

Study Programme	Undergraduate Study of the English Language and Literature			
Course	Victorian Literature			
Status of the Course	Compulsory			
Year	II	Semester	IV	
ECTS Credits	4			
Teacher	Vesna Ukić Košta, Assistant Professor			
e-mail	vukic@unizd.hr			
consultation hours				
Associate / Assistant	Emilia Musap, MA			
e-mail	emusap@unizd.hr			
Consultation hours				
Place of Teaching	Old campus, Obala kralja Petra Krešimira IV./II, Zadar, Croatia			
Mode of Teaching	Lectures, Seminars			
Teaching Workload Lectures + Seminars + Exercises	1+2+0			
Assessment Criteria & Mode of Examination	2 exams (midterm, end-of-term), continual assessment, final exam			
Start date	February 28 th	End date	June 6 th	
Mid-Term, End-of-Term Examinations	Term 1 April 18 th	Term 2 June 6 th	Term 3	Term 4
Final Examinations	Term 1	Term 2	Term 3	Term 4
Learning Outcomes	<p>After they have completed the course students should:</p> <ul style="list-style-type: none"> - be able to critically analyze selected works in the context of chosen theories and theoretical texts - be able to recognize and understand the cultural, social and political contexts within which the selected works were created - be able to recognize the key features of Victorian literature - be able to critically discuss selected works and share their insights with other students 			
Enrolment Requirements	Students have to be enrolled in the 4th semester			
Course Contents	<p>The course gives insight into some of the essential narratives of the Victorian period, observed in relation to the dominant historical and cultural context (imperial expansion, political economy, the development of science and technology, etc.) At the same time, the course does not neglect the narratives' specificity which constitutes them as works of art (the analysis of narrative techniques, versification etc.) The course begins with some of the canonical historical-social novels, focusing on authors such as Charles Dickens, Elizabeth Gaskell, George Elliot, and the Brontë sisters, and ends with atypical examples of Victorian prose (aestheticism, decadence) that emphasize the transition towards literary modernism. The course also focuses on some of the most skilled and self-conscious poets of the Victorian</p>			

	<p>age, such as Alfred, Lord Tennyson, Robert Browning, Elizabeth Barrett Browning, and Christina Rossetti. Alongside the dominant genres of the period, attention is also paid to popular forms, such as fiction and science fiction. Consequently, the course also deals with authors such as H. G. Wells, Lewis Carroll and Robert Louis Stevenson.</p>
<p>Required Reading</p>	<ul style="list-style-type: none"> • Abrams, M.H. <i>The Norton Anthology of English Literature (Ninth Edition) (Volume E)</i>. W. W. Norton & Company, 2006. (selected chapters) • Dickens, Charles. <i>Great Expectations</i>. 1861. Penguin Books, 2012. • Brontë, Charlotte. <i>Jane Eyre</i>. 1847. Penguin Books, 2017. • Brontë, Emily. <i>Wuthering Heights</i>. 1847. Penguin Books, 2012. • Gilbert, Sandra and Susan Gubar. <i>The Madwoman in the Attic: The Woman Writer and the Nineteenth-century Literacy Imagination</i>. 1979. Yale University Press, 2000. (selected chapters) • Hughes K., Linda. <i>The Cambridge Introduction to Victorian Poetry</i>. Cambridge University Press, 2010. (selected chapters) • Mill Stuart, John. <i>The Subjection of Women</i>. 1869. Dover Publications, 1997. (selected chapters) • Negri, Paul. <i>English Victorian Poetry: An Anthology</i>. Dover Thrift Editions, 1998. (selected chapters) • Wilde, Oscar. <i>The Picture of Dorian Gray</i>. 1890. Penguin Books, 2010.
<p>Additional Reading</p>	<ul style="list-style-type: none"> • Allen, Robert. <i>The British Industrial Revolution in Global Perspective</i>. Cambridge University Press, 2009. • Armstrong, Isobel. <i>Victorian Poetry: Poetry, Poetics, and Politics</i>. Routledge, 1993. • Becker-Leckrone, Megan. "Oscar Wilde (1854–1900): Aesthetic and Criticism." <i>The Continuum Encyclopedia of Modern Criticism and Theory</i>, vol. 20, no. 1, 2002, pp. 658–665. • Botting, Fred. <i>The Gothic</i>. Routledge, 1995. • Carroll, Lewis. <i>Alice's Adventures in Wonderland</i>. 1865. Dover Thrift Editions, 1993. • Eliot, George. <i>Silas Marner</i>. 1861. Penguin Books, 2012. • Gaskell, Elizabeth. <i>North and South</i>. 1855. Penguin Books, 2012. • Harrison, H. Anthony. <i>Victorian Poets and Romantic Poems: Intertextuality and Ideology</i>. University of Virginia Press, 1992. • Marcus, Sharon. <i>Between Women: Friendship, Desire, and Marriage in Victorian England</i>. Princeton University Press, 2007.

	<ul style="list-style-type: none"> • Maynard, John. <i>Charlotte Brontë and Sexuality</i>. 1984. Cambridge University Press, 1987. • Sinfield, Alan. <i>The Wilde Century: Effeminacy, Oscar Wilde and the Queer Moment</i>. Continuum, 1994. • Stevenson, Louis Robert. <i>The Strange Case of Doctor Jekyll and Mr. Hyde</i>. 1886. Chump Change, 2017. • Thesing, William. <i>A Companion to the Victorian Novel</i>. Blackwell Publishers Ltd, 2002. • Wilde, Oscar. <i>The Importance of Being Earnest</i>. 1895. Dover Publications Inc., 2002.
Internet Sources	<ul style="list-style-type: none"> • http://www.victorianweb.org • https://www.bl.uk/
Course Evaluation Procedures	Students' surveys
Conditions for Obtaining Signatures	A minimum of 80 % of class attendance; active participation
Mark Grading Scale	<p>< 60 % Failure (F)</p> <p>>= 60 % Poor (D)</p> <p>> 71 % Satisfactory (C)</p> <p>> 81 % Good (B)</p> <p>> 91 % Excellent (A)</p> <p>The distribution of ECTS credits: 1 ECTS – attendance and active participation (discussions, presentations, written essay) 3 ECTS – preparation for the written exam</p>
Final Grade Calculation	30% - regular attendance, reading seminar literature, group work, active participation, essay 70% - final exam
Comments	Students can improve their grade by taking an oral exam or writing a seminar paper, depending on the segment in which a higher level of competence is required. Students who are not satisfied with their grades can retake the exam.

Topics - Lectures			
No.	Date	Title	Literature
1.	February 28 th	Introductory lecture to the course; students' duties and obligations; primary and secondary literature	-
2.	March 7 th	Introduction to Victorian literature; Periodization, central genres and themes	Abrams, M.H. <i>The Norton Anthology of English Literature (Ninth Edition) (Volume E)</i> . W. W. Norton &

			Company, 2006. (selected chapters)
3.	March 14 th	Charles Dickens and <i>Great Expectations</i> (1861); The critique of the Victorian <i>Bildungsroman</i>	Dickens, Charles. <i>Great Expectations</i> . 1861. Penguin Books, 2012. Thesing, William. <i>A Companion to the Victorian Novel</i> . Blackwell Publishers Ltd, 2002. (selected chapters)
4.	March 21 st	Elizabeth Gaskell and <i>North and South</i> (1855); Class struggle; The social impact of the Industrial Revolution	Allen, Robert. <i>The British Industrial Revolution in Global Perspective</i> . Cambridge University Press, 2009. (selected chapters) Gaskell, Elizabeth. <i>North and South</i> . 1855. Penguin Books, 2012.
5.	March 28 th	Victorian values; George Eliot and <i>Silas Marner</i> (1861)	Day, Gary. <i>Varieties of Victorianism</i> . Palgrave Macmillan, 1998. (selected chapters) Eliot, George. <i>Silas Marner</i> . 1861. Penguin Books, 2012.
6.	April 4 th	The Brontë sisters I - Charlotte Brontë and <i>Jane Eyre</i> (1847); The position of women during the Victorian era; The madwoman in the attic	Brontë, Charlotte. <i>Jane Eyre</i> . 1847. Penguin Books, 2017. Gilbert, Sandra and Susan Gubar. <i>The Madwoman in the Attic: The Woman Writer and the Nineteenth-century Literacy Imagination</i> . 1979. Yale University Press, 2000. (selected chapters)
7.	April 11 th	The Brontë sisters II - Emily Brontë and <i>Wuthering Heights</i> (1847); Elements of the Gothic Genre	Botting, Fred. <i>The Gothic</i> . Routledge, 1995. (selected chapters)

			Brontë, Emily. <i>Wuthering Heights</i> . 1847. Penguin Books, 2012.
8.	April 18 th	Easter Holidays	-
9.	April 25 th	Midterm Exam	-
10.	May 2 nd	Victorian literature and Science Fiction I; H.G.Wells and <i>The Time Machine</i> (1895)	Wells, H.G. <i>The Time Machine</i> . 1895. Penguin Books, 2005.
11.	May 9 th	Victorian literature and Science Fiction II; Lewis Carroll and <i>Alice's Adventures in Wonderland</i> (1865); Robert Louis Stevenson and <i>The Strange Case of Doctor Jekyll and Mr. Hyde</i> (1886)	Carroll, Lewis. <i>Alice's Adventures in Wonderland</i> . 1865. Dover Thrift Editions, 1993. Stevenson, Louis Robert. <i>The Strange Case of Doctor Jekyll and Mr. Hyde</i> . 1886. Chump Change, 2017.
12	May 16 th	Victorian poetry I; Alfred, Lord Tennyson; Robert Browning, Elizabeth Barrett Browning	Armstrong, Isobel. <i>Victorian Poetry: Poetry, Poetics, and Politics</i> . Routledge, 1993. (selected chapters) Harrison, H. Anthony. <i>Victorian Poets and Romantic Poems: Intertextuality and Ideology</i> . University of Virginia Press, 1992. (selected chapters)
13.	May 23 rd	Victorian sexualities; Oscar Wilde and <i>The Importance of Being Earnest</i> (1895)	Sinfield, Alan. <i>The Wilde Century: Effeminacy, Oscar Wilde and the Queer Moment</i> . Continuum, 1994. (selected chapters) Wilde, Oscar. <i>The Importance of Being Earnest</i> . 1895. Dover Publications Inc., 2002
14.	May 30 th	Decadence and aestheticism; Oscar Wilde and <i>The Picture of Dorian Gray</i> (1890)	Becker-Leckrone, Megan. "Oscar Wilde (1854–1900): Aesthetic and Criticism." <i>The</i>

			<i>Continuum Encyclopedia of Modern Criticism and Theory</i> , vol. 20, no. 1, 2002, pp. 658–665. Wilde, Oscar. <i>The Picture of Dorian Gray</i> . 1890. Penguin Books, 2010.
15.	June 6 th	End term Exam	-

Seminars			
No.	Date	Title	Literature
1.		Students will read and analyze novel excerpts, discuss relevant theoretical approaches and their corresponding concepts, engage in group work, watch literary adaptations, watch documentaries and, finally, write an essay.	
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Teacher:
Vesna Ukić Košta, Assistant Professor

Assistant:
Emilia Musap, MA

The European Credit Transfer System measures and compares learning achievements and helps students easily transfer credits from one higher education institution to another. What are ECTS credits good for? The ECTS credit system makes degree programmes and student performance more transparent and comparable across all countries that are members of the European Higher Education Area (EHEA). ECTS replaced or complemented the different local (national) standards within Europe. Therefore, the results are independent of the students who failed a course. Due to its relative nature, the ECTS grading scale can just give an orientation about a student's performance, since the grading depends on the group performance, which can vary, especially in smaller groups. ECTS points, or ECTS credits, indicate the required workload to complete a study programme, or a module within a study programme. ECTS points only indicate workload; they do not indicate a grade. Generally, each year of full-time study (or work, where applicable) is worth 60 ECTS credits. Usually this is divided by modules. The aim of the EHEA is to implement the Bologna Process and to join, states must ratify the European Cultural Convention treaty. Some other universities outside the EHEA may accept ECTS credits on applications, but they usually will have to translate those credits and grades into their own structure - and will not automatically provide ECTS grades for graduates. If the new students enrolling to the Maastricht University School of Economics And Administrative Sciences Department of Economics apply in the first week of the academic year, course credits they have completed in the former department/programs of high school and final grades they have gotten from those courses are transferred to the departments and programs they have enrolled with the board decision. Number of the terms that corresponds to these courses is calculated, considering the total credits of the courses in the education program that are recognized and of which final grades are transferred... ECTS STATUS

10 Compulsory 4 Compulsory. 4 Compulsory. IAR 103 Colour Theory And Presentation (Compulsory 3 Credits = 4 ECTS) Course Objectives: This course introduces the student to colour principles, theories and systems related to the design of interior environments. Light and colour interrelationships and their effects on human social and psychological behaviour are explored. IAR 102: Basics of Interior Design II (Compulsory 6 Credits - 9 ECTS) Course Objectives: The aim of the course is to gain the ability of three-dimensional thinking and to apply design criteria on the project. In addition to this, the subject of the project is to be shaped according to a specific theme and to design it in relation to the subject. What is the European Credit Transfer and Accumulation System? The European Credit Transfer and Accumulation System (ECTS) is a tool of the European Higher Education Area for making studies and courses more transparent. It helps students to move between countries and to have their academic qualifications and study periods abroad recognised. ECTS has been adopted by most of the countries in the European Higher Education Area as the national credit system and is increasingly used elsewhere. In a standard academic year, these credits are usually broken down into several smaller modules. A typical 'short cycle qualification' typically includes 90-120 ECTS credits. A 'first cycle' (or bachelor's) degree consists of either 180 or 240 ECTS credits.