

# Anoka-Ramsey Community College

## ENGL 2225: British Literature Since 1800

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 06 - Humanities/Fine Arts

(MnTC Goal 6)

Recommended Skills, Abilities, or Coursework: Successful completion of ENGL 1120/1121

Introduces major British authors from the 19th century to today. Readings and discussions will focus on the cultural and historical significance of the literature. Students will analyze, interpret, and evaluate the literary works.

### B. COURSE EFFECTIVE DATES: 06/01/1998 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. The study of various forms of literature
2. A brief overview of the times (religious, philosophical, political) during which the literature was written
3. Literary elements and devices as they are used in the literary genres
4. Critical and/or affective writing in response to works of literature
5. Critical approaches to literature (may include, but not be limited to, reader-response, feminist, biographical, historical, psychological, deconstruction, archetypal, and new criticism)
6. Interpreting and evaluating literature, and developing support for these interpretations and evaluations
7. Examine the new styles of writing and changes taking place in the Romantic, Victorian, and Modern Age of Great Britain
8. Learning about the historical events of the Eighteenth, Nineteenth, and Twentieth Century Great Britain
9. Authors covered may include some of all of the following: Blake, Burns, Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning(s), Arnold, Rosetti, Morris, Carlyle, Darwin, Hopkins, Henley, Dowson, Hardy, Housman, Conrad, Yeats, Owen, Spender, Woolf, Huxley, Orwell, Lawrence, and T. S. Eliot
10. Recognizing the role of fiction, creative non-fiction, drama, and poetry as cultural, historical, political, and personal artifacts
11. Recognizing the role of literature as a cultural artifact that explains the behaviors and interactions among the people, values, and institutions of Britain since 1800
12. Viewing literature as historical documentation that can be used to investigate the societal behaviors and values of Britain since 1800

#### **D. LEARNING OUTCOMES (General)**

1. Use various writing techniques to analyze literature
2. Read with full comprehension, discuss with intelligence, and interpret with clarity British literature which is representative of the writings of the Romantic Period, Victorian Period, and the Modern Age
3. Expand their literary repertoires by reading, discussion, and response (as shown through class discussion, tests, quizzes, and writings)
4. Use literary terminology to describe the technical elements of the types of literature read for the course (short story, poetry, drama, novel, and essay)
5. Present - through activities such as group discussion, reading journals, response essays, and reviews - their personal interpretation and evaluation of selected works
6. Understand how the philosophies, religious ideas, and historical context influenced writing of the Romantics, Victorians, and the Modern Age authors
7. Recognize the differences in the values and ideas of Britain at this time (about Eighteenth, Nineteenth, and Twentieth Centuries) compared to present day American values and ideas
8. View literature as historical documentation that can be used to investigate the societal behaviors and values of Britain since the early 19th century
9. Investigate what British literature reveals about the influence of social institutions upon the culture
10. Use literature to identify and analyze how alternative social systems interacted with one another and impacted the culture in Britain since the early 19th century

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

Goal 06 - Humanities/Fine Arts

1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Understand those works as expressions of individual and human values within an historical and social context.
3. Respond critically to works in the arts and humanities.
4. Articulate an informed personal reaction to works in the arts and humanities.

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted