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ENG 3807-001: Victorian Literature

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Course Description and Objectives: Victorian Literature surveys important British writers from the Victorian era. Art, music, science and social revolutions form an essential background for understanding the complicated and richly varied literature of this period. We will discuss not only important literature from these eras, but also cultural and historical events. We'll look at worker and labor rebellions, gender debates, education reform, and decadent texts from the era. Students will learn how to engage in close readings of texts, speak knowledgeably about authors and literary genres, and understand broad traditions in literature and how these traditions change over time.

Requirements: Students will complete challenging academic writing assignments. Students will read additional book selections independently and prepare written reports/projects and presentations. Students will take frequent reading quizzes. All students are expected to take reading notes on all assigned texts; I will collect notes for different day's readings at unannounced times. The moral here is ALWAYS BE PREPARED FOR CLASS. Students will be assigned to lead class discussion for different days during the semester.

Required Texts: Longman Anthology of British Literature (2b); Tennyson's poems; Aurora Leigh; Tom Brown's School Days; Mary Barton; The Mill on the Floss

Rewrite Policy: I accept no rewrites or late papers.

Extra Credit: For up to 20 points in extra credit (10 pts. per event), students may attend cultural events on campus. These include plays, concerts and literary readings. Students will submit (within 5 days of the event) a 2-page typed narrative describing the event and the student's response to the event. Use superior grammar and writing skills.

Attendance Policy and Student Responsibilities: Students are to complete all assignments on time, be present for classes, and participate in class discussions. For missed classes, students should consult with classmates about what occurred, borrow class notes, and ask me for copies of any handouts. Excessive, unexcused absences defined as 4 missed classes will result in a student's grade being dropped 5% (a 90% average would become an 85%, for example). 5 unexcused class hours results in a student's grade being dropped an additional 5% (a 90% average would become an 80%). Habitual lateness (tardies) will be counted as an absence. When a student has over three absences, that student must provide documentation at that time to demonstrate that all of the absences were excused or the student will be penalized as shown above. Even if a student can document appropriate reasons for missing numerous classes, at some point the student will have missed too many to receive a passing grade.

Papers: Papers must be computer generated: double spaced, a standard 1-inch margin, a heading on the top left corner of the essay's first page. The heading should say your name, the name of the assignment, and the date. Do not attempt to tinker with the font size or margins in order to fool the instructor into thinking your paper is the appropriate length. Such trickery will result in a lowered grade.
**Grading Policy:** I grade on a point system: each assignment is worth a certain number of points (essays are typically worth 50 to 100 points, quizzes and brief homework assignments are typically worth 10 to 20 points, examinations are typically worth 100 points). At the end of the semester, I add your total accumulated points and divide this number by the total number of points possible to figure out your percentage grade. These percentages correspond to number grades as follows:

- 90-100% A
- 80-90% B
- 70-80% C
- 60-70% D

**Course Accommodations for Students with Disabilities:** If you need certain accommodations because of a disability, or if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. If you are unable to reach my office, I will meet you in the first floor of Coleman Hall.

**Plagiarism and Academic Dishonesty:** Cheating in any form results in a zero grade for the assignment with no chance for make-up. Depending upon the severity and frequency of the cheating, I reserve the right to give the student who has cheated a failing grade (see FSC College Catalog for guidelines and procedures). Typical forms of cheating include (but are not limited to): copying someone else's work; copying work from the internet or other print sources; pretending to be sick in order to avoid a deadline; paraphrasing someone else's work; paraphrasing work from the internet or other print sources without acknowledgement; failing to identify the source of ideas and materials; and having another person do your work. **Submitting your own work for more than class is also a form of plagiarism:** you are misrepresenting material.

Learning how to write effectively is an essential life skill. This may be your last chance to have a trained writing professional carefully and conscientiously work with you on your writing. Don't screw it up. Learn how to write.

**Disclosure:** I reserve the right to alter the syllabus to meet the needs of the class.
Class Readings

Victorian Work and Social Upheavals
Week 1:
Jan 13 Introduction to class
Jan. 15 Parliamentary Papers (1053-54)  
Engels (1060)  
Mayhew (1068)
Jan. 17 Dickens, A Walk in a Workhouse (1405-09)  
Dickens, Hard Times (1057)  
Agnes Grey (1526)

Week 2: M.L.K. Day on Monday  
Victorian Time Line assignment is due
Jan. 22. Elizabeth Gaskell, Mary Barton  
Jan. 24 Elizabeth Gaskell, Mary Barton

Week 3:
Jan. 27 Elizabeth Gaskell, Mary Barton  
Jan. 29 Elizabeth Gaskell, Mary Barton  
Jan. 31. Elizabeth Gaskell, Mary Barton

Victorian Education and the Child
Week 4:
Feb. 3 Newman, Idea of a University (1527)  
Feb. 5 Huxley, Arnold, etc. Debates about Education  
Feb. 7 Hughes, Tom Brown's School Days

Week 5: (Feb. 14-Lincoln's Bday)  
Feb. 10 Hughes, Tom Brown's School Days  
Feb. 12 Hughes, Tom Brown's School Days

Week 6:
Feb. 17 Kipling, Just So tales  
Feb. 19 Lewis Carrol, Alice in Wonderland  
Feb. 21 Miscellaneous children's poems

Week 7:
Feb. 24 Alfred, Lord Tennyson, The Princess  
Feb. 26 Alfred, Lord Tennyson, The Princess  
Feb. 28 Edith Nesbitt, "Fortunatus Rex & Co"

Week 8: March 3, 5,  
Mar. 3 George Eliot, The Mill on the Floss/ Tennyson's In Memoriam  
Mar. 5 George Eliot, The Mill on the Floss/ Tennyson's In Memoriam  
Mar 7 George Eliot, The Mill on the Floss/ Tennyson's In Memoriam
Spring Break (March 10-14)

Week 9: March 17, 19, 21
   Mar. 17 The Mill on the Floss/ Tennyson's In Memoriam
   Mar. 19 The Mill on the Floss/ Tennyson's In Memoriam
   Mar. 21 MID TERM

Victorian Aesthetics and Decadence
Week 10: March 24, 26, 28
   Mar. 24 Matthew Arnold, "Function of Criticism . . ."/ Tennyson's In Memoriam . . .
   Mar. 26 Matthew Arnold, "Study of Poetry . . ."/ Tennyson "Lady of Shallott"
   Mar. 28 Robert Browning, "Andrea del Sarto" and "Fra Lippo Lippi"

Week 11: March 31, April 2, 4
   Mar 31 Elizabeth Barrett Browning, Aurora Leigh
   Apr 2 Elizabeth Barrett Browning, Aurora Leigh
   Apr. 4 Elizabeth Barrett Browning, Aurora Leigh

Week 12: April 7, 9, 11
   Apr. 7 Elizabeth Barrett Browning, Aurora Leigh; Walter Pater's Stones of Venice
   Apr. 9 Walter Pater, "Leonardo da Vinci" (1668); Browning, "My Last Duchess"
   Christina Rossetti, "In an Artist's Studio"; Michael Field, "La Giaconda"
   Apr. 11 Christina Rossetti, "Goblin Market."

Week 13: April 14, 16, 18
   Apr. 14 Tennyson, Idylls of the King
   Apr. 16 Robert Browning, "Childe Roland to the Dark Tower Came."
   Apr. 18 Oscar Wilde, "The Decay of Lying"

Week 14: April 21, 23, 25
   Apr. 21 Oscar Wilde, The Importance of Being Earnest
   Apr. 23 Oscar Wilde, The Importance of Being Earnest
   Apr. 25 Ada Levinson, "Suggestion"; H. Montgomery Hyde, "Trial of Oscar Wilde";
   Lord Alfred Douglas, miscellaneous poems.

Week 15:
   Apr. 28 Sir Arthur Conan Doyle, "A Scandal in Bohemia."
   Apr. 30 Gerard Manley Hopkins, poetry
   May 2 Catch-Up day.

FINAL
Class Discussion and Presentation-Essay Format

Each student will initiate class discussion of at least one text each semester. The student's presentation will last no more than five minutes and will contain the following parts:

1. Presentation of a critical article that analyzes the assigned text.
2. An activity or discussion question that will encourage the class to participate in discussion of the text.
3. A class handout that outlines the key elements of the secondary article.

Two to three weeks prior to his/her presentation date, each student will come to my office for a consultation. During the consultation, we will discuss and select an appropriate article to use for the presentation. All articles must come from a scholarly journal.

On the day of the presentation, the student will submit to me a two-three page essay-summary of the article that 1) identifies the article's key points 2) decides if the article is effective in proving or defending its key points and discusses its effective/ineffective elements and 3) responds to the article, based upon how the article helped the student to see the text differently. This essay-summary must be carefully written in mature, effective prose. Please label each part of the your essay as follows: Part I, Part II, Part III.

Please attach this check sheet to your two-three page summary of an article.

1. meeting with professor Y / N
2. appropriate article Y / N (please attach the article)
3. effective presentation Y / N
4. effective handout Y / N
5. effective activity Y / N
6. 2-3 page essay Y / N

Essay and Presentation grade: (Essay=50 points) (Presentation=25 points)