

DEREE COLLEGE SYLLABUS FOR: EN 4429 THE VICTORIAN WORLD			3/0/3										
(Updated: Fall 2023)			<b>UK LEVEL: 6</b> <b>UK CREDITS: 15</b>										
<b>PREREQUISITES:</b>	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												
<b>CATALOG DESCRIPTION:</b>	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.												
<b>RATIONALE:</b>	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.												
<b>LEARNING OUTCOMES:</b>	<i>As a result of taking this course, the student should be able to:</i> 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.												
<b>METHOD OF TEACHING AND LEARNING:</b>	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"><li>• Lectures and class discussions.</li><li>• Homework assignments.</li><li>• Office hours held by the instructor to provide further assistance to students.</li><li>• Use of library facilities for further study and preparation for the exams</li><li>• Use of the Blackboard course management platform to further support communication, by posting lecture notes, assignment instruction, timely announcements, formative quizzes and online submission of assignments.</li></ul>												
<b>ASSESSMENT:</b>	<table><tr><td colspan="2">Summative:</td></tr><tr><td>1<sup>st</sup> assessment: <b>Examination (1000-1200 words)</b> At least two critical responses; choice of topics offered</td><td><b>30%</b></td></tr><tr><td>Final assessment: <b>Research Project (3000-3500 words)</b> Analysis of work(s) developed through close reading; 6-8 critical sources in the Literature Review; choice of topics. Timely submission of all preparatory work (such as, Topic Proposal &amp; Outline, drafts of the Literature Review &amp; essay) is required or an FA grade will be assigned to the Research Project.</td><td><b>70%</b></td></tr><tr><td colspan="2">Formative:</td></tr><tr><td>Active engagement</td><td><b>0</b></td></tr></table>			Summative:		1 <sup>st</sup> assessment: <b>Examination (1000-1200 words)</b> At least two critical responses; choice of topics offered	<b>30%</b>	Final assessment: <b>Research Project (3000-3500 words)</b> Analysis of work(s) developed through close reading; 6-8 critical sources in the Literature Review; choice of topics. Timely submission of all preparatory work (such as, Topic Proposal & Outline, drafts of the Literature Review & essay) is required or an FA grade will be assigned to the Research Project.	<b>70%</b>	Formative:		Active engagement	<b>0</b>
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	<p>The formative coursework aims to prepare students for the summative assessments.</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>
<b>INDICATIVE READING:</b>	<p><b>REQUIRED READING:</b> Greenblatt, Stephen, ed. The Norton Anthology of English Literature, Volume E. New York: Norton, latest edition. Charles Dickens, Great Expectations, Oxford World's Classics edition.</p> <p><b>RECOMMENDED READING:</b> Robin Gilmour. The Victorian Period: The Intellectual and Cultural Context, 1830-1890. Longman, 1993. D. David, ed. The Cambridge Companion to the Victorian Novel. 2001. P. Morris. Realism. Routledge, 2003. Francis O'Gorman. Victorian Poetry: An Annotated Anthology. Blackwell, 2004. Paul Schlicke, ed. The Oxford Reader's Companion to Dickens. 1999. H. F. Tucker, ed. A Companion to Victorian Literature and Culture. Blackwell, 1999. Dennis Walder, ed. The Realist Novel. Routledge, 1995. Brantlinger, Patrick, and William Thesing. A Companion to the Victorian Novel. John Wiley &amp; Sons, 2007 Kucich, John, et al., editors. The Nineteenth-Century Novel, 1820-1880. Oxford University Press, 2012. Brooks, Peter. Realist Vision. Yale University Press, 2005. Kreilkamp, Ivan. Voice and the Victorian Storyteller. Cambridge University Press, 2005. Brown, Daniel. The Poetry of Victorian Scientists: Style, Science and Nonsense. Cambridge University Press, 2013. Cronin, Richard, and Anthony Harrison. A Companion to Victorian Poetry. John Wiley &amp; Sons, 2008. Gold, Barri J. Thermopoetics: Energy in Victorian Literature and Science. MIT Press, 2010. Huzzey, Richard. Freedom Burning: Anti-Slavery and Empire in Victorian Britain. Cornell University Press, 2012.</p>
<b>INDICATIVE MATERIAL:</b> (e.g. audiovisual, digital material, etc.)	<p><b>REQUIRED MATERIAL:</b></p> <p><b>RECOMMENDED MATERIAL:</b> Supplementary material used to facilitate contextual understanding of the literary works (documentaries, films, online resources, etc.)</p>
<b>COMMUNICATION REQUIREMENTS:</b>	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.
<b>SOFTWARE REQUIREMENTS:</b>	MS Office and Blackboard CMS Enter any additional s/w requirements.
<b>WWW RESOURCES:</b>	<a href="http://www.victorianweb.org/victorian/victov.html">www.victorianweb.org/victorian/victov.html</a> <a href="https://www.bl.uk/romantics-and-victorians">https://www.bl.uk/romantics-and-victorians</a>

**INDICATIVE CONTENT:**

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.

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.

Material can be discussed in thematic units related to major traits of the Victorian Age:

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

The material studied should include prose and poetry:

Prose:

**Thomas Carlyle**

(excerpts from at least one of the following works)

From Past and Present ("Captains of Industry")

From Sartor Resartus ("The Everlasting No" or "The Everlasting Yea")

**John Stuart Mill**

(excerpts from at least two of the following works)

From The Subjection of Women

From On Liberty ("Of Individuality")

From Autobiography

**John Henry Newman**

From The Idea of a University (excerpts from Discourses 7 and 8)

**Matthew Arnold**

From Culture and Anarchy ("Sweetness and Light")

Poetry:

**Alfred, Lord Tennyson**

In Memoriam A. H. H. (Prologue and lyrics 1-13, 54-56, 129-131)

and at least two of the following works:

"The Lotos Eaters"

"The Lady of Shalott"

"Ulysses"

**Elizabeth Barrett Browning**

"The Cry of the Children"

Sonnets from the Portuguese 43

**Robert Browning**

at least two of the following works:

"My Last Duchess"

"The Bishop Orders His Tomb"

"Fra Lippo Lippi"

**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**

at least one of the following works:

"Spring and Fall"

"I Wake and Feel the Fell of Dark"

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 (only the prose selections are included):

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")

**Elizabeth Barrett Browning**: "The Cry of the Children"

Identity, mobility, education, empire, evolution

**Charles Dickens**: excerpt from *Hard Times* [Chapter 1]

**Flora Thompson**: excerpt from *Lark Rise* [Chapter 11]

**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)

**Charles Darwin**: excerpts from *The Origin of Species*

Gender Issues

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

**John Ruskin**, excerpts from *Of Queens' Gardens*

**Coventry Patmore**, excerpt from "The Angel in the House"

**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)

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