

Common Course Outline for: ENGL 2127 Sherlock Holmes and The Victorian Age**A. Course Description**

1. Number of credits: 3 credits
2. Lecture hours per week: 3
Lab hours per week: None
3. Prerequisites: Eligibility for ENGC 1101 and READ 1106
4. Co-requisites: None
5. MnTC Goals: 2 (Critical Thinking) and 6 (Humanities and Fine Arts)

Students examine classic literary works of the Victorian era through the lens of the Sherlock Holmes series of detective stories, investigating key themes and concerns of the age—such as social class, the status of women and children, the role of science, and ethics—as they are represented in literature of the period.

B. Date Last Reviewed: April 2021**C. Outline of Major Content Areas**

1. A variety of Sherlock Holmes' stories as well as several major works from the Victorian period. Examples include *Wuthering Heights*, *Dracula*, *The Strange Case of Dr. Jekyll and Mr. Hyde*, *Great Expectations*, *The Wonderful Adventures of Mrs. Seacole in Many Lands*, and *The Time Machine*.
2. Background on the Victorian era and relevant concerns of the age such as social class, the status of women and children, the role of science, and ethics
3. Literary devices (character and plot development, simile, metaphor, symbolism, irony, theme).
4. Major thematic issues germane to the Victorian era including but not limited to deductive reasoning, the gothic tradition, science fiction and the roots of steam punk aesthetics, class mobility, technological advances, and the rights of women.

D. Course Learning Outcomes

Upon successful completion of the course, the student will be able to:

1. Interpret and understand the scope and variety of Sherlock Holmes' stories and other Victorian literature as expressions of individual, socio-cultural, and human values within a historical and social context. (Goals 2b, d; 6a, b, c, e)
2. Respond critically to Sherlock Holmes' stories and other works of the Victorian era. (Goals 2b, c, d; 6a, c, e)
3. Articulate an informed personal response to Sherlock Holmes' stories, other Victorian works, and the ways in which literature informs us about ourselves, other people, other places, and other times. (Goals 2b, c, d; 6a, c, e)
4. Examine a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings to works of the Victorian era. (Goals 2b, c, d)

5. Articulate the value assumptions and possible bias which underlie and affect interpretations, analyses, and evaluations of works of the Victorian era. (Goals 2b, c, d; 6a, c, e)
6. Analyze how authors of the Victorian period use literary devices such as simile, metaphor, symbolism and irony. (6a, c, e)
7. Critically interpret literary works from the Victorian period, supporting interpretations with specific textual evidence. (Goals 2b, c, d; 6a, c, e)

E. Methods for Assessing Student Learning

1. Tests/final test
2. Short-answer quizzes
3. Analytical essays
4. Journals
5. Collaborative Projects

F. Special Information: None