

Contact lecturer

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Group languages

You can consult this information at the [end](#) of the document.

Prerequisites

- To take this course, it is recommended to have passed Introduction to English Literature from the first year and British Romantic Literature from the second year of the Bachelor's Degree in English Studies.
- It is recommended to have an initial English level of C2 (Proficiency) according to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment.
- It is recommended to keep in mind at all times the knowledge acquired in the first-year course Cultural History of the British Isles.

Objectives

BRIEF DESCRIPTION OF THE SUBJECT

"Victorian Literature" offers an introduction to the fiction published in the United Kingdom during the reign of Queen Victoria (1837-1901) by reading, analysis, debate and through the critical interpretation of four 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:

- Demonstrate a solid reading comprehension of Victorian literary fiction
- Produce basic literary criticism (academic papers with secondary sources)
- Use the resources of any university library in relation to Victorian Literature
- Express an informed assessment of the Victorian literary texts that have been studied

Learning outcomes

1. Demonstrate a solid knowledge of subjects related to the study of Literature and Culture in general.
2. Make appropriate critical evaluations supported by an understanding of relevant information on topics related to Literature and Culture.
3. In an effective manner, organise the autonomous component to learning.
4. Analyse sex/gender inequalities and gender bias in English literature.
5. Assess how stereotypes and gender roles are present in literary texts of British Romanticism and the Victorian period.
6. Express oneself in English orally and in writing in an academic register and using appropriate terminology in relation to the study of nineteenth-century literature.
7. Participate in face-to-face and virtual discussions in English on topics related to nineteenth-century literary texts in English.
8. Write argumentative essays at Mastery level (C2) of medium length and produce textual commentaries in English on topics related to nineteenth-century literary texts in English.
9. Make oral presentations in English at Mastery level (C2) of academic content on topics related to nineteenth-century literary texts in English.
10. Correctly contextualise nineteenth-century literary texts in English within the History of English Literature.
11. Correctly contextualise literary texts in English of the nineteenth century in their corresponding historical and cultural environment.
12. Conduct bibliographic searches of secondary sources related to nineteenth-century Literature using digital technologies.
13. Distinguish principal ideas from secondary ideas and synthesise the contents of literary texts of the nineteenth century.
14. Analyse and interpret (at a basic level) literary texts in English of the nineteenth century.
15. Locate and organise relevant English-language information available on the internet, databases and libraries, and apply this to work and/or research environments.
16. Incorporate ideas and concepts from published sources into work, citing and referencing appropriately.
17. Integrate knowledge and information from academic sources consulted for written work, citing, referencing and paraphrasing correctly.
18. Write argumentative essays (C2) of medium length and produce textual commentaries in English on topics related to nineteenth-century literary texts in English.
19. Critically interpret literary works taking into account their historical and social context.
20. Identify the main arguments of a written text.
21. Express oneself effectively by applying argumentative and textual procedures in formal and scientific texts, in the language studied.
22. Demonstrate understanding (C2) of a wide range of nineteenth-century literary texts in English and recognise implicit meaning.
23. Make oral presentations in English (C2) of academic content on topics related to nineteenth-century literary texts in English.
24. Know how to comment critically on a text from a basic analytical reading.
25. Rigorously assess the values conveyed by the texts analysed, making constructive criticism.
26. Organise content clearly and appropriately for oral presentation.
27. Plan work effectively, individually or in groups, in order to fulfil the planned objectives.
28. Locate specialised and academic information and select this according to its relevance.
29. Distinguish the sex/gender factor in the configuration of the literary canon.
30. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
31. Issue rating pertinent criticism supported in understanding the relevant information on issues related to the literature and culture.

32. Organise the autonomous component to the learning process in an effective manner.
33. Make oral presentations in English at advanced higher-proficient-user level (C2) of academic content on topics related to nineteenth-century literary texts in English.
34. Produce written and spoken academic texts at a higher-proficient-user level (C2) on the concepts and skills relevant to the study of English literary texts and contexts.
35. Integrate secondary sources related to nineteenth-century Literature in the production of basic academic criticism.
36. Identifying the main and secondary ideas and expressing them with linguistic correctness.
37. Develop effective written work and oral presentations and adapted to the appropriate register.
38. Strengthen the capacity of reading, interpretation and critical analysis of literary texts and language.
39. Maintain an attitude of respect for the opinions, values, behaviors and practices of others.
40. Produce normatively correct written and oral texts.
41. Write text commentaries from a critical standpoint.
42. Plan, organise and carry out work in a team.
43. Commenting on literary texts, applying the acquired tools and taking into account the historical and sociocultural context.
44. Critically interpreting literary works taking into account the relationships between the different areas of literature and its relationships with human, artistic and social areas.
45. Discern the sex/gender factor in the configuration of the literary canon.
46. Apply the tools and know consult the documentary sources.

Contents

UNIT 1 - Reading *The Tenant of Wildfell Hall* (1847) by Anne Brontë. The 1840s-1850s

UNIT 2 - Reading *Great Expectations* by Charles Dickens (1860-61). The 1860s-1870s

UNIT 3 - Reading *King Solomon's Mines* (1885) by H. Rider Haggard. The 1880s

UNIT 4 - Reading *Dracula* (1897) by Bram Stoker. The 1890s

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Other assesment activities (classroom participation, exam)	25	1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
Reading	35	1.4	1, 2, 3, 5, 6, 16
Personal study	15	0.6	1, 4, 5, 8, 9, 16, 46
Lectures	30	1.2	1, 2, 3, 4, 5, 7, 10, 15, 16
Classroom interaction	20	0.8	2, 3, 5, 8, 10, 14

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

It is recommended that students have taken the Library courses on MLA citation style and on Zotero, which are part of the assessment in the first-year course *Introduction to English Literature*.

Annotation: within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Critical essay	50%	17	0.68	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46
Exams/Exercises	40%	4	0.16	1, 2, 3, 4, 5, 6, 7, 8, 9, 16, 34
Class Participation	10%	4	0.16	6, 7, 8, 9, 10, 14, 22, 23, 34

ASSESSMENT

All assessment dates will be confirmed at the start of the semester. Assessment in this course is based on:

- 2 in-class exams: 20% each (40%) (The lecturer will confirm the texts to be examined)
- 1 essay (1500 words, textual evidence from the primary source and citations from more than 2 secondary sources): 50% (The lecturer will confirm the novel for the essay)
- Participation in classroom discussions (in-person and virtual, as decided by the lecturer): 10%. Students are expected to attend class regularly.

Please note:

- Students will obtain a "Not assessed" grade whenever they have not submitted more than 30% of the assessment activities.
- Students' command of English will be taken into account in the grading of all exercises and in the final grade. In each assessable exercise, 25% of the grade will correspond to linguistic accuracy in English.

EXCHANGE STUDENTS (ERASMUS, etc.)

For exams and other tests: exchange students who request to sit an exam or any other type of assessment activity must present their lecturer with an official document from their home university justifying their request.

OTHER CONSIDERATIONS

- This course uses the 9th edition MLA citation style. The MLA Handbook is available in the library: MLA Handbook for Writers of Research Papers. MLA Handbook. Ninth edition, The Modern Language Association of America, 2021.

SINGLE ASSESSMENT

Single assessment consists of the following activities:

- Submission of 1 essay (1500 words, at least three secondary sources): 50%
- In-class exam: three questions (350-500 words): 50%

REVIEW PROCEDURE

- Students have the right to review their exercises with the lecturer in a personal tutorial session.
- 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. Students lose this right if they do not collect the exercise/exam within the deadline announced by the lecturer.

RE-ASSESSMENT (continuous and single assessment)

- Re-assessment cannot be undertaken if the course has already been passed (it cannot be used to obtain a higher grade).
- A minimum average grade of 3.5 is required to access re-assessment.
- There is no limit on the grade that may be obtained in re-assessment.
- The re-assessment exam will consist of a two-hour written exam on topics related to the course, or an equivalent exercise.
- The date and location of the exam or submission of the equivalent exercise will be published by the Faculty in mid-June.
- Students able to present medical justification may take this exam, or equivalent exercise, on a day and time agreed with the teaching staff.
- For continuous assessment: the student must have been previously assessed in activities whose weight amounts to at least two-thirds (2/3) of the total continuous assessment grade.
- For single assessment: all scheduled activities must have been submitted in order to access re-assessment.

VERY IMPORTANT

READING

Students must complete the course's required readings. Any indication that a student has not completed the required reading may negatively affect their assessment and could result in a fail.

PLAGIARISM AND OTHER IRREGULARITIES

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject. Plagiarism consists of copying texts from unacknowledged sources and presenting them as one's own. This includes cutting and pasting unacknowledged internet sources, presented unmodified within the student's text. Authors' intellectual property must be respected, always identifying the sources used; students are also responsible for the originality and authenticity of the work submitted.

ARTIFICIAL INTELLIGENCE

The authorship of submitted exercises must always be 100% the student's own. This subject entirely prohibits the use of AI technologies in all of its activities. Any submitted work that contains content generated using AI will be considered academic dishonesty; the corresponding grade will be awarded a zero, without the possibility of reassessment. In cases of greater infringement, more serious action may be taken.

Bibliography

OBLIGATORY READING

Please note: YOU NEED TO OBTAIN THE TEXTS WE WILL BE WORKING ON BEFORE THE COURSE BEGINS.

We recommend that you use the editions below. If you cannot, please ensure that your edition is a reliable one. Reliable publishing houses include: Oxford World Classics, Norton, or Penguin.

UNIT 1: *The Tenant of Wildfell Hall* (1847) Anne Brontë (Oxford World's Classics edition)

Other recommendations:

- Emily Brontë, *Wuthering Heights*
- Charlotte Brontë, *Jane Eyre*

UNIT 2: *Great Expectations* (1860), Charles Dickens (Oxford World's Classics edition)

Other recommendations:

- Charles Dickens, *Oliver Twist*
- Elizabeth Gaskell, *North and South*

UNIT 3: *King Solomon's Mines* (1885), Henry Rider Haggard (Oxford World's Classics edition)

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)

Other recommendations:

- Oscar Wilde, *The Picture of Dorian Gray*
- Joseph Conrad, *Heart of Darkness*
- Herbert George Wells, *The War of the Worlds*

RECOMMENDED READING (available in the library)

How to analyse, read, and write

- Habib, M.A.R. *Literary criticism from Plato to the present: an introduction*, 2011.
- Leitch, Vincent. *The Norton anthology of theory and criticism*, 2001.
- Phelan, Jon. *Literature and Understanding: The Value of a Close Reading of Literary Texts*, 2020.

Victorian Literature in context

- Marx, Karl. *The Communist Manifesto*.
- Morris, William. *News from Nowhere*.
- Engels, Friedrich. *The Condition of the Working Class in England in 1844*.
- Carlisle, Janice. *Picturing Reform in Victorian Britain*, 2012.
- Eagleton, Terry. *The English novel: an introduction*, 2013.
- David, Deirdre. *The Cambridge Companion to the Victorian Novel*, 2012.
- Denisoff, Dennis. *The Routledge companion to Victorian literature*, 2020.
- Moran, Maureen. *Victorian Literature and Culture (Introductions to British Literature and Culture)*. London: Continuum, 2006 (2009)
- Peterson, Linda. *The Cambridge Companion to Victorian Women's Writing*, 2015.
- Steer, Philip. *Settler colonialism in Victorian literature : economics and political identity in the networks of empire*, 2020.

On the novels in analysis

- Fisher, Dalene. *Resisting the Marriage Plot : Faith and Female Agency in Austen, Bronte, Gaskell, and Wollstonecraft*, 2021.
- Gilbert, Sandra M.; Gubar, Susan. *The Madwoman in the attic : the woman writer and the nineteenth-century literary imagination*, 1979.

- Glen, Heather. *The Cambridge Companion to the Brontës*, 2002.
- Hoeveler, Diane L. *A companion to the Brontës*, Hoeveler, 2016.
- Houston, Gail Turley. *From Dickens to Dracula: Gothic, Economics, and Victorian Fiction*, 2005.
- Hughes, William. *Bram Stoker's Dracula: A Reader's Guide*, 2009.
- Lewis, Jessica. *Anne Brontë and Lord Byron: Lost Echoes of Influence*, 2025.
- Low, Gail Ching-Liang. *White Skins/Black Masks: Representation and Colonialism*, 2003
- Luckhurst, Roger. *The Cambridge Companion to Dracula*, 2017.
- Miller, Lucasta. *The Brontë myth*, 2003.
- Schilling, Bernard. *Rain of Years: Great Expectations and the World of Dickens*, 2001.
- *The Manuscript of Great Expectations: from the Townshend Collection*, Wisbech. Dickens, Charles, 2015.
- Vranken, Thomas. *Simulating Antiquity in Boys' Adventure Fiction: Maps and Ink Stains*, 2022.
- Young, J.E. *The Shelleyan Brontës: Mary and Percy Shelley in the Work of the Brontës*, 2024.

Webs

- The Victorian Web, <http://www.victorianweb.org/>
- Voice of the Shuttle: <http://vos.ucsb.edu/index.asp>
- BUB Link: English Literature General: <http://bubl.ac.uk/Link/e/englishliterature-general.htm>

Software

Moodle/UAB Campus Virtual.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	3	English	second semester	morning-mixed
(PAUL) Classroom practices	3	English	second semester	morning-mixed