

ENL 3122

19th Century British Novel

W Periods 9-11 (405-705pm), Fall 2013

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Reading list:

- Jane Austen, *Pride and Prejudice*
- Charlotte Bronte, *Jane Eyre*
- Elizabeth Gaskell, *North and South*
- Charles Dickens, *Bleak House*
- Rhoda Broughton, *Cometh Up as a Flower*
- George Eliot, *Mill on the Floss*
- H. Rider Haggard, *She*
- George Levine, Catherine Belsey. Excerpts on Realism, on Sakai under "Resources."
Armstrong, *How Novels Think*, p 1-15 (on ARES library reserve or Sakai under "Resources")

The Course:

This course samples key developments in the British novel through the nineteenth century. We will examine the novels within three contexts: historical, literary-historical, and critical. If you have not had English 2022, you should plan to familiarize yourself with the period: the Norton Anthology introduction to the period is a good place to start. Gilmour's and Houghton's books are also very useful and are on reserve under our course number in the library.

The Victorian period was the great age of the novel's emergence as a dominant popular form within a newly extensive literary marketplace, and Victorian novelists were consummate entertainers driven to sell widely and well. They were also preoccupied with the condition of their own culture; to paraphrase Richard Altick, rarely is the Present so much present in literature as it is in the novel of this period. Victorian novelists considered it their duty and pleasure to criticize, praise and generally comment upon current issues, and they developed new forms and genres to accommodate their purposes. These issues represent the formative phases of social concerns which we have inherited and which still define us: for example, the role of mass media, the ethics of capitalism, gender roles, the responsibilities of liberal government, the welfare state, pollution, the role of nation in the global community, etc. We will read a

range of representative genres and consider them not only in the light of the emergence of the novel as a dominant form, but as documents of a culture's attempts to represent and work out these issues of contemporary importance – aesthetically and ethically – and consider the ways in which Victorian ideas resonate for us today.

This course provides upper-division credit in the major, and will be taught with that in mind; therefore, students will be expected to know how to do research in the field and to attempt the application of critical frameworks. Due to the nature of the material, there is a considerable amount of reading. Carefully consider your reading speed and the expectations of the other courses you are taking before committing to this course.

Attendance and Participation:

The most important “materials” in any class are the insights and knowledge that the class members bring to the information being discussed. In a sense, if a class member does not participate in discussion and related activities, that person is depriving the rest of the members of the class of one of the most important components of their education. Your participation is very important to everyone here.

If you must miss class, be sure to arrange to get the notes from a classmate. Poor participation or attendance will affect your grade; given that every absence is a week missed, more than one absence or two latenesses will lower your grade.

Grading:

Grading will reflect University standards, and will be based largely on the papers and the quizzes, as well as timely completion of non-graded activities.

- Short Paper 25%
- Long Paper 35%
- Quizzes 30%
- Creative Project 10%

For information about GPA, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Papers:

There will be two essays. The first will be six pages. The second will be twelve pages. You will also submit **a prospectus** for the second paper in advance. You are expected to do reading/research beyond the assigned reading for these papers, which should demonstrate an original and critical engagement with a research topic. Essays will be typed, double-spaced, with one inch margins in a normal typing font (e.g. Times New Roman), with a point size of 12 (Times New Roman); this is the font I have used here.

Quizzes:

These are weekly reading quizzes. If you do the reading, you should be able to answer most of the questions. I drop the three lowest, so there are no make ups for lateness or absences.

Creative Project:

You will work individually or in groups of up to four to complete a project that approaches the course material in a creative, innovative way. We will talk more about options for this, and I'll give you detailed information about expectations and possibilities. Part of this requirement is an individually submitted two page write up on the project and your learning.

Discussion:

Because of the nature of the class and its upper division status, this class will be based on discussion and in-class activities. Each student is expected to participate – to speak in class, to answer and ask questions and to come prepared each day. I may call on students as a normal part of the class process. It is acceptable to make mistakes or not to know the answer to questions; it is not acceptable to give up or refuse to try.

Please do not underestimate the value of class participation. I don't grade separately for discussion because it is a basic requirement of the course, like coming regularly or turning in papers on time. However, as with those other basic requirements, your responsible completion of them can push a "split grade" higher, whereas failing to take those responsibilities seriously will result in a **substantially** lowered grade, regardless of your performance on graded exercises.

Statement of student disability services.

The Disability Resource Center in the Dean of Students Office provides information and support regarding accommodations for students with disabilities. For more information, see:
<http://www.dso.ufl.edu/drc/>

Statement on harassment.

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more about UF policies regarding harassment, see:
<http://www.dso.ufl.edu/sccr/sexual/>

Statement on academic honesty.

All students must abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see:
<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

Statement on electronics in class: I allow you to use electronic versions of most of the texts, so you may have your devices on. However, the classroom is a workspace for this course, and I expect you to honor

that. That means that during the class, you are not texting, watching videos, using social media, or doing online work for other classes—or anything else I haven't mentioned here that doesn't directly relate to your work for this course. Violation of this standard can cause you to be marked absent.

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Schedule (all assignments are to be turned in to sakai unless otherwise noted)

- August 21 Introduction to course
- August 28 *Pride and Prejudice*
- September 4 *Jane Eyre*
- Sept 11 Realism pdf (Levine and Belsey) on Sakai.. **First paper due Sept 14, 11pm**
- Sept 18 *North and South* **Creative presentation proposal due Sept 20 11pm**
- Sept 25 Read *Bleak House* beginning through Chapter 22, "Mr. Bucket."
- Oct 2 *Bleak House* through Ch 42," In Mr Tulkinghorn's Chambers."
- Oct 9 *Bleak House* through end.
- Oct 16 Reading (short) TBA.
- Oct 23 I will be out of class **Abstract workshop!! Abstract due Oct 29, 11pm.**
- Oct 30 Eliot *Mill on the Floss* Read through Books 1-4
- Nov 6 Eliot Armstrong excerpt. **Creative project presentations (for those presenting) begin now through end of term. Drafts in by Nov 11 for feedback (optional).**
- Nov 13 Eliot *Mill on the Floss*. Read Books 5 - 7 (that is, to end). Two page write up on creative project due Nov 16 midnight. **Creative Project with Reflective Note due to me Nov 15 by 4pm.**
- Nov 20 Broughton *Cometh Up as a Flower*
- Nov 27—THANKSGIVING BREAK
- Dec 4— Haggard *She*. Last day of Class. **Final Paper due Dec 6, 4pm, papers to mailbox and electronic version in on Sakai.**