

DEREE COLLEGE SYLLABUS FOR:		US credits 3/0/3						
EN 4429 THE VICTORIAN WORLD (Updated Fall 2022)		– UK LEVEL 6 UK CREDITS: 15						
PREREQUISITES:	WP 1010 Introduction to Academic Writing WP 1111 Integrated Academic Writing and Ethics WP 1212 Academic Writing and Research EN 3321 Exploring Traditions in English Literature II							
CATALOG DESCRIPTION:	Critical study of representative poetry, prose, and fiction of the Victorian age focusing on the interrelation between the texts and the cultural context of nineteenth-century Britain.							
RATIONALE:	This course offers a systematic study of Victorian poetry and prose within the context of major historical, intellectual, and socio-economic events from the 1830s to the end of the century.							
LEARNING OUTCOMES:	Upon successful completion of this course, the student should be able to: 1. Discuss through close textual analysis the impact major social, political, scientific, religious and philosophical events and trends from 1832 to 1901 had on representative texts of the period; 2. Trace the development of key Victorian topics, related to class, gender, scientific and social progress, in relation to the dominance of Britain as a political power in the nineteenth century; 3. Explore critical views in scholarly material and relate theoretical discussions to representative works of the Victorian period; 4. Analyze the distinctive characteristics of major authors and works within the cultural context of the period.							
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> • Lectures, class discussions, workshop-style pair work and group work during class meetings; • Formative exercises and online learning tasks through the Blackboard online tools designed to help students acquire confidence and benefit from independent study; • Timely instructor feedback on formative and summative assignments; • Additional educational material posted on the Blackboard course template and placed on reserve in the library; • Individualized assistance during office hours for further discussion of lecture material, additional reading, assignments and examinations; • Close collaboration with the academic support services to encourage students' skill development in critical thinking and in expression; • Discussion of disciplinary research methods and tools to facilitate the completion of the research project. 							
ASSESSMENT:	<table border="1"> <tr> <td>First Assessment: Examination (Two-part)</td> <td></td> </tr> <tr> <td>Part I (1-hour; in-class): explication of excerpts (600-900 words in total); Part II: take-home Essay (1000-1500 words); choice of topics offered for both parts</td> <td style="text-align: center;">30%</td> </tr> <tr> <td></td> <td></td> </tr> </table>		First Assessment: Examination (Two-part)		Part I (1-hour; in-class): explication of excerpts (600-900 words in total); Part II: take-home Essay (1000-1500 words); choice of topics offered for both parts	30%		
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	<p>Final Assessment: Research Project (3000-3500 words) Analysis of work(s) developed through close reading; 6-8 critical sources in the Literature Review; choice of topics</p>	<p>70%</p>
	<p>Active Engagement (formative) All in-class and out-of-class assignments (including participation in discussions and online activities) prepare students for the summative assessments.</p>	<p>0%</p>
<p>INDICATIVE READING:</p>	<p>The research project tests learning outcomes 1, 2 and 3. The examination tests learning outcome 4.</p> <p>Students are required to resit failed assessments in this module.</p> <p>REQUIRED READING: Greenblatt, Stephen, ed. <i>The Norton Anthology of English Literature</i>, Volume E. New York: Norton, latest edition.</p> <p>Charles Dickens, <i>Great Expectations</i>, <i>Oxford World's Classics</i> edition.</p> <p>RECOMMENDED READING: Robin Gilmour. <i>The Victorian Period: The Intellectual and Cultural Context, 1830-1890</i>. Longman, 1993. D. David, ed. <i>The Cambridge Companion to the Victorian Novel</i>. 2001. P. Morris. <i>Realism</i>. Routledge, 2003. Francis O'Gorman. <i>Victorian Poetry: An Annotated Anthology</i>. Blackwell, 2004. Paul Schlicke, ed. <i>The Oxford Reader's Companion to Dickens</i>. 1999. H. F. Tucker, ed. <i>A Companion to Victorian Literature and Culture</i>. Blackwell, 1999. Dennis Walder, ed. <i>The Realist Novel</i>. Routledge, 1995. Brantlinger, Patrick, and William Thesing. <i>A Companion to the Victorian Novel</i>. John Wiley & Sons, 2007 Kucich, John, et al., editors. <i>The Nineteenth-Century Novel, 1820-1880</i>. Oxford University Press, 2012. Brooks, Peter. <i>Realist Vision</i>. Yale University Press, 2005. Kreilkamp, Ivan. <i>Voice and the Victorian Storyteller</i>. Cambridge University Press, 2005. Brown, Daniel. <i>The Poetry of Victorian Scientists: Style, Science and Nonsense</i>. Cambridge University Press, 2013. Cronin, Richard, and Anthony Harrison. <i>A Companion to Victorian Poetry</i>. John Wiley & Sons, 2008. Gold, Barri J. <i>Thermopoetics: Energy in Victorian Literature and Science</i>. MIT Press, 2010. Huzzey, Richard. <i>Freedom Burning: Anti-Slavery and Empire in Victorian Britain</i>. Cornell University Press, 2012.</p>	
<p>INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)</p>	<p>Supplementary material used to facilitate contextual understanding of the literary works (documentaries, films, online resources, etc.)</p>	
<p>COMMUNICATION REQUIREMENTS:</p>	<p>With the exception of the in-class examination, all written work must be word-processed on Word and adhere to MLA guidelines for manuscript format and documentation.</p>	
<p>SOFTWARE REQUIREMENTS:</p>	<p>Word, Blackboard</p>	

WWW RESOURCES:	www.victorianweb.org/victorian/victov.html https://www.bl.uk/romantics-and-victorians
INDICATIVE CONTENT:	<p>In addition to the primary texts studied during the semester, students will also read all introductory materials, including the general introductions and introductions to each assigned author.</p> <p>Through the close reading of texts, emphasis is placed on the ways in which master narratives construct ideological perspectives and identities. Through connections between texts and cultural context the canon is problematized so that students realize how literary traditions are created but also how they can be interrogated and deconstructed.</p> <p>Material can be discussed in thematic units related to major traits of the Victorian Age:</p> <ol style="list-style-type: none"> 1. Realism, Sensationalism and the Novel 2. Utilitarianism, Materialism, Rationalism, Liberalism 3. Social Reform and the Myth of Progress 4. Suffrage and the Woman Question 5. The Oxford Movement and Religious Doubt 6. Art, Culture, and Anarchy 7. Aesthetics, Education, and Science 8. Empire, Colonialism and Nationhood <p>The material studied should include prose and poetry:</p> <p><u>Prose:</u></p> <p>Thomas Carlyle (excerpts from at least one of the following works) From <i>Past and Present</i> ("Captains of Industry") From <i>Sartor Resartus</i> ("The Everlasting No" or "The Everlasting Yea")</p> <p>John Stuart Mill (excerpts from at least two of the following works) From <i>The Subjection of Women</i> From <i>On Liberty</i> ("Of Individuality") From <i>Autobiography</i></p> <p>John Henry Newman From <i>The Idea of a University</i> (excerpts from Discourses 7 and 8)</p> <p>Matthew Arnold From <i>Culture and Anarchy</i> ("Sweetness and Light")</p> <p><u>Poetry:</u></p> <p>Alfred, Lord Tennyson <i>In Memoriam A. H. H.</i> (selected lyrics) and at least two of the following works: "The Lotos Eaters" "The Lady of Shalott" "Ulysses"</p> <p>Elizabeth Barrett Browning "The Cry of the Children" <i>Sonnets from the Portuguese</i> 43</p> <p>Robert Browning at least two of the following works: "My Last Duchess" "The Bishop Orders His Tomb" "Fra Lippo Lippi"</p>

Matthew Arnold

at least **two** of the following works:

“Dover Beach”

“The Buried Life”

“The Scholar Gypsy”

Dante Gabriel Rossetti

at least **one** of the following works:

“The Blessed Damozel”

“My Sister’s Sleep”

Christina Rossetti

Goblin Market

G. M. Hopkins

“Spring and Fall”

Thomas Hardy

“Hap”

Fiction: another novel may be selected to be studied in its entirety or through select chapters:

Charlotte Bronte, *Jane Eyre*

Thomas Hardy, *Tess*

Elizabeth Gaskell, *North and South*

M. E. Braddon, *Lady Audley’s Secret*

One example of grouping together topics, themes and reading material is the following:

I. Prose Selections [from the *Norton Anthology, Volume E*]

Industrialism and Progress

Children Employment Commission: Child mine-worker

Henry Mayhew: London Labour and the London Poor

Charles Dickens: excerpt from *Hard Times* [Coketown]

Friedrich Engels: excerpts from *The Great Towns*

Thomas Carlyle: excerpts from *Past and Present* (“Captains of Industry”)

Identity, mobility, education, empire

John Henry, Cardinal Newman: excerpts from *The Idea of a University* (Discourses 7 and 8)

John Stuart Mill: excerpts from *On Liberty* (“Of Individuality”);

Matthew Arnold: excerpts from *Culture and Anarchy*

J. A. Hobson, excerpts from *Imperialism: A Study* (1902)

Gender Issues

Sarah Stickney Ellis, excerpts from *The Women of England*

John Ruskin, excerpts from *Of Queens’ Gardens*

Harriet Martineau, excerpts from *Autobiography* (1855 / 1877)

Anonymous, “The Great Social Evil” (Prostitution)

Florence Nightingale, excerpts from *Cassandra* (1859 / 1928)

John Stuart Mill: excerpts from *The Subjection of Women* (Chapter I)

II. Poetry selections [from the *Norton Anthology, Volume E*]

Robert Browning: “Fra Lippo Lippi” and “The Bishop Orders His Tomb”

Matthew Arnold: “Dover Beach” “The Scholar Gypsy” and “The Buried Life”

Alfred, Lord Tennyson: from *In Memoriam A. H. H.*:

Prologue and lyrics 1-13, 54-56, 129-131

Christina Rossetti: *Goblin Market*

Dante Gabriel Rossetti: "The Blessed Damozel"