

Department of English & Writing Studies

Nineteenth-Century British Literature
English 3444E (001)
Fall/Winter 2016-17

Instructor: Dr. Jo Devereux
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Location: Arts & Humanities Building 1B06

Date/Time: Monday 3:30pm-4:30pm,
Wednesday 3:30pm-5:30pm

Antirequisites: English 2321E, 2322F/G, 2323F/G, 2324E, 2325F/G and 2326F/G.

Prerequisites: At least 60% in 1.0 of English 1020E or 1022E or 1024E or 1035E or 1036E or both English 1027F/G and 1028F/G, or permission of the Department.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Description

This course provides an introduction to Romantic and Victorian literature, surveying such genres of the period as poetry, the novel, prose, literary theory, and drama. We will study not only the formal characteristics of these texts, but also the ways in which they engage issues of their day, such as industrialization, class struggle, imperialism, the role of the artist, and early feminism.

Course Materials**Required Texts:**

1. Austen, Jane. *Persuasion* (Oxford)
2. Bronte, Charlotte. *Jane Eyre* (Oxford)
3. Eliot, George. *The Mill on the Floss* (Oxford)
4. Gaskell, Elizabeth. *Mary Barton* (Oxford)
5. Hardy, Thomas. *The Mayor of Casterbridge* (Oxford)
6. *Norton Anthology*. 9th edition Vol. 2

Methods of Evaluation

Fall Term

First Learning Cell	10%
Essay #1 (1500 words)	15%
Novel Quizzes	2%*

Winter Term

Second Learning Cell	10%
Essay #2 (research essay) (2500 words)	25%
Novel Quizzes	3%*
Final Exam	35%

*There will be five online novel-reading quizzes in the course, one for each novel. Each quiz will be posted online the week we begin to study the novel, and students will be able to access and write the quiz anytime between Monday and Friday of that week.

A student must receive a passing grade for both term work and the final examination in order to receive a passing grade for the course. This applies to all courses in all programs offered by the department. Students whose term and final exam grades average 50% or above, even though one of the two is a failure, shall receive a default grade of 48%. Please note: The department of English & Writing Studies does not release final grades. All undergraduate grade reports will be available online from the Office of the Registrar.

Students are fully responsible for looking at and being familiar with the information posted on the department website at <http://www.uwo.ca/english/undergraduate/info%20for%20students.html#grade>.

Attendance:

Regular attendance is expected for all classes. Absenteeism may result in debarment from the final exam and, thus, failure of the course.

Essay Due dates, Late policy, Extensions:

- All overdue essays will receive a penalty of 1% per day late.
- Late essays may be dropped in the English Department Essay Drop-Off Box.
- Do NOT slide essays under office doors.
- No essay will be accepted 14 days after the due date.
- Essays must be typed, double-spaced, and stapled in the upper left hand corner. No binders or protective covers of any kind are necessary. Essays must follow current MLA format and must include a list of Works Cited at the end (see *MLA Handbook* for details).
- Essays must be on works studied in **this** section of the course.

IT IS ADVISABLE TO RETAIN AT LEAST ONE HARD COPY OF THE ESSAY IN THE EVENT OF LOSS OR DAMAGE TO THE ORIGINAL.

Email Policy:

Email is meant for brief inquiries only. Please allow a day or two for a response. Email received over the weekend will be answered the following week.

Learning Cells:

The learning cell assignment helps you to develop close reading and interpretative skills in a small-group setting. For each learning cell, you will be assigned a passage from one of the course texts to analyze. Before class, prepare **two** questions that you think are central to understanding the themes or literary techniques of the passage. For **each** of your questions, write a two- to three-paragraph response. Type your answers in proper paragraph form. For each paragraph, provide a good topic sentence, include detailed exposition or commentary on the passage (including supporting quotations), and end with a conclusion. The total length will be two or three pages, or 750 words.

On the day of the learning cell, bring this typed response with you to class. You will be divided into groups of four. Each group member should present one of his or her questions and summarize the answer. The rest of the group responds with comments, alternative points of view, or additions. When you exhaust the question, move on to another person. Make sure that everyone has an opportunity to present one or both questions. Allow for tangents and speculation without straying too far from the textual analysis. During the discussion, make notes in the margins or on the backs of your typed responses. The idea is to extend and annotate what you have already prepared in advance. You will submit this annotated copy at the end of the class.

Only students who bring typed responses to a Learning Cell class and who participate in the group sessions may complete the assignment. Failure to attend the class or to submit a typed, annotated response will result in a grade of zero for the assignment. (If exceptional circumstances prevent a student from participating, he or she must provide documented reasons, such as a doctor's note.)

When grading the learning cell, we will consider the following:

- Did you craft specific questions that are central to interpreting the text? Did you respond to them adequately?
- Did you read the passage closely, specifically, and patiently, and avoid simply paraphrasing it? Do you present an interpretation that conveys the underlying structure and meaning of the passage?
- Are the responses clearly presented, and free of grammatical and stylistic problems?
- Have you annotated your work in order to demonstrate that you have taken your peers' feedback into account, and used their comments to expand and develop your own position?

Learning Cell 1: Due Oct. 26

Passage: Wordsworth, "Composed upon Westminster Bridge, September 3, 1802"

Learning Cell 2: Due Feb. 8

Passage: Rossetti, "Winter: My Secret"

Essay 1: Due Dec. 7, 2016

Length: 1500 words

Worth: 15%

Use MLA format and do some primary and secondary research for this paper. Primary sources include other works by the same author or other authors from the period, letters, autobiographies, historical documents, and performances or adaptations. Secondary sources include scholarly articles, monographs, and essays in anthologies of essays on a subject. Use the Western libraries' collection and databases for your sources: NOT the open Internet! You must cite accurately.

Choose ONE of the following topics, and develop a focused argument about a specific aspect of the chosen topic:

1. Examine the representation of social evils in ONE work from this term.
2. Present a clear argument about the function of nature in ONE work from the first term.
3. Analyse unusual ways in which a poem works against its form (e.g. sonnet, ballad, ode) in ONE work from this term.
4. Explore the problem of freedom versus confinement in ONE work from this term.
5. Construct an argument about the question of shock or surprise in ONE work from this term.

Essay 2: Due April 5, 2017

Length: 2500 words

Worth: 25%

Discuss TWO works, neither of which may be the one you examined in Essay 1, and at least one of which must be a novel. Use MLA format and do some primary and secondary research for this paper. Primary sources include other works by the same author or other authors from the period, letters, autobiographies, historical documents, and performances or adaptations. Secondary sources include scholarly articles, monographs, and essays in anthologies of essays on a subject. Use the Western libraries' collection and databases for your sources. Cite accurately.

Choose ONE of the following topics, and develop a focused argument about a specific aspect of the chosen topic:

1. Discuss the imagery of rivers in TWO works from the Victorian period.
2. Analyse the role of labourers or servants in TWO Victorian works.
3. Discuss the representation of disability in TWO works on the course.
4. Analyse the position of and opportunities (or lack thereof) for women in TWO works on the course. Do not simply summarize the plots, but interrogate this issue as thoroughly as you can, and do some primary research into the Victorian politics and social history relating to this question.
5. Examine the role of the narrator (or narrators) in TWO works from the course.

Timetable:

Fall Term: The Romantics and Early Victorians

Week	Readings (<i>It is strongly recommended that you read all the novels early.</i>)
Sept.12-14	Introduction and Charlotte Smith, selected poems
Sept.19-21	Mary Robinson, selected poems; Blake, <i>Songs of Innocence and of Experience</i>
Sept.26-28	W. Wordsworth, from Preface to <i>Lyrical Ballads</i> ; "Tintern Abbey," "Resolution and Independence," "The Solitary Reaper," "Surprised by joy"
Oct.3-5	Coleridge, "The Rime of the Ancient Mariner"
Oct.12	Jane Austen, <i>Persuasion</i>
Oct.17-19	Jane Austen, <i>Persuasion</i> (continued)
Oct.24-26	Shelley, "Ode to the West Wind"; Learning Cell 1 due Wed. Oct. 26
Oct.31-Nov.2	John Clare and Felicia Hemans, selected poems
Nov.7-9	Keats, "When I Have Fears," Ode on a Grecian Urn." "This living hand," Letter to George and Thomas Keats ["intensity" and "Negative Capability"]
Nov.14-16	Keats, "La Belle Dame sans Merci," "Ode to a Nightingale," "To Autumn."
Nov.21-23	Charlotte Bronte, <i>Jane Eyre</i>
Nov.28-30	Charlotte Bronte, <i>Jane Eyre</i> (continued)
Dec. 5-7	Essay 1 Due Wed. Dec. 7

Winter Term: The Victorians

Jan.9-11	Elizabeth Gaskell, <i>Mary Barton</i>
Jan.16-18	Elizabeth Gaskell, <i>Mary Barton</i> (continued)
Jan. 23-25	Tennyson, "Ulysses," "Tithonus," "The Lady of Shalott," "In Memoriam"
Jan.30-Feb.1	R. Browning, "Porphyria's Lover," "My Last Duchess," "Childe Roland to the Dark Tower Came"
Feb.6-8	C. Rossetti, "In an Artist's Studio," "A Birthday," "When I am dead, my dearest"; Second Learning Cell due on Wed. Feb.8
Feb.13-15	"Woman Question" Readings in <i>Norton</i> : Ellis, Patmore, Ruskin, Mulock, Nightingale
Feb.20-22	READING WEEK
Feb.27-Mar.1	George Eliot, <i>The Mill on the Floss</i>
Mar.6-8	George Eliot, <i>The Mill on the Floss</i> (continued)
Mar.13-15	Thomas Hardy, <i>The Mayor of Casterbridge</i>
Mar.20-22	Thomas Hardy, <i>The Mayor of Casterbridge</i> (continued)
Mar.27-29	R.L. Stevenson, <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>
Apr.3-5	Essay 2 Due Wed. Apr.5

Accommodation

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling 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. The UWO Policy on Accommodation for Medical Illness and further information regarding this policy can be found at http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Downloadable Student Medical Certificate (SMC):

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

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 for such checking 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 The University of Western Ontario and Turnitin.com <http://www.turnitin.com>.

Support Services

Registrarial Services <http://www.registrar.uwo.ca>

Student Support Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Services provided by the USC <http://westernusc.ca/services/>

Student Development Centre <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to MentalHealth@Western: <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.