Spring 1-15-2007

ENG 3807-001: Victorian Literature

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This section of Eng 3807 will attempt to place Victorian literature in a wider cultural and social context. We will examine several works of nonfictional prose and fiction to see how the Victorians perceived their world. We will also read works written in the early 1830s before Queen Victoria ascended the throne in 1837. Queen Victoria's reign ended with her death in 1901. Prerequisite: Eng 1002C.

This course will not be conducted as a lecture course. Since it is not a correspondence course, it requires your presence in the classroom and a lot of your participation in all aspects of the course. I believe in active learning. One learns more when one is actively involved in the learning process.

TEXTS:

Altick, Richard. Victorian People and Ideas
Mundhenk, Rosemary, ed. Victorian Prose: An Anthology (VP)
Dickens, Charles. Hard Times (Norton 2nd ed.)
Gissing, George. The Odd Women (Broadview)
Rossi, Alice, ed. John Stuart Mill and Harriet Taylor Mill: Essays on Sex Equality
Nightingale, Florence. Cassandra

ATTENDANCE AND PARTICIPATION: Regular attendance and active participation are required. According to the 2006-2007 catalog,

Students are expected to attend class meetings as scheduled. When an absence does occur, the student is responsible for the material covered during the absence (emphasis added). When possible, the student should notify the instructor in advance of an anticipated absence.

Instructors will grant make-up privileges (when make-up is possible) to students for properly verified absences due to illness, emergency, or participation in an official University activity; and such absences will not militate against students in classes in which attendance is used directly in determining final grades (emphasis added). It is the student's responsibility to initiate plans for make-up work and to complete it promptly. If in the instructor's judgment the duration or number of absences renders make-up unfeasible, the instructor may contact the
Vice President for Student Affairs and the Department Chairperson to determine an appropriate action. (55)

In addition, the 2006-2007 catalog includes the following sentences regarding absences: "If a student establishes a record or pattern of absences of concern to the instructor, the instructor may ask of the Vice President for Student Affairs that inquiries concerning the absences be made. The Vice President for Student Affairs also serves as the University contact person when catastrophic events result in extended student absences" (55).

Unless you have received my consent prior to your absence and you are able to provide me with documented evidence showing that your absence is legitimate and excusable, you are not allowed to make up tests, graded in-class exercises and/or quizzes.

**Excused Absences:** Every excused absence (i.e., an official university activity, emergency or medical illness) must be supported by written evidence from a proper authority, which you will show me upon your return to class. If you are to take part in an official university activity, you must also give me in advance a letter explaining the purpose and date of your anticipated absence.

If you have an emergency or if you are sick, you or someone you know must e-mail me at dsuksang@eiu.edu or call me at home (348-0479) or at work (581-6986) BEFORE class begins on the day of your absence. If you cannot reach me, you can leave a message on my e-mail and voice mail at work (581-6986) BEFORE class begins on the day of your absence. I will check my voice mail before going to class. You must also provide me with documented evidence supporting your absence upon your return.

A phone notification or an in-class personal notification is appreciated, but it is not considered an automatically legitimate excuse. Remember it is your responsibility to contact either your classmates or me to find out what you have missed and/or if there have been any changes made on the original syllabus during your absence.

**If you have more than 4 unexcused absences, 5 points per unexcused absence will be deducted from your total score at the end of the semester before I convert it to a percentage. After your second unexcused absence, you must see me to discuss your performance in the class. Don’t forget to sign your name on the attendance sheet that I will pass around at the beginning of each class period.**

It is very important that you participate actively and seriously in your own learning process and in all class activities. Remember that nobody knows everything and that everybody has something valuable to offer.

**COURSE REQUIREMENTS:** There is a lot of material to cover in one semester. Therefore, you have to be willing to work hard. If not, this course will be a heavy burden and you are not going to enjoy it. Whenever you start to hate all the work that you have to do in this course or any aspect of the course, you should reconsider whether or not you want to be in this class. Your negative attitude/feelings will definitely prevent you from learning and from wanting to contribute positively to your classmates’ learning experience.
1. You are required to use the MLA style of documentation and citation. You are expected to consult the *MLA Handbook for Writers of Research Papers*.

2. You are expected to prepare for each class by reading the assigned text(s) carefully and to participate in class discussion. For each class, whenever possible, you will work in small groups on the assigned reading selection(s). Each group will spend the first 15 minutes discussing the assigned selection. Then each group will share with the class its members' comments and observations about the assigned selection. This activity can be meaningful and enjoyable if you take it seriously.

3. **Reading Responses (60 points—30 points each):** You will also write 2 substantial responses only to nonfictional prose selections. This assignment is to help you become more involved in the reading of the text. In each response you are expected to discuss what each author has to say thoroughly, how he/she is present his/her points, what you have learned from reading the text, what you like or dislike about it, what you find significant and/or interesting, and how the reading has enlightened you on the author and/or the Victorian period in general. You can also relate the reading to other authors' ideas. Feel free to include any observations or comments about the reading.

*There are 10 responses. Do not wait until the last minute to write your responses. If you wait too long, it may be too late. I will not accept any more responses after Response#10. It is your responsibility to get your work done on time.*

Each response should be **at least 650 words** long; it can, and should, be longer. **Quantity and quality usually go hand in hand.** Your response must be typed and double-spaced. You may choose to write on reading assignments for any day of the week and turn in your response on the day the chosen reading assignment is due. I will collect all responses at the beginning of the class period. For example, if you choose to respond to the reading selections assigned for Monday, you must turn in your response at the beginning of that Monday class. **You must respond to all the selections assigned for the day that you have chosen. If you respond to half of the assignment, then you are entitled to only up to half of the total score.** I will not accept late responses. If you cannot come to class, you must arrange to have someone turn in your response to me personally before or at the beginning of the period. **I will not be responsible for responses placed in my mailbox. They must be given to me personally.** You can also turn them in to me ahead of time. I will accept late responses only if your absences are caused by "illness, emergency, or participation in an official University activity"; however, each time you must show me legitimate evidence from a proper authority upon turning in your response.

**Computer/Printer Problems:** If your printer does not work, you must e-mail your response to me BEFORE class, not after class. I will not accept a response submitted after class. If your computer does not work, you can turn in a handwritten response. You cannot use a broken computer or printer as an excuse for not turning in your response on time.
**Evaluation:** Each response is worth 30 points. Your grade is based on the quantity and quality of your response. If your response to all the assigned selections meets the length requirement, covers the assigned reading selections somewhat adequately, but is generalized or unengaged, you will receive approximately 21 points (70%). You will receive fewer points if your response is deemed inadequate. If your response addresses only half of the reading assignment, you will receive only up to half of the total score. You will receive more than 21 points if your response not only meets or exceeds the required length but also shows that you have presented each reading selection thoroughly, paid close attention to textual details, and responded to those details critically and analytically. You must respond to all the items listed for the day you have chosen unless I indicate differently.

*If you are not happy with the grades you have received on both of the responses, you may write more responses and choose the two best grades.*

4. **Presentations and Class Discussion (40 points):** To become more actively involved in your learning, you will lead class discussion on a portion of a novel or an essay listed on the syllabus (20 points) individually and give oral presentations individually and as a group. On both the midterm and final exams I can ask you about all the information presented in class. As a group, you will present a summary of chapters in Altick's *Victorian People and Ideas* (20 points).

*You will sign up to lead class discussion on a portion of a novel or an essay. You are to prepare at least 10 questions to ask the class and give me your list of questions (5 points) before you begin class discussion.* If you don’t give me your list of questions, 5 points will be deducted from the 20 points allocated for this assignment. Your questions should not be simple yes/no questions. You are not to summarize the text as your classmates are supposed to have read the text.

**If you are absent on the day when you are to lead class discussion without my permission or a legitimate excuse supported by documented evidence, you will receive zero (0) for this activity.**

If you have an emergency or if you are sick, you must call me or e-mail me before your scheduled class discussion so that you can sign up for a different day.

If you change your mind about the day you have chosen, you must also let me know and choose a different day before your originally scheduled class discussion. If you do not let me know before your scheduled class discussion, 5 points will be deducted from the 20 points allocated for this assignment.

5. To sharpen your critical and analytical skills, you will write 2 papers. Each paper is at least 1,250 words long (5 typed, double-spaced pages, 250 per page). You must turn in at least one draft and a "final" copy of your essay. Your draft(s) must show some evidence of your attempt to revise. Giving me two copies of the same draft does not mean that you have fulfilled this requirement. If you turn in only one draft or two copies of the same draft, I will deduct 5 points from whatever you get on the paper.

*Conferences are mandatory. I will schedule an individual conference with you so that I can look over your rough draft with you.*
Type the phrase "Final Copy" on the first page of your "final" copy, and number all the pages except the first one.

Paper #1 (100 points) focuses on contemporary views on various issues between 1830-1901. For this paper you are to look up 2 articles on the same broad issue, by different authors, in one or two of the following nineteenth-century periodicals: Macmillan's Magazine (AP 4.M2, Microfilm V. 1 [1859] - V.92 [1905]), Fraser's Magazine (AP4 .F8, Microfiche, V.1 [1830] - V.80 [1869], N.S. V.1 [1870]-V.26 [1882]), and Blackwood's Edinburgh Magazine (AP4 .B6, Microfilm, V.1 [1817]-V. 171 [1902]). Your articles can be from one periodical or two periodicals. You will formulate your own thesis based on your reading of the articles and coherently present the debate or discussion on the topic by the authors of the articles. You are expected to present each article thoroughly and accurately. Use The Wellesley Index to Victorian Periodicals (Z 2005 H6) to find a topic that you consider interesting and to locate articles you want to use. There are many articles you can use. Here are some of the topics you may want to consider: education, science, the woman question, suffrage, poverty, religion, art, work, social and economic issues, medicine, etc. You must not use a review essay. The articles you choose must directly address the issue that you have chosen.

Before or on 2 February you must show me the articles you have chosen to get my approval. I will not accept your paper if your articles have not been approved by me.

This paper should be at least 1,250 words long (5 double-spaced, typed pages, 250 words per page). It can be longer. You must include 2 articles in your "Works Cited" section at the end of your essay. If you forget to include a “Works Cited” section at the end of your essay, 5 points will be deducted from whatever you get on the paper.

You are required to include at least 4 direct quotes. You must also introduce and document them properly. If you do not include 4 quotes, 2 points per quote will be deducted from whatever you get on the paper.

You must also turn in the articles along with your paper. I will not accept your paper until you turn in the articles.

You are allowed to revise Paper#1 and will get up to 10 more points.

Paper #2 (100 points) is a comparative/contrastive analysis of two characters from two of the novels that we read in this class. This paper is also at least 1,250 words long. You are not asked to use outside sources. If you do, you must use them properly and honestly. You must also show me those outside sources and turn them in along with your paper. If you do not turn them in with your paper, I will not accept your paper. Do not risk failing the course by committing intentional or unintentional plagiarism. I will report such an act to the Judicial Affairs Office. Be honest and respect yourself as well as others.

There will be a midterm and a comprehensive final.
*In order to receive a passing grade you must fulfill all course requirements.

**LATE PAPERS:** Each paper must be turned in on time unless you have received my prior consent to turn it in later. I will accept late papers also in cases of severe illness, official university activity and other urgent reasons upon presentation of a valid excuse issued by a proper authority.

**PLAGIARISM:** Plagiarism, intentional or unintentional, is a serious academic offense and will not be tolerated. If I discover plagiarism in your reading response or formal papers, you will receive an F for the course. I will also report such an act to the Judicial Affairs Office. Therefore, please don’t do it! Please refer to the "Academic Integrity Standards At Eastern" handout.

To help you avoid plagiarism, I will talk to you about how to use outside sources properly. I am also ready to help you whenever you have any questions about how to deal with your sources. It is perfectly legitimate for you to use other people’s words, phrases, or ideas, but you MUST ACKNOWLEDGE your sources by putting quotation marks around the words or phrases that belong to another author and properly documenting them. Your quotes, summaries, and paraphrases must be properly introduced and documented. You should be honest and have self-respect as well as respect for others. Do not cheat yourself out of the valuable learning experience that you can get from doing your assignments honestly yourself.

The Department's statement on plagiarism: "Any teacher who discovers an act of plagiarism—'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one’s original work' (Random House Dictionary of the English Language) --has the right and the responsibility to impose upon the guilty student an appropriate penalty up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others [encompasses] all formats, including print, electronic, and oral sources."

**GRADING POLICY:**

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Responses (30x2)</td>
<td>60</td>
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<tr>
<td>Paper on Victorian society (1250 words long)</td>
<td>100</td>
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<tr>
<td>Paper on characters (1250 words long)</td>
<td>100</td>
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<tr>
<td>Midterm</td>
<td>100</td>
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<td>Final</td>
<td>100</td>
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<tr>
<td>Oral presentations/class discussion on a novel</td>
<td>40</td>
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<td>Total</td>
<td>500</td>
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Your final grade is based on the number of points you have accumulated. Here is the grading scale for this course:

- 90-100% A
- 80-89% B
- 70-79% C
- 60-69% D
- Below 60% F

*If you choose to remain in this class, I assume that you accept my policies on attendance and plagiarism as well as course requirements.

*If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

I encourage you to talk to me anytime. I believe in openness; feel free to discuss any problems with me so that we can solve them together. Please remember that I am ready to help and to talk with you. Come by my office (3335/314 Ich) during the office hours, or make an appointment with me after class, or call me to set up a time that is convenient for you. I look forward to getting to know you, learning from you and working with you. I hope that you are eager to learn and take an active part in your own learning process. Remember that nobody knows everything and that everybody has something valuable to offer.

Eng 3807: 1 Syllabus (Spring 2007) This syllabus may need to be adjusted at times. If you are not in class, make sure you find out if there have been any changes.

Week #1
M Jan 8 Introduction
As a way of getting to know you, I'd like you to write me a letter introducing yourself. You can talk about what you would like to get out of this course, what you can contribute, and what makes you nervous about the class. Feel free to tell me anything about yourself. Also, please include your thoughts on what you need to do to succeed in this class.

W Jan 10 A review on how to quote and document
*Work in small groups on background presentations
Each group is responsible for presenting information in Victorian People and Ideas. Group 1: Chapters I & II; Group 2: Chapter III; Group 3: Chapter IV; Group 4: Chapter V; Group 5: Chapter VI; Group 6: Chapter VII; Group 7: Chapters VIII. Each group must also prepare a summary handout (up to 2 typed, single-spaced pages--use narrow margins and small print) of the information contained in its assigned portion. Give me the original so that I can make copies for the class. You can give it to me before or after your presentation. Everyone is expected to read the text. The background information will be part of the midterm exam.

F Jan 12 Library tour
Please go to the E-Classroom Room #4450 on the 4000 level of the library. Karen Whistler will teach you how to search the Wellesley Index. It is important that you attend this session.
Week #2
M Jan 15  Dr. King's Birthday--No class
W Jan 17  Read and discuss Queen Victoria's "Journal Entry on the Great Exhibition, 1851" (Victorian Prose VP--267-269) Background information: **Group 1** (Chapters I & II)
F Jan 19  Background information: **Group 2** (Chapter III) & **Group 3** (Chapter IV)

Week #3
M Jan 22  Read and discuss John Stuart Mill's "The Spirit of the Age" (Jan 1831) and Thomas Carlyle's "Characteristics" (Dec 1831)--**Response #1**
W Jan 24  Background information: **Group 4** (Chapter V) and **Group 5** (Chapter VI)
F Jan 26  Background information: **Group 6** (Chapter VII) & **Group 7** (Chapter VIII)

Week #4
*You must show me your articles for Paper#1 by Friday, 2 February to get my approval.*
M Jan 29  Read and discuss Thomas Macaulay's "Southery's Colloquies" (Jan 1830)--(Victorian Prose (VP) 59-69) and Herbert Spencer's "Progress: Its Law and Cause" (1857)--(VP 295-303)--**Response #2**
W Jan 31  Read and discuss Thomas Carlyle's Past and Present (1843--VP Introductory notes 28-29): Book III "The Modern Worker" Chapter II "Gospel of Mammonism" (39-41), Chapter XIII "Democracy" (42-46); Book IV "Horoscope" Chapter IV "Captains of Industry" (47-51)--**Response #3**
**F Feb 2** Read and discuss James Phillips Kay-Shuttleworth's "The Moral and Physical Condition of the Working Classes Employed in the Cotton Manufacture in Manchester" (1832)—(VP 107-113) and Henry Mayhew's "Labour and the Poor" (1849-50)—(VP 189-197)--**Response #4**

Week#5  **Conferences on Paper#1 begin this week. You can also schedule a conference with me anytime before this week.**
M Feb 5  Read and discuss John Henry Newman's The Idea of a University (1852)--Discourse V "Knowledge Its Own End" and Discourse VI “Knowledge in Relation to Learning” (handout)--**Response #5**
W Feb 7  Read and discuss Thomas H. Huxley's "Science and Culture" ((1880) (VP 359-364) and Matthew Arnold's "Literature and Science" (1882) (VP 349-357)--**Response #6**
F Feb 9  Read and discuss John Ruskin's "Of Queens' Gardens" (1864) (VP 259-265) and Sarah Stickney Ellis's The Women of England. Their Social Duties, and Domestic Habits (1839) (VP 53-57), and --**Response #7**
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<th>Week#6</th>
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<tr>
<td>M Feb 12</td>
<td>Read and discuss Florence Nightingale's <em>Cassandra</em> (1852)</td>
<td><strong>Response #8</strong></td>
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<td>W Feb 14</td>
<td>Read and discuss <em>Early Essays on Marriage and Divorce</em> (1831-32) -- Mill's essay (67-84) and Harriet's essay (84-87); and Caroline Norton's &quot;A Letter to the Queen on Lord Chancellor Cranworth's Marriage and Divorce Bill&quot; (1855) (VP 143-155)</td>
<td><strong>Response #9</strong></td>
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<td>F Feb 18</td>
<td>Lincoln's Birthday -- No Class</td>
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<th>Week#7</th>
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<td>M Feb 19</td>
<td>Read and discuss Barbara Leigh Smith Bodichon's <em>Reason for the Enfranchisement of Women</em> (1866) (VP 377-384) and John Stuart Mill's <em>The Subjection of Women</em> (1869) (VP 121-131), and Mary Arnold [Mrs. Humphry ] Ward's &quot;An Appeal Against Female Suffrage&quot; (1889) (VP 417-422)</td>
<td><strong>Response #10</strong></td>
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<td>W Feb 21</td>
<td>Presentations on Paper #1</td>
<td>(You can turn your paper in right after your presentation.)</td>
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<td>F Feb 23</td>
<td>Presentations on Paper #1</td>
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I will talk about the mid-term exam.

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<th>Week#8</th>
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<tr>
<td>M Feb 26</td>
<td>Mid-term exam</td>
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<tr>
<td>W Feb 28</td>
<td>Presentations on Paper #1</td>
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<td>F Mar 2</td>
<td>Presentations on Paper #1</td>
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<th>Week#9</th>
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<tr>
<td>M Mar 5</td>
<td>Presentations on Paper #1</td>
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<td>W Mar 9</td>
<td>Read and discuss Charlotte Brontë's <em>Jane Eyre</em> (1847) -- Chapters 1-11 (5-92)</td>
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<td>F Mar 11</td>
<td>Read and discuss <em>Jane Eyre</em> -- Chapters 12-20 (92-187)</td>
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**Paper #1 Due in class or by 12:30 p.m. in my office** -- This paper is based on 2 articles from nineteenth-century periodicals. You can also turn it in right after your presentation.

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<tr>
<th>Week#10</th>
<th>SPRING BREAK--MARCH 12-16</th>
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<th>Week#11</th>
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<td>M Mar 19</td>
<td>Read and discuss <em>Jane Eyre</em> -- Chapters 21-28 (187-288)</td>
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<tr>
<td>W Mar 21</td>
<td>Read and discuss <em>Jane Eyre</em> -- Chapters 29-38 (288-385)</td>
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<tr>
<td>F Mar 24</td>
<td>Discuss <em>Jane Eyre</em> as a whole.</td>
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Read and discuss Charles Dickens's *Hard Times* (1854--7-110).
Read and discuss *Hard Times* (110-219).
Discuss *Hard Times* as a whole.

**Week#13**
M Apr 2 Read and discuss George Eliot's *The Mill on the Floss* (1860)--(Book First--7-110)
W Apr 4 Read and discuss *The Mill* (Books Second--111-159 and Third--161-220)
F Apr 6 Read and discuss *The Mill* (Books Fourth--221-240 and Fifth--241-292)

*Your revision of Paper#1 is due today, 6 April, in class or in my office by 12:30 p.m. I will not accept late submissions.*

**Week#14**
M Apr 9 Read and discuss *The Mill* (Book Sixth--293-389)
W Apr 11 Read and discuss *The Mill* (Book Seventh--391-423)
F Apr 13 Discuss *The Mill* as a whole.

**Week#15**
M Apr 16 Read and discuss *The Odd Women* (1899) Chapters 1-10 (31-125)
W Apr 18 Read and discuss *The Odd Women* (1899) Chapters 11-21(126-231)
F Apr 20 Read and discuss *The Odd Women* (1899) Chapters 22-31 (232-332)

**Week#16**
M Apr 23 Discuss *The Odd Women* as a whole.
W Apr 25 You will be asked to fill out the evaluation form, and I will tell you about the final exam.

*Paper#2 is due today in class or by 12:30 p.m. in my office. You can turn it in on Monday, 23 April or even earlier.* This paper is a comparative and/or contrastive analysis of two characters from two novels. You will get your paper back on the day of the final.

F Apr 27 Study for the final exam at home.

**Final:** Wednesday, 2 May: 10:15-12:15