

ENL 3251: Victorian Literature

Instructor: Lisa Hager

Section: 6111

Times: T 5-6 (11:45-1:40)/ R 6 (12:50-1:40)

Classroom: TUR 2346

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Office: TUR 4413

Office Hours: After class and by appointment

Mailbox: TUR 4301

Class Website:

http://www.clas.ufl.edu/users/lhager/teaching/coursesteaching/2006spring/enl3251_6111/6111main.html

Course Description:

This course will seek to define the contours of Victorian literature – its obsessions, tensions, particulars, and world views. Since literature reveals the workings of culture, we shall endeavor to create an ongoing conversation on the nature of those workings as we piece together the conversation in which the work itself participates through both in-class discussions and weekly written responses. We will focus on a number of issues that were vitally important to the Victorians and continue to be debated in our own time such as the Woman Question, class conflicts, Crisis of Faith, and degeneracy/decadence.

The goal of this course is to encourage an understanding of each individual work within the larger context of English literature and, by doing so, learn how to read poetry, drama, and fiction critically. In order to communicate these interpretations, we will also focus on how to write about literature. Thus the goal in this endeavor is to construct essays that discuss these genres in a thoughtful, convincing, and effective manner.

Achievement of Course Objectives:

- Classroom explanations and discussions will guide you through the reading and writing assignments.
- Keep up with reading and writing assignments. The following books are available at Wild Iris Books (located at 802 West University Avenue): (in order of use in class)
 - Greenblatt, Stephen, Ed. *The Norton Anthology of English Literature*. 8th Ed. Volume E: The Victorian Age. 2006. ISBN: 0-393-92721-0
 - Braddon, Mary Elizabeth. *Aurora Floyd*. Eds. Richard Nemesvari & Lisa Surridge. Broadview Press, 1998. ISBN: 1-551-11123-3
 - Moore, Allan. *The League of Extraordinary Gentlemen*. Vol I. Graphic Novel Ed. Wildstorm, 2002. ISBN: 1-563-89858-6
 - Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed. New York: MLA, 2003. ISBN: 0-87352-986-3 (or some other grammar handbook that has a section an MLA style guide)
- Do all assignments before a class session begins (by class, you should have read the text selections listed on the syllabus for that day).
- Participate in class. Bring texts to class and take notes.

Grades:***Grade Breakdown:***

Exam One	20%
Exam Two	20%
Exam Three (objective part only)	10%
Periodical Research Paper	20%
Email Responses, Quizzes	20%
Class Participation	10%
	100%

Grading Scale:

A+	97 % and above
A	90 % and above
B+	87 % and above
B	80 % and above
C+	77 % and above
C	70 % and above
D+	66 % and above
D	60 % and above
E	0 % and above

Explanation of Letter Grades:

Here is the meaning behind the grades I assign to your papers (you should use the statements to determine how you might work toward a higher grade):

- A** You did what the assignment asked for at a high quality level, and your work shows originality and creativity. Work in this range shows all the qualities listed below for a B, but it also demonstrates that you took extra steps to be original or creative in developing content. Since careful editing and proofreading are essential in writing, papers in the A range must be free of typos and grammatical or mechanical errors.
- B** You did what the assignment asked of you at a high quality level. Work in this range needs revision; however, it is complete in content, is organized well, and shows special attention to style.
- C** You did what the assignment asked of you. Work in this range needs significant revision, but it is complete in content and the organization is logical. The style is straightforward but unremarkable.
- D** You did what the assignment asked of you at a poor quality level. Work in this range needs significant revision. The content is often incomplete and the organization is hard to discern. Attention to style is often nonexistent or chaotic.
- E** An E is usually reserved for people who do not do the work or do not come to class. However, if your work is shoddy and shows little understanding of the needs of the assignment, you will receive a failing grade.

Class Policies and Assignments:

Attendance:

Because class attendance is critical to your understanding of class material, you are allowed only **three** unexcused absences over the course of the semester. After three unexcused absences, your final grade average will be dropped three points for every day missed.

An absence due to illness or family crisis may be excused if properly documented to my satisfaction. In addition, if you participate in a university-sponsored event (music, theater, field trip, or athletics), you must provide me with documentation from an appropriate authority. Whether or not an absence is excused, you are responsible for contacting a classmate or me to find out what material you missed and any work that was assigned. If work is due in class on the day of the absences, the work is due in my mailbox by 4pm that day.

One or two tardies (arriving late in class or departing class early) will be excused if the reasons are acceptable and if there is valid documentation. Otherwise, tardiness is unacceptable because it is disruptive, and, beyond any excused tardies, class participation grade and overall grade will be affected (3 tardies = 1 absence).

Class Participation:

In addition to attending class, you are also expected to contribute to and participate in class discussions. Learning is not a solitary process, but one that necessarily involves others and I thus consider class participation a very important part of achieving this class's goals.

Because of the discussion nature of the class, I require that you turn your cell phones and pagers off. If you forget to turn it off and your phone rings, do not answer it. If you have a personal emergency and must keep your phone on one day, please discuss it with me before class.

Classroom Dynamics:

Because class participation relies heavily on individuals feeling comfortable expressing their opinions, you must always show respect for the diversity of opinions expressed in this class. You must also demonstrate respect for gender, racial, class, sexual orientation, and ethnic differences among your colleagues and instructor.

E-mail:

As I frequently send timely e-mails related to this course, you must be able to check your e-mail at least once per day to stay informed. If you are concerned that you may have missed or lost any important class e-mails, you can access an archive of all e-mails sent to the class list at <http://groups.google.com/group/enl3251>.

Quizzes:

If I think that the class is not doing the reading assignments, I will begin giving quizzes at the beginning of every class. If you are reading the texts as we progress through the semester, you should do fine. The quizzes will be pop-quizzes and will hence occur without warning.

Bulletin Board Participation:

At the beginning of the term, I will set up a class online bulletin board. Each student must post at least 5 original responses to an upcoming reading assignment and 5 follow-up responses to others' responses. While these posts need not be polished pieces of writing, I do expect a certain amount of critical thought. The idea here is raise issues about a particular reading or group of readings for the

class to think about before we discuss the texts in class. Responses will be graded out of ten, with a ten being equivalent to a check for completion. Each post will be no less than 200 words. Original posts are due thirty-six hours in advance of the discussion of a particular reading assignment, and responses to post are due twenty-four hours in advance. The bulletin board is online at <http://www.clas.ufl.edu/boards/s06-6111/>.

Exams:

We will have three exams throughout the semester. Each exam will include a take-home essay portion (see below) and an in-class portion. The in-class part of the exam will be made up of quotation identifications and short answer questions from the period being studied.

The third and final exam will have the usual identifications and short answers, but the essay for this exam will be a long term research project.

Essays:

Exam Essays

For the essay portion of the exam, I will give out several essay questions or prompts from which you may choose your topic. The questions will come from our class discussions of the readings, and the answers should use the texts from the class extensively. Before the first exam, we will go over some sample questions so that you have an idea of what they will be like and what I will be expecting. If you look at the schedule, below you will notice that each exam falls on a Tuesday. I will give out the questions that Thursday and the essay will be due on the following Tuesday of the exam. Exam Three will not have an essay portion

Each essay will be no less than 1,500 words (about 5 pages), typed and in MLA format.

Final Project

The final project will be an independent research project in which you will read an entire issue of a Victorian periodical and connect what's going on in the periodical to specific nineteenth-century issues, events etc. that we have been discussing throughout the semester in class. Be sure to look at the fiction, non-fiction, and advisements of the periodical for these connections.

For this paper, you will be required to use three outside secondary sources (we discuss how to find them later in the term). The final essay for this project should be 8-10 typed pages in MLA format.

Format:

All work is due at the beginning of class on the day it is due. All major essays should be typed on only one side of 8 ½" x 11" white paper, MLA format, stapled, and be in Times New Roman font. On days when drafts are due (workshop days), you must bring two copies of your paper to class. These copies should be clean, typed papers (the same format as the final draft) and already well edited by you. **I will not accept any papers that are not in this format.**

University and Departmental Policies

Accommodations for Students with Disabilities:

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Academic Honesty:

As a University of Florida student, your performance is governed by the UF Honor Code, available in its full form at http://www.reg.ufl.edu/01-02-catalog/student_life/. The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, multiple submissions, and misrepresentation, all defined in detail at <http://www.dso.ufl.edu/judicial/honestybrochure.htm>.

Plagiarism:

Plagiarism is a serious violation of the student academic honor code. You commit plagiarism when you present the ideas or words of someone else as your own. You commit plagiarism if you use (without crediting the source):

- Any part of another person's essay, speech, or ideas.
- Any part of an article in a magazine, journal, newspaper; any part of a book, encyclopedia, CD-ROM, online WWW page, etc.
- Any idea from another person or writer, even if you express that idea in your own words.

Important tip: There should never be a time when you copy and paste something from the Internet and do not provide the exact location from which it came.

All acts of willful plagiarism will result in failure of the assignment and will likely result in failure of the entire course.

Documenting Your Work:

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a re-submission of papers or a review of graded papers, it is the student's responsibility to have and make available this material.

Overview of Assignments:

These assignments are due in class on the dates indicated. There will be NO LATE assignments accepted. Also, there will be additional assignments and materials not indicated on this sheet (I will announce them in class), and **both this schedule and individual assignments are subject to change**. All readings are in the Norton anthology unless otherwise noted.

Week 1

T, Jan. 10 – Introduction to the course

R, Jan. 12 – Introduction and Timeline (979-1001); Appendices A59-72 (at the end of the anthology)

Week 2

T, Jan. 17 – Introduction to and Installments 1 and 2 of *Aurora Floyd*

R, Jan. 19 – “Industrialism: Progress or Decline?” (1556-1580)

Week 3

T, Jan. 24 – Thomas Carlyle’s Past and Present (1024-1032); Alfred, Lord Tennyson’s Ulysses (1109-1111; 1123-1124); Installment 3 of *Aurora Floyd*

R, Jan. 26 – EBB’s “Cry of the Children” (1077-1083); Charles Dickens’s “A Visit to Newgate” (1236-1247)

Week 4

T, Jan. 31 –John Ruskin selections (1317-1333); Selections from John Stuart Mill’s *On Liberty* (1043; 1051-60); Installment 4 of *Aurora Floyd*

R, Feb. 2 – Mathew Arnold selections (1374-1404); Robert Browning’s “Fra Lippo Lippi” (1248-1252;1271-1280)

Week 5

T, Feb. 7 – “The ‘Woman Question’: The Victorian Debate about Gender”; Selections from EBB’s *Aurora Leigh* (1092-1108); Installment 5 of *Aurora Floyd*

R, Feb. 9 – Selections from John Stuart Mill’s *The Subjection of Women* (1061-69); William Morris’s “The Defense of Guinevere”(1481-1490)

Week 6

T, Feb. 14 – Christina Rossetti’s “Goblin Market” and “No, Thank you, John”; George Eliot selections (1334-1354?)

R, Feb. 16 – **Exam One**

Week 7

T, Feb. 21 – **Essay One Due**; “Evolution” (1538-1555); Installments 6 and 7 of *Aurora Floyd*

R, Feb. 23 – “Empire and National Identity” (1607-1634); Rudyard Kipling “The White Man’s Burden” (1793; 1821-1822)

Week 8

T, Feb. 28 – Poems by Michael Field (1637-1641) and Mary Elizabeth Coleridge (1790-1792); Installments 8 of *Aurora Floyd*

R, March 2 – Robert Louis Stevenson’s *The Strange Case of Dr. Jekyll and Mr. Hyde* (1643-1686)

Week 9

T, March 7 – Acts 1 and 2 of G.B. Shaw's *Mrs. Warren's Profession* (1743-1790); Installment 9
of *Aurora Floyd*

R, March 9 – *Mrs. Warren's Profession* Acts 3 and 4

Week 10

T, March 14 – **Spring Break**

R, March 16 – **Spring Break**

Week 11

T, March 21 – Selections by Oscar Wilde (1864-1900); Installment 10 of *Aurora Floyd*

R, March 23 – **No Class - BWWC**

Week 12

T, March 28 – Allan Moore's *The League of Extraordinary Gentlemen*; **Essay Two Due**

R, March 30 – **Exam Two**

Week 13

T, April 4 – Periodical Presentations; Installment 11 of *Aurora Floyd*

R, April 6 – Periodical Presentations

Week 14

T, April 11 – Periodical Presentations; Installments 12 and 13 of *Aurora Floyd*

R, April 13 – Periodical Presentations

Week 15

T, April 18 – Periodical Presentations; *Aurora Floyd* Appendices

R, April 20 – Periodical Presentations

Week 16

T, April 25 – **Exam Three – Last Day of Class**

R, April 27 – **No Class (Reading Day)**

F, April 28 – **Periodical Papers Due to my mailbox (4301 Turlington) by 4 p.m.**