

# Course Outline

**School / Portfolio:** Faculty of Education and Arts

**Course Title:** THE VICTORIAN AGE IN LITERATURE

**Course ID:** LITCI3304

**Credit Points:** 15.00

**Prerequisite(s):** (BAFND1002 or equivalent AND Two Literature Courses)

**Co-requisite(s):** (BAFND1002 or equivalent AND Two Literature Courses)

**Exclusion(s):** (BAFND1002 or equivalent AND Two Literature Courses)

**ASCED Code:** 091523

**Program Level:**

AQF Level of Program						
	5	6	7	8	9	10
<b>Level</b>						
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

**Learning Outcomes:**

**Knowledge:**

- K1.** Identify, describe and discuss historical and cultural concepts associated with Victorian literature;
- K2.** Explain the significance of historical, social, cultural and intellectual contexts to specific 19th century texts;
- K3.** Investigate at least one major theme in Victorian literature, e.g. gender roles, social criticism, industrialisation, etc.
- K4.** Review, identify and compare examples of new literary forms in 19th century poetry and fiction, such as dramatic monologue and classic realism;
- K5.** Define, explain and analyse the use of critical sources in the study of literature.

**Skills:**

- S1.** Review and analyse texts written in 19th century English, resolve problems with vocabulary or syntax, and cope with the demands of longer texts written for Victorian readers;  
Examine the impact on literary texts of 19th century technology, infrastructure, scientific, medical
- S2.** and religious belief systems, and sociocultural norms relating to class, gender, race, family, work, etc;
- S3.** Analyse and compare literary texts using at least one of a variety of critical approaches studied;
- S4.** Identify, select for relevance, and critically apply information and concepts from secondary or relevant critical sources to interpretation of primary (literary) texts.

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## Application of knowledge and skills:

- A1.** Apply knowledge from the study of Victorian literature to contemporary and international social, cultural, and/or political contexts;
- A2.** Recognise the significance and influence of literary texts in social and political discourses in the 19th century;
- A3.** Discuss (either in class or in online forums) aspects of texts and issues in the course;
- A4.** Research a genre, theme, or theoretical approach using appropriate scholarly and reference sources;
- A5.** Construct and communicate a clear and coherent argument in written form, making appropriate use of primary texts and critical sources.

## Course Content:

This course offers students an overview of a significant period in English Literature, with a strong emphasis on social and cultural developments reflected in fiction, poetry, nonfiction and drama texts. The study of themes and topics such as child labour, poverty and class structure, the 'Woman Question,' the rise of democracy, and the rise of the novel, is used to show how Victorian literature can help us to understand not only modern Australian literature and society, but also some aspects of social and political change in the developing world. Literary genres and topics include Romantic and Victorian poetry, serialised fiction, and the concept of 'Victorianism.' Connections with the visual arts are explored. Authors studied may include Charles Dickens, Emily Bronte, Alfred Tennyson, Christina Rossetti, George Eliot, Wilkie Collins, Arthur Conan Doyle, and Oscar Wilde.

## Values and Graduate Attributes:

### Values:

- V1.** Develop a flexible, imaginative and historically informed approach to the literature of another culture/period;
- V2.** Develop an interest in the history of ideas and of cultural change and continuities;  
Understand the nature of gender roles in Victorian society, and the relevance of 19th century
- V3.** political and social reforms to conditions of contemporary life both in 'developed' and 'developing' countries.

### Graduate Attributes:

Attribute	Brief Description	Focus
Continuous Learning	Engagement with older forms of language and literary genres can be challenging for students; in overcoming difficulties they acquire skills that will continue to improve their vocabulary and syntactic agility, and ability to access a broader range of texts and styles in future reading and study.	Medium
Self Reliance	Reading reports insist that students record their own responses to texts independent of critical sources and before the relevant lectures. This is mainly to ensure timely reading, but it does foster self-reliance.	Medium

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Attribute	Brief Description	Focus
Engaged Citizenship	This course is very much about social conditions, problems and reforms in 19th century England, with obvious connections to contemporary issues of race, colonialism, child labour, workers' rights and gender equality in Australia and overseas. Ideas encountered and explored in this course are likely to foster social engagement and critical thinking about the world we live in.	High
Social Responsibility	Victorian literature frequently explores the place of the individual in society and/or in the family; both novels and poetry frequently performed as social protest (eg about child labour or slums). Students in this course become aware of the lack of a welfare system in Victorian England, and of the legal dependence of women upon men, etc - also of class hierarchies and other forms of inequality. The conditions which gave rise to the labour movement and feminism provoke discussions about social responsibilities and human rights. With other themes around colonialism and industrialism (abuse and exploitation of the natural environment), it is a consciousness-raising course on many fronts.	High

## Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Task	Assessment Type	Weighting
K2 S1 S2 A2 A3	Read and provide personal responses to set texts - not to be researched or drawn from online study guides, but to give personal reactions to the text. Due strictly by the time of the relevant lecture. Informal task primarily designed to support and reward timely reading of texts, as this is quite a heavy reading course.	Two reading reports	10-20%
K5 S2 S4 A4 A5	Analyse and evaluate the structure, theoretical approach and argument of a critical article or essay, on one of the 'primary' (literary) texts.	Short essay	20-30%
K1 K3 K4 S3 S4 A4 A5	Development of essay question (in line with guidelines provided); appropriate research, construction of analytical argument, drawing on both research and close reading of primary texts. Accurate referencing.	Long research essay	40-50%
K2 K4 K5 S1 S2 A1 A2 A3	Read texts before class; contribute to discussion of texts, themes and concepts; contribute to group work and/or online discussions.	Participation including contribution to online discussion forums	10-20%

## Adopted Reference Style:

MLA