THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	:	Bachelor of Education (Honours) (English Language)
Programme QF Level	:	5
Course Title	:	Literature in Context I: 1789-1914
Course Code	:	LIT2048
Department	:	Department of Literature and Cultural Studies (LCS)
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course places English language poetry, fiction, and drama into a particular cultural context, one especially important to the history of English literature and to the history of the world: Great Britain during the "long" nineteenth century. The course will explore elements of British culture during Britain's period of greatest global influence, from its ambivalent reception of the French Revolution, through its industrialization, to the seismic changes in social structure that arrived at the outset of the twentieth century. This course will explore how literary texts represented this distinctive and transformational historical period. Students will learn to read literary texts against a backdrop of social change and will understand the ways in which literary movements reflect changing historical conditions. In particular, the course will show students how to think about literary periodization, including the notions of Romanticism, Victorianism, and Modernism. Finally, students will discuss how we may learn from texts written within a specific context while also understanding how to learn from them in the here and now.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO$_1$ Show an ability to relate the representation of human experience to its culture and circumstances of origin;

CILO$_2$ Show an understanding of the range of variables in the culture and circumstances of writing; and

CILO$_3$ Show an ability to discuss literary technique in the context of historical and geographical origins.

3. Course Intended Language Learning Outcomes (CILLOs)

Upon completion of this course, students will be able to:

CILLO$_1$ Write thoughtful literary analyses using appropriate terminology and conventions.

4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
Analysis of literary works in terms of specific forms and techniques.	*CILO$_{1,2,3}$*	Lecture, seminar, group work, readings
Responses to literary representations of historical events: the French Revolution, the process of industrialization, imperialism, the women's movement, the emergence of modern technologies and media	*CILO$_{2,3}$*	Lecture, seminar, group work, readings

Analysis of literature as a means of social critique.	$CILO_3$ $CILLO_1$	Lecture, seminar, group work, readings
Exploration of the relationships between literature and society.	$CILO_{1,3}$ $CILLO_1$ (etc.)	Lecture, seminar, group work, readings

5. **Assessment**

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Individual Essay. Students will take one or two works discussed in the course and analyze them in relation to specific historical events of their time and place of origin. The essay must relate literary technique to historical circumstances. (1,800 words).	60%	$CILO_{1,2,3}$ $CILLO_1$
(b) Group project in variable format.	25%	$CILO_{1,2,3}$
(c) Class participation through informal formative assessments (such as reading responses, journal entries and quizzes) which will be collected and cumulatively assessed.	15%	$CILO_{1,2,3}$ $CILLO_1$ (etc.)

6. **Use of Generative AI in Course Assessments**
Please select one option only that applies to this course:

☐ *Not Permitted*: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ *Permitted*: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

7. **Required Text(s)**

Texts for this course will be provided.

8. **Recommended Readings**

Brown, D. (2001). *Romanticism*. London: Phaidon.
Eagleton, T. (2007). *How to Read a Poem*. Blackwell.
Gupta, Suman (2005). *A Twentieth-Century Literature Reader: Texts and Debates*. London: Routledge.
Longley, E., ed, (2000). *The Bloodaxe Book of Twentieth Century Poetry*. Tarset, Northumberland, U.K.: Bloodaxe Books.

Lunsford, Andrea A. (2005). *The Everyday Writer*, 3rd Edition, Bedford/St. Martin's.

Marcus, L. and Nicholls, P. (2004). *The Cambridge History of Twentieth-Century English Literature.* Cambridge: Cambridge University Press.

Moran, M. (2006). *Victorian literature and culture*. London: Continuum.

Ruston, S. (2007). *Romanticism*. London ; New York, NY: Continuum.

Stringer, J. and Sutherland, J. eds. (1996). *The Oxford Companion to Twentieth-Century Literature in English.* Oxford: Oxford University Press.

Tate, T. (2010). *War Literature in the Twentieth Century*. US: Blackwell.

9. Related Web Resources

Romantics on the Web:
https://www2.bc.edu/james-wallace/romanlinks.html
Romanticism on the Internet:
http://www.orgs.miamioh.edu/update/url.htm
The Victorian Web:
http://www.victorianweb.org
The Poetry Foundation:
https://www.poetryfoundation.org

10. Related Journals

19: Interdisciplinary Studies in the Long Nineteenth Century
Journal of Modern Literature
MFS: Modern Fiction Studies
Nineteenth Century Literature
Studies in Romanticism
Victorian Studies

11. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5).   Students should familiarize themselves with the Policy.

12. Others

Nil

14 August 2025