**Course Description Form**

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| 1. **Course Name:** | | | | | | | | |
| **19th Century British Victorian Novel / Third Year** | | | | | | | | |
| 1. **Course Code:** | | | | | | | | |
|  | | | | | | | | |
| 1. **Semester / Year:** | | | | | | | | |
| **2023-2024** | | | | | | | | |
| 1. **Description Preparation Date:** | | | | | | | | |
| **1/10/2023** | | | | | | | | |
| 1. **Available Attendance Forms:** | | | | | | | | |
| **YES** | | | | | | | | |
| 1. **Number of Credit Hours (Total) / Number of Units (Total)** | | | | | | | | |
| **3** | | | | | | | | |
| 1. **Course administrator’s name (mention all, if more than one name)** | | | | | | | | |
| **Name: Dr. Tatheer Assim Faiq**  **Email:** [**tatheer.faiq@gmail**](mailto:tatheer.faiq@gmail)**.com** | | | | | | | | |
| 1. **Course Objectives** | | | | | | | | |
| **Course Objectives** | | | | * **Recognize narrative conventions, dominant and emergent, in Nineteenth-century fiction.** * **Independently evaluate the Victorian novel and write cogently about it.** * **Apply historical and contemporary criticisms of the novel to students’ analysis.** * **By the end of the course, students will have a sound familiarity with the history and development of the English Victorian novel and will have acquired the vocabulary and analytical tools to think critically about the form and function of the novel.** | | | | |
| 1. **Teaching and Learning Strategies** | | | | | | | | |
| **Strategy** | | **Face to face lecturing**  **The use of film to supplement written texts**  **Culturally responsive learning about the assigned literary texts**  **Writing assignments on given topics**  **The use of Power point presentations** | | | | | | |
| 1. **Course Structure** | | | | | | | | |
| **Week** | **Hours** | | **Required Learning Outcomes** | | **Unit or subject name** | | **Learning method** | **Evaluation method** |
| **30** | **3** | | **Recognize narrative conventions, dominant and emergent in nineteenth-century fiction.**  **By the end of the course, students will have a sound familiarity with the history and development of the Nineteenth -century British and American novel and will have acquired the vocabulary and analytical tools to think critically about the form and function of the novel** | | **Week 1: Victorian British and American Novel an Introduction: A Historical Background**  **Week 2: Lecture 1 Victorian Cultural Values**  **Week3: Wuthering Heights Lecture 1 Book Summary and Critical Appreciation**  **Week 4: Wuthering Heights Lecture 2 Close Reading Week5: Wuthering Heights Lecture 3 Close Reading**    **Week 6: Wuthering Heights Lecture 4 Close Reading**  **Week7: Wuthering Heights Lecture 5 Close Reading**  **Week 8: Wuthering Heights Lecture 6 Close Reading**    **Week 9: Wuthering Heights Lecture 7 Close Reading**  **Week10: Wuthering Heights Lecture 8 Close Reading**  **Character Analyses**  **Week 11: Wuthering Heights Lecture 9 Close Reading**  **Week 12: Wuthering Heights Lecture 9 Close Reading**  **Week 13: Wuthering Heights Lecture 10 Close Reading**  **Week 14: Wuthering Heights Lecture 11 Close Reading**  **Week 15: Exam**  **Week 16 Lecture Victorian Social Reforms and Cultural Values**  **Week17:**  **Hard Times Lecture 1 Book Summary and Critical Appreciation**  **Week 18: Hard Times Lecture 2 Close Reading**  **Week19: Hard Times Lecture 3 Close Reading**    **Week 20: Lecture 4Close Reading**  **Week21: Lecture 5 Close Hard Times Reading**  **Week 22: Hard Times Lecture 6 Close Reading**    **Week23: Hard Times Lecture 7 Close Reading**  **Week24: Hard Times Lecture 8 Close Reading**  **Character Analyses**  **Week 25: Hard Times Lecture 9 Close Reading**  **Week 26: Hard Times Lecture 9 Close Reading**  **Week 27: HardTimes Lecture 10 Close Reading**  **Week 28: Hard Times Lecture 11 Close Reading**  **Week 29: Hard Times Lecture 11 Close Reading**  **Week 30: Exam** | | **Class reading**  **Textual**  **Analyses**  **presentations** | **Oral and**  **Written**  **Exams** |
| 1. **Course Evaluation** | | | | | | | | |
| **Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports** | | | | | | | | |
| 1. **Learning and Teaching Resources** | | | | | | | | |
| **Required textbooks (curricular books, if any)** | | | | | | **Novels Textbooks:**  **Wuthering Heights by Emile Bronte**  **Hard Times by Charles Dickens** | | |
| **Main references (sources)** | | | | | | **Victorian Novel (General Critical Studies)**  **• Nancy Armstrong, Desire and Domestic Fiction: A Political History of the Novel (1987)**  **Nina Auerbach, Communities of Women: An Idea In Fiction (1978)**  **Nina Auerbach, Woman and the Demon: The Life of A Victorian Myth (198**  **Ian Baucom, Out of Place: Englishness, Empire, and the Locations of Identity (Princeton: Princeton UP, 1999)Gillian Beer, Darwin's Plots: Evolutionary Narrative in Darwin, George Eliot, and Nineteenth-Century Fiction (1983)** | | |
| **Recommended books and references (scientific journals, reports...)** | | | | | | **Robin Gilmour The Novel in the Victorian Age (1986)** | | |
| **Electronic References, Websites** | | | | | | * [The Brontë Sisters Web](http://www.lang.nagoya-u.ac.jp/~matsuoka/Bronte.html) (The most comprehensive list of web resources for studying Brontë . Maintained by Mitsuharu Matsuoka, Nagoya University, Japan.) * [Emily Bronte on the Victorian Web](http://www.stg.brown.edu/projects/hypertext/landow/victorian/bronte/ebronte/ebronteov.html) (The Emily Brontë Page of George Landow's site at Brown) * [An Emily Bronte Chronology](http://www.lang.nagoya-u.ac.jp/~matsuoka/Bronte-Emily-Chro.html) (From Richard Benvenuto,*Emily Bronte* [Boston: Twayne Publishers, 1982] - on Mitsuharu Matsuoka's Brontë  Sisters page) * Charles Dickens Fictional Realism | | |