

## **ENL 3122 (sec 03D3): The 19<sup>th</sup> Century English Novel**

Days/Period: MTWRF 5

Location: TUR 2322

Instructor: Mandi Reed

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Office Hours/Location: TW 4/TUR 4321 and by appointment

### **Introduction**

This course explores the 19<sup>th</sup> century novel from the revolutionary politics of the Romantic period through the decadence of late-century Aesthetes. Together we will examine novels by Jane Austen, Charlotte Brontë, Elizabeth Gaskell, and Oscar Wilde, focusing especially on depictions of romance, marriage, gender roles, identities, and other socio-cultural contexts. How are lives impacted as cultural definitions of “masculine,” “feminine,” and “British” continue to shift? How do ideas about empire, colonization, science, and industry both empower and disenfranchise the various peoples subject to English rule? Moreover, how does art—specifically the novel form—respond, work through, and even critique key aspects of British life? Lively participation in class discussion is vital to your success in this class.

### **Texts**

- Jane Austen, *Sense and Sensibility*
- Jane Austen, *Emma*
- Charlotte Brontë, *Jane Eyre*
- Elizabeth Gaskell, *North and South*
- Oscar Wilde, *The Picture of Dorian Gray*
- Several short critical readings, marked with an asterisk (\*) on the course schedule and available on e-Learning.

### **Policies**

1. You must complete *all* assignments to receive credit for this course.
2. *Attendance*: Use your allotted absences *wisely* (serious illnesses, emergencies) and inform me by email when you must miss class. You will fail the course if you accrue more than **4** absences, and you will earn a lowered course grade after **3** absences.
3. If you are *absent*, you are still responsible for knowing the material and turning in any assignments due that day.
4. If you are *late*, you will receive a partial absence and must see me after class.
5. Expect regular reading quizzes as part of your assessment in this class. Missed quizzes cannot be made up, but I will drop your three lowest scores at the end of the semester.
6. *Paper Format*: Number your pages in MLA style, staple your papers, and make sure your printout is easy to read. Use this format: 12 point font, 1-inch margins, double spacing,

and a running header (right-justified) with your last name and page numbers. Follow MLA standards for in-text citations and Works Cited pages. Grammatical errors will cost you, so proofread.

7. *Submitting Papers*: Your papers are due *in class* (hard copy) and on Canvas on the assigned days. (If you are absent, make arrangements to turn in your paper). Late papers and panel statements earn grade reductions; papers submitted 3 days late earn an "E."
8. *Save That Paper!* Always make backup copies of your work so it arrives on time. Also, *save the graded work I return to you* in case you ever request a letter of recommendation, which requires at least *three weeks*' notice. I cannot write a reference letter without the comments I made on your work.
9. *Participation*: Your participation grade depends on your thoughtful, daily contribution to our class discussion. Actively listening to your peers' comments, responding, and asking questions that help move the discussion forward will improve your understanding of key aspects of the texts and give you a chance to exercise your analytical and critical thinking skills on a daily basis. Don't be shy about asking questions if you need clarification—chances are that if you're confused about something, someone else is, too!
10. Students requesting classroom *accommodation* must first register with the Dean of Students Office, which will provide documentation for you to give me when requesting accommodation.
11. For information on UF Grading policies, see:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
12. Students who face difficulties completing the course or who are in need of counseling or urgent help may call the on-campus Counseling and Wellness Center (352) 392-1575.

### Assignments (See Details Below)

- Class Participation
- Panel Presentation (1 page statements, double-spaced; see About Panels below)
- Short Paper (4 pages, double-spaced)
- Term Paper Proposal (1 page, double-spaced)
- Term Paper (7 – 9 pages, double-spaced)
- Creative Project

Wk	Date	Reading Assignments	DUE
1	5/8	Introductions, Contexts, and Assumptions	
	5/9	<b>Austen</b> , <i>Sense and Sensibility</i>	
	5/10	<b>Austen</b> , <i>Sense and Sensibility</i>	
	5/11	<b>Austen</b> , <i>Sense and Sensibility</i>	Panel 1 DUE
	5/12	<b>Austen</b> , <i>Sense and Sensibility</i>	
2	5/15	<b>Austen</b> , <i>Sense and Sensibility</i>	Panel 2 DUE
	5/16	<b>Bodenheimer</b> , "Looking at Landscape in Jane Austen"*	

	5/17	<b>Austen, Emma</b>	
	5/18	<b>Austen, Emma</b>	
	5/19	<b>Austen, Emma</b>	Short Paper DUE
3	5/22	<b>Austen, Emma</b>	
	5/23	<b>Austen, Emma</b>	
	5/24	Excerpts from <b>Looser</b> , “The Duty of Woman by Woman: Reforming Feminism in <i>Emma</i> ”* and <b>Johnson</b> , “Remaking English Manhood in <i>Emma</i> ”*	
	5/25	Excerpts from <b>de Beauvoir</b> , <i>The Second Sex</i> * and <b>Belsey</b> , “Introduction” from <i>Desire: Love Stories in Western Culture</i> *	
	5/26	<b>Brontë, Jane Eyre</b>	Panel 3 DUE
4	5/29	NO CLASS: Memorial Day	
	5/30	<b>Brontë, Jane Eyre</b>	Term Paper Proposal DUE
	5/31	<b>Brontë, Jane Eyre</b>	
	6/1	<b>Brontë, Jane Eyre</b>	Panel 4 DUE
	6/2	<b>Brontë, Jane Eyre</b>	
5	6/5	<b>Gilbert and Gubar</b> , from <i>The Madwoman in the Attic</i> *	
	6/6	<b>Gaskell, North and South</b>	
	6/7	<b>Gaskell, North and South</b>	
	6/8	<b>Gaskell, North and South</b>	Panel 5 DUE
	6/9	<b>Gaskell, North and South</b>	
6	6/12	<b>Wilde, The Picture of Dorian Gray</b>	
	6/13	<b>Wilde, The Picture of Dorian Gray</b>	Panel 6
	6/14	<b>Wilde, The Picture of Dorian Gray</b>	Term Paper DUE
	6/15	NO CLASS: Work on Creative Projects	
	6/16	Course wrap-up	Creative Project DUE

## Assignment Details

### ABOUT PANELS

For your panel presentation, which simulates conference panels, you’ll prepare a 1 page, double-spaced statement in response to your topic (see below). While the page limit inhibits full development of your ideas, you will have the opportunity to clarify your opinion during discussion. Each panel is limited to 5 – 6 students and spots are assigned on a first-come, first-served basis.

Procedure: (1) I’ll send each panel an email ahead of time. (2) “Reply All” to the email no later than **10:00 a.m.** the day before your panel. (3) Do not get together before class, but be prepared to comment on each other’s statements. (4) In class, the panel will begin with each of you reading your statement. (5) Next, I’ll ask panelists if they have questions and/or comments for

one another. (6) Finally, I'll open the floor to questions, and facilitate so that each panelist has opportunities to respond. I anticipate panels lasting around 45 minutes.

#### PANEL TOPICS

Think of the keyword clusters as prompts, nudges, invitations to interact with the text(s) in a way that invites others to respond. You may venture forth from *any* or *all* of the keywords for your topic.

Panel 1 (*Sense and Sensibility*): landscape, emotion

Panel 2 (*Emma*): social responsibility, self-discovery

Panel 3 (*Jane Eyre* #1): passion, constraint

Panel 4 (*Jane Eyre* #2): identity, self-sacrifice

Panel 5 (*North and South*): romance, social justice

Panel 6 (*The Picture of Dorian Gray*): influence, gender

#### SHORT PAPER (4 double-spaced pages)

This paper will consist of a close-reading/analysis drawn from *Sense and Sensibility* or *Emma*. Consider Austen's use of imagery, language, characterization, or some other aspect of her richly written text. What insights about the novel does this provide? How might it change initial perceptions readers have about the text, or clarify/develop the ideas Austen presents? In short, how does it enrich your reading of Austen, and how might your insights be significant for other readers? You may use one outside source if it will help you make your argument, but secondary research is not required for this paper. A more detailed assignment sheet will be posted on our class e-Learning site.

#### TERM PAPER PROPOSAL (1 double-spaced page)

This assignment will give you a sizable head start on your term paper and gives you early feedback on your ideas, research, etc. Plan to discuss your project with me both *before you submit* and *after you receive my feedback*. Your proposal should give preliminary answers to the following questions: (1) What is the paper's overall argument and key issues/contexts?; (2) Which text(s) will be your main focal point(s), and why?; (3) What method/approach/examples will you use in your analysis, and why?; (4) Which 2 – 3 critical sources will you use, and how will you extend or revise their insights?

Please note: you are not "locked-in" to the exact argument you present in this paper (as you research, your argument will likely evolve—this is a good thing!). The idea here is that you get started, get a plan, and get going.

#### TERM PAPER (7 – 9 double-spaced pages)

Formulate a focused and lively argument that engages any of the texts in our course. Consult with me as needed as you research, plan, and begin writing this paper! In addition to the text(s) you choose as focal points for your argument, cite 2 – 3 relevant *secondary*, academic sources

that you find on your own (1 can be from our syllabus). Use MLA documentation style, please. A more detailed assignment sheet will be posted on our class e-Learning site.

### CREATIVE PROJECT

For this project, create a Pinterest Board of 5 images that encapsulate the key components of our course that have most interested you. You will also caption your images with 3 – 5 sentences that connect each image to the particular component you are highlighting for your viewers. A more detailed assignment sheet will be posted on our class e-Learning site.