

Western University
London Canada
Department of English

2024

English 4351F

D.M.R. Bentley

The Pre-Raphaelites

Thursday, 12.30-3.30, University College 4401

Instructor: Professor D.M.R. Bentley

Contacts: Office: UC 2424; E-mail; dbentley@uwo.ca; Phone: 519 673 1164 x85813

Office Hours: Thursday, 1.30-12.30, 3.30-5.30. Other times by chance or appointment.

Unless otherwise indicated, all texts are in Rossetti's Collected Poetry and Prose edited by Jerome McGann. Well before each seminar, links to pictures that will be discussed in that seminar will be e-mailed to you through OWL BRIGHTSPACE Please have the pictures available electronically or on paper for examination in detail. Not all the poems listed under a given date in the syllabus will be examined with the same degree of closeness, but they will be given prominence if they are selected by one or more members of the seminar as the focus of a short essay (see below re. assignments). Members of the seminar are encouraged to range widely in Rossetti's work, both literary and artistic, and to incorporate their findings and insights into our discussions. Owing to the overlaps between and among different strains of Rossetti's later work, the readings for November 7 and following provide for considerable flexibility.

Seminar Schedule and Readings:

September 5 **Preamble**

September 12 **Introduction**

Readings: Pugin, Collinson, Stephens, Ruskin (handouts)

September 19 **Introduction**

Readings: "Mary's Girlhood (For a Picture)"

September 26 **Marian Paintings and Poems**

Readings: "Fili Filia," "Mary's Girlhood (For a Picture)," "For a Virgin and Child by Hans Memmelink," "For a Marriage of St. Catherine by the Same," "Ave," "The Passover of the Holy Family (For a Drawing)," "Sudden Light," "For 'Our Lady of the Rocks' by Leonardo da Vinci"

October 3 **Pre-Raphaelite Manifestos**

Readings: “Old and New Art,” ‘Hand and Soul’

October 10 **Dantean Works**

Readings: The New Life (selections), “Dante at Verona,” “The Blessed Damsel”

October 12-20 **FALL READING WEEK**

October 24 **The “Fallen Woman”**

Readings: “The Honeysuckle,” “Found (For a Picture),” “Mary Magdalene at the Door of Simon the Pharisee (For a Drawing),” “Jenny”

October 31 **The Femme Fatale**

Readings: “The Card-Dealer,” “Troy Town,” “Body’s Beauty,” “Eden Bower,” “The Orchard Pit” (both prose and poem), “Pandora (For a Picture),” “Lilith. From Goethe,” “For ‘The Wine of Circe’ by Edward Burne-Jones”

November 7 **The Femme Fatale/Aestheticism**

Readings: See November 7; “The Woodspurge,” “The Landmark,” “The Hill Summit,” “Beauty and the Bird” (handout), “The Song of the Bower,” “After the French Liberation of Italy” (handout)

November 14 **Aestheticism, Symbolism**

Readings: See November 7 and 14; “Venus Verticordia (For a Picture),” “The Soul’s Sphere,” “Inclusiveness,”

November 21 **Final Work**

Readings: “The Cloud Confines,” “Love Enthroned,” “Hope Overtaken,” “The One Hope,” “Proserpina (For a Picture),” “Astarte Syriaca (For a Picture),” “La Bella Mano (For a Picture),” “The Question” (For a Design)” (handout)

December 5 **Modernism**

Readings: Texts by Wilde, Yeats, Pound, Eliot, and others (handouts)

Assignments:

One short essay, a seminar presentation, a research essay, and a preparatory, annotated bibliography/works cited for the research essay are required.

The short essay (approximately 750 words) will be on a work or works of your choice on the syllabus, and should focus on and “unpack” an aspect of the work(s) that you regard as

significant and worthy of commentary. It must be submitted before or on October 10. (You are encouraged to submit your essays well before this deadline, which, like objects in a rearview mirror, are closer than they appear.) The choices of authors and works for the seminar presentations will be circulated shortly after the beginning of term and the presentations delivered shortly before or after Reading Week.

The research essay (approximately 2,500 words, plus Works Cited) may emerge from the seminar presentation, or focus on a related or different topic. The preparatory, annotated bibliography/works cited must include no fewer than six items and must be submitted at least a week before the research essay. The research essay itself may be submitted at any time after November 14, and no later than a week after the final seminar, which is on December 5.

Policy on Late Essays:

Anyone who has a valid reason for not meeting an essay deadline must give me that reason before the due date and arrange for an extension. Otherwise, late essays will be penalized at a rate of 2% a day to a maximum of 10 days, including weekends, after which they may not be accepted.

Mark Distribution:

The brief essay will be worth 15%, the seminar presentation 20%, the research essay 45%, and the preparatory bibliography/works cited 10%, with the remaining 10% based on attendance and participation.

Required Statement on 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 the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Academic Rights and Responsibilities:

http://www.uwo.ca/univsec/academic_policies/rights_responsibilities.html

Health and Wellness Services:

“Students who are in emotional/mental distress should refer to Mental Health@Western <https://www.uwo.ca/health/psych/index.html> for a complete list of options about how to obtain help.”

Accessible Education Western (AEW):

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to

promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

Required Statement on the Use of Generative Artificial Intelligence (AI):

In this course, the use of AI (automatic translation tools, grammar checkers, ChatGPT...) is prohibited. If AI use is suspected, the instructor will ask for research notes, rough drafts, essay outlines, and other materials used in preparing assignments. Students are expected to retain these materials until after final grades have been entered. In the unlikely event of concerns being raised about the authenticity of any assignment, students may be asked to produce these materials; an inability to do so may weigh heavily against them.

Required on Gender-based and Sexual Violence:

Western University [is committed to reducing incidents of gender-based and sexual violence](#) (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

<https://www.uwo.ca/health/studentsupport/survivorsupport/get-help.html>. To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Aims and Intended Outcomes:

The principal aims and intended outcomes of the course are: (1) to give students an overview of the Pre-Raphaelite movement in literature and art, with some attention to its impact on writers and artists in the late nineteenth and early twentieth centuries; (2) to introduce students to a variety of historical perspectives and critical approaches; (3) to help students to strengthen their writing and research skills and to apply them to the study of literature and art; and last, but by no means least, (4) to enable students to deepen their understanding, appreciation, and enjoyment of literature and art.