

Department of English & Writing Studies

English 3444E (001): Nineteenth-Century British Literature

Fall/Winter 2015-16

TC 303 ~ Monday 3:30-4:30 and Wednesday 3:30-5:30

<https://owl.uwo.ca/>

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Course Description

This course provides an introduction to Romantic and Victorian literature. The texts to be studied offer a representative sampling of some of the many generic modes employed during the nineteenth century, including poetry, the novel, expository prose, and drama. In studying these texts, we will attend both to their formal properties, their use of literary form, relationship to literary traditions, etc., and to the ways in which they reflect and interrogate the ideological currents of their age. To this end, we will be concerned with such themes as industrialization, revolution, democracy, class struggle, the debates between science and religion, evolution, degeneration, the role of the artist in society, the rise of the women's movement, and the controversies concerning sexuality and sexual orientation. Throughout our goal will not only be to enhance our understanding of these specific literary texts, but of the relationship of the nineteenth century to the present, to discover how it is that the values and beliefs we hold as particularly modern were formed and contested in the Romantic and Victorian periods.

Required TextsAusten, Jane. *Emma* (Broadview)Brontë, Charlotte. *Jane Eyre* (Broadview)Damrosch, David, et al. *The Longman Anthology of British Literature, Volume 2A: The Romantics and their Contemporaries* (5th ed., Longman)Damrosch, David, et al. *The Longman Anthology of British Literature, Volume 2B: The Victorian Age* (5th ed., Longman)

Assignments and Grade Distributions

Fall Term

Learning Cell: 10%

Short Essay (1500 words): 20%

Winter Term

Learning Cell: 10%

Research Essay (2500 words): 25%

Final Exam: 35%

Note: Students must pass both term work and the final examination in order to pass the course. Students who fail the final examination (regardless of their term mark) automatically fail the course.

Learning Cells

A learning cell is an assignment in which students get to develop their close reading and interpretative skills while benefiting from the insights of other students.

For each learning cell you will be assigned a specific passage of text to analyse. You will prepare, in advance, **two** questions that you believe are central to an understanding of the passage's themes, imagery, prosody or style. For **each** of these questions, you will provide two to three paragraph answers. These answers will be in proper essay form, with topic sentences, detailed exposition of specific passages (including quotations), and a conclusion. The total length for the assignment as a whole will vary, but three - four pages or 1000-1250 words is average.

On the day of the learning cell assignment you will bring your typed responses, including your name on the first page, to class. You will then be divided into groups of four to discuss your responses. Each member of the group should tell the others of one of his or her questions and briefly indicate the nature of his or her answer to that question; the rest of the group will then comment, providing other points of view or supplementary arguments. When the question seems exhausted, move onto the next person. If someone has a question that is similar to one already discussed, skip that one and move onto the next. Make sure everyone in the group has the opportunity to both present one or more of his or her questions and to comment on each of the other questions presented. The discussion should be as free and as creative as possible, allowing as much room for tangents, diverse opinions, and sustained verbal riffing as possible without wandering too far from the task of literary analysis of this specific text.

While the discussion is ongoing, you may make notes in the margins or the backs of the pages of your typed responses. Submit this annotated copy at the end of class. In grading the learning cell assignment, we will consider the following:

1. How well did you succeed in defining questions which are central to the interpretation of the text, and in responding to them?
2. How closely and carefully did you read the text? Have you simply paraphrased its overt content, or have you presented an interpretation of its underlying structure or patterns of meanings?
3. How clearly did you present your ideas? Were there many errors of grammar and style in your work?
4. Do the annotations made during the group work provide evidence that you have listened carefully to your peers, and used their comments to develop your theses?

Only those students who bring typed responses to the class for which the assignment is due, and who participate in the group sessions, may complete the assignment. Failure to attend the class, or to submit a typed response at the end of the class, will result in a grade of zero for the assignment unless the student receives academic accommodation from the counselling office of his or her home faculty.

Essays

The two essay assignments will be written according to standard essay style: double-spaced, 12 point font, and margins will be 1." A title-page is not necessary, but the first page must include the title of the essay, your name, the course number, the professor's name, teaching assistant's name, and the date.

Originality of argument, the ability to support the argument with reference to the primary text, rhetorical persuasiveness, syntax, grammar, spelling, and accurate bibliographic citation will *all* be factors in the grading of the essay.

All bibliographic notation will employ the MLA method of parenthetical notation and a works cited page. Please consult a standard style guide such as that found in Casson's *A Writers Handbook* or the *MLA Handbook for Writers of Research Papers*, which is available in the reference shelves of the D.B. Weldon Library. A good online guide to the MLA method can be found [here](#).

Essays will be submitted electronically through the owl site, and are due by 4:30 on the due date. Papers submitted late will be returned with a grade but no comments. Papers handed in late without prior permission will be deducted 2 per cent per day late, including weekends. Papers handed in after the assignment is returned will not normally be accepted.

Please keep at least one copy of each of your papers. Save each file on a usb key, external drive, or other form of back up media. Retain all returned, marked assignments until you receive your final grade for the course.

Academic Accommodation Policy

Students seeking academic accommodation for any missed tests, exams, participation components and/or assignments must apply to the Academic Counseling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. Documentation shall be submitted, as soon as possible, to the Office of the Dean of the student's Faculty of registration, together with a request for relief specifying the nature of the accommodation being requested. Documentation shall be submitted, as soon as possible, to the Office of the Dean of the student's Faculty of registration, together with a request for relief specifying the nature of the accommodation being requested. The Student Medical Certificate (SMC) can be found [here](#).

The full policy is set out [here](#).

Students who are in emotional/mental distress should refer to MentalHealth@Western for a complete list of options about how to obtain help.

Plagiarism

Plagiarism (the unacknowledged use of another person's work) is one of the most serious academic offences, since it involves fraud and misrepresentation. In plagiarizing, one is in effect claiming another person's words or ideas or data as one's own work, and thus misrepresenting material subject to academic evaluation. It is necessary, therefore, that plagiarism carry appropriate penalties. These are within the discretion of the Chair of Undergraduate Studies, but may include failure of a course or a grade of zero on an assignment, without the privilege of resubmitting it. The Department's policy on plagiarism is [here](#).

Plagiarism Checking: All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (<http://www.turnitin.com>).

Attendance

Attendance is mandatory and will be taken in each class. Chronic absences may result in a formal request to be debarred from taking the final exam, as set out in the Western Academic Calendar: "Any student who, in the opinion of the instructor, is absent too frequently from class . . . will be reported to the Dean (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean, the student will be debarred from taking the regular examination." Students, of course, who are debarred from taking the exam, automatically fail the course. If circumstances prevent you from attending class regularly for a period, please do let me know so that we can work out some alternative arrangement.

Email

Questions and concerns about the course may be communicated to the instructor by email. I will try to respond within one business day; email over the weekend will be returned the following Monday. Please note, however, that email is not the most ideal medium for the discussion of difficult conceptual material, such as is often the focus of queries regarding an English course. If you miss a class and would like to catch up, or are having difficulties with an assignment, please do consider seeing me during my office hours, or, if those times are not convenient, making an appointment to meet at some alternative time.

Electronic Devices

Please switch off cell phones and remove earbuds or ear phones during class. Laptop computers may be used for taking notes but not for web surfing, email, social networking or any other non-course related activity. Students who are found to be using their laptops for anything other than note taking will be asked to leave the class.

Fall Lecture and Reading Schedule

All selections marked *TRC* refer to Damrosch, David, et al. *The Longman Anthology of British Literature, Volume 2A: The Romantics and Their Contemporaries* (5th ed.).

September	14	Introduction
	16	Austen, <i>Emma</i>
	21	Austen, <i>Emma</i>
	23	Austen, <i>Emma</i>
	28	Austen, <i>Emma</i>
	30	Wordsworth, "Preface to <i>Lyrical Ballads</i> " (<i>TRC</i> 433-445)

October	5	Wordsworth, "Preface to <i>Lyrical Ballads</i> " (TRC 433-445); "Song ('She Dwelt Among th' Untrodden Ways')" (TRC 447)
	7	Wordsworth, "Lines Written a Few Miles Above Tintern Abbey" (TRC 429-33)
	12	Thanksgiving
	14	First Learning Cell: Wordsworth, "Poor Susan" (TRC 450)

	19	Coleridge, <i>Biographia Literaria</i> (TRC 684-96)
	21	Coleridge, <i>Biographia Literaria</i> (TRC 684-96); "The Eolian Harp" (TRC 626-28)
	26	Coleridge, "Kubla Khan" (TRC 699-71)
	28	Blake, "The Marriage of Heaven and Hell" (TRC 204-217)
November	2	Blake, "The Marriage of Heaven and Hell" (TRC 204-217)
	4	Burke, <i>Reflections on the Revolution in France</i> (TRC 113-122) Paine, <i>The Rights of Man</i> (TRC 131-38)
	9	Wollstonecraft, <i>A Vindication of the Rights of Women</i> (TRC 304-26)
	11	Wollstonecraft, <i>A Vindication of the Rights of Women</i> (TRC 304-26); Mary Prince, <i>The History of Mary Prince, A West Indian Slave</i> (TRC 239-44).
	16	Shelley, "A Defence of Poetry" (TRC 919-30)
	18	Shelley, "A Defence of Poetry" (TRC 919-30)
	23	Shelley, P.B. "Mont Blanc" (TRC 776-80)
	25	De Quincey, <i>Confessions of an English Opium Eater</i> (TRC 1115-45)
	30	De Quincey, <i>Confessions of an English Opium Eater</i> (TRC 1115-45)

December	2	Keats, “To George and Thomas Keats;” “La Belle Dame Sans Mercy” (TRC 1046-47; 1001—02)
	7	Keats, “Ode: To a Nightingale” (TRC 1006-1008)
	9	First Essay Due Review

Winter Lecture and Reading Schedule

N.B. All selections marked *TVA* refer to Damrosch, David, et al. *The Longman Anthology of British Literature, Volume 2B: The Victorian Age* (5th ed.).

January	4	Introduction to the Victorian Period; Arnold, “Stanzas from the Grande Chartreuse” (TVA 1567-72)
	6	Carlyle, “Past and Present” (TVA 1076-87)
	11	Carlyle, “Past and Present” (TVA 1076-87)
	13	Tennyson, “Ulysses” (TVA 1189-91)
	18	Tennyson, “The Lady of Shalott” (TVA 1181-85)
	20	Browning, “My Last Duchess” (TVA 1328-29)
	25	Browning, “Fra Lippo Lippi” (TVA 1347-55)
	27	Brontë, <i>Jane Eyre</i>
February	1	Second Learning Cell: Brontë, <i>Jane Eyre</i>
	3	Brontë, <i>Jane Eyre</i>
	8	Brontë, <i>Jane Eyre</i>
	10	The Pre-Raphaelite Brotherhood (images on owl)

	15	Family Day
	17	Reading Week
	22	Rossetti, D.G. "Jenny;" Rossetti, C. "In Artist's Studio" (TVA 1622-32; 1647)
	24	Rossetti, C. "Winter: My Secret;" "In Progress" (TVA 1649-50; 1664-65)
	29	Darwin, <i>On the Origin of Species</i> and <i>The Descent of Man</i> (TVA 1272-83)
March	2	Arnold, "Dover Beach" (TVA 1562)
	7	Stevenson, <i>The Strange Case of Dr Jekyll and Mr Hyde</i> (TVA 1780-1818)
	9	Stevenson, <i>The Strange Case of Dr Jekyll and Mr Hyde</i> (TVA 1780-1818)
	14	Pater, "The Renaissance" (TVA 1694-1700)
	16	Pater, "The Renaissance" (TVA 1694-1700)
	21	Wilde, "Symphony in Yellow;" Symons, "White Heliotrope" (TVA 1823; 1904)
	23	Wilde, <i>The Importance of Being Earnest</i> (TVA 1829-69)
	28	Wilde, <i>The Importance of Being Earnest</i> (TVA 1829-69)
	30	Doyle, "A Scandal in Bohemia" (TVA 1466-82)
April	4	"Michael Field," "La Gioconda;" "A Girl" (TVA 1896-97)
	6	Second Essay Due Review