

The Nineteenth-Century English Novel

ENL3122-1H64

T Period 4 and Th Periods 4-5, Turlington 2328

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Course Description

This course traces how the British novel evolved during the long nineteenth century. The nineteenth century saw significant changes in the literary marketplace; more people gained access to and began reading newspapers, magazines, and books. During this time, the British novel emerged as a dominant popular form even as the press, religious leaders, and novelists themselves disparaged the novel as (at times) silly, shocking, and addictive. With this context in mind, we will consider the novel both as a form and as a tool for negotiating the significant social, political, and technological changes that occurred over the course of the Victorian era. We will read a range of genres and explore the shifting understandings of issues like: class conflict, gender roles, sexuality, and the role of the nation.

Required Texts

The following novels are required reading for this course. You may use any edition (print or electronic), but you *must* have access to your text in class. Shorter readings, like scholarly criticism and critical theory will be available on Canvas. Complete reading assignments appear on the Course Schedule below (page 6).

- Edgeworth, Maria. *Castle Rackrent*.
- Austen, Jane. *Pride and Prejudice*.
- Shelley, Mary. *Frankenstein*.
- Braddon, Elizabeth. *Lady Audley's Secret*.
- Haggard, H. Rider. *She*.
- Morrison, Arthur. *A Child of the Jago*.

Goals

By the conclusion of the course you will be able to:

1. Craft stronger original, critical readings of literary texts, using different methods of interpretation and analysis, while identifying and interpreting formal and genre-related elements in the texts.
2. Locate and apply critical works to primary texts.
3. Critically assess the variety of roles that literature has played historically and continues to play in the human experience.
4. Draw connections between nineteenth-century novels and their biographical, historical, and cultural contexts of authorship and reading.
5. Construct and support viable, original arguments about literature in an approved MLA format.

Assignments

All assignment deadlines appear on the Course Schedule below (page 6).

Detailed prompts are posted on Canvas.

Participation	150 points
Tumblr Responses	150 points
Presentation and Short Paper	250 points
Final Paper	450 points
TOTAL	1000 points

Participation (150 points)

Participation includes completing assigned readings, conferences, homework, in-class writing activities, presentations, and discussions. I expect you to come to class prepared to actively participate in class discussions and other in-class activities. This means having completed any reading or homework assigned for that day. Our classroom acts as a safe environment where you can air your opinions and consider those presented by your classmates, so take advantage of this and see how something you are thinking of writing a paper on, for instance, flies in general discussion.

You will receive credit for participation if you contribute anything substantive to the discussion: a complex thought, a clarification, an observation, a question, etc. Each time you participate, you will receive points towards your participation grade.

If something prevents you from actively participating in class, please schedule a conference with me early in the semester to make other arrangements.

Tumblr Responses (150 points)

In order to encourage initial engagement with our texts, you will post to our Tumblr page **5** times over the course of the semester. These posts will respond to one of the prompts (posted on Canvas) and the assigned text for that week. The prompts are varied and ask you to engage with the text in critical and/or creative ways. Your responses must be uploaded to our Tumblr by **10AM on Tuesdays**. Each post is worth 30 points.

Presentation and Short Paper: 2 pages (250 points)

This assignment has two parts: a group presentation and an individual paper. I will assign the articles, and you will have access to them well in advance of your presentation date.

In small groups, you will be responsible for reading and presenting a critical article that will help expand our understanding of the novel under discussion that week. You will create a professional PowerPoint to help walk your classmates through the author's argument and main points. The goal of this presentation is to summarize and clarify the article for your classmates. To that end, you will also provide an example of how the article can be applied to our text and develop thoughtful and productive questions to initiate our class discussion for the day. You should expect to run the class for the first 10-15 minutes.

Individually, you will write a short (2 page) paper exploring how the critical article can be applied to the novel we are currently working with. These papers must have a clear thesis statement and follow proper essay format construction. Compare notes with your group members to ensure that your argument/chosen passage is different than everyone else's. **Papers are due to Canvas by 10AM the day you present.**

Critical Analysis Project: 1,500 word essay (450 points for the entire project)

Early in the semester, you will select an outside text (from the list I provide) for your final paper. This assignment asks you to combine close reading skills with critical concepts or historical information introduced

in class or supplemental readings. The goal is for you to produce a strong conceptual argument supported by textual and contextual evidence.

This project requires scholarly research. Over the course of the semester, you will be expected to turn in a proposal, a partial annotated bibliography, a rough draft, and a final paper. The earlier elements will help prepare you for the final paper and will count towards your score for this assignment. You can find detailed prompts for each element of this project on Canvas.

Grading

Grading Scale

A =	93-100 =	4.0	C =	73-76 =	2.0
A- =	90-92 =	3.67	C- =	70-72 =	1.67
B+ =	87-89 =	3.33	D+ =	67-69 =	1.33
B =	83-86 =	3.0	D =	63-66 =	1.0
B- =	80-82 =	2.67	D- =	60-62 =	.67
C+ =	77-79 =	2.33	E =	0-59 =	0.0

Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

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

General Assessment Rubric

Here is the meaning behind the grades I assign to your papers (use the Grading Scale above to convert between points and letters as necessary); you can use these statements to determine how you might work toward a higher grade:

A-range papers—Insightful: Your paper is thoughtful, carefully developed, and clearly presented. You demonstrate strong comprehension of the materials under discussion, clear engagement with course themes and contexts, and offer a sustained reading that successfully illuminates the text or texts under discussion. A-range papers are well-organized, well-supported, and well-developed. They are written in an engaging, polished, and clear prose style.

B-range papers—Proficient: Your paper is solid, competent, and capable; it would clearly benefit from **either** more complex development, fuller explanation or examples, stronger organization, increased risk-taking (including subtler or more original examples), **or** clearer presentation (structure, prose style, grammar/mechanics).

C-range papers—Satisfactory: Your paper is passable, even promising, but has **multiple** key areas that require **considerable** improvement: a more rigorous topic, a stronger thesis, stronger development of ideas, improved focus (in identifying the issue or guiding the reader through your analysis), fuller explanation of examples, increased risk-taking (including subtler or more original examples), **and/or** clearer presentation (structure, prose style, grammar/mechanics).

D papers—Poor: Your paper is not yet adequate. D papers are often off track, superficial, have a non-viable thesis (or struggle to narrow down a viable topic), or they struggle to organize and sustain a persuasive reading in readable prose.

E papers—Fail: F papers fail to meet the basic criteria of argument, organization, and mechanics, or they fail to respond in a meaningful way to the assignment, or they contain passages that are plagiarized.

Course Policies

Academic Honesty

Plagiarism is a serious violation of the [Student Honor Code](#). The Honor Code prohibits and defines plagiarism as follows:

Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to):

- a.) Quoting oral or written materials, whether published or unpublished, without proper attribution.
- b.) Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

University of Florida students are responsible for reading, understanding, and abiding by the entire [Student Honor Code](#).

All the work submitted on Canvas will be passed through Turnitin.com, a website that compares your paper to other papers on the Internet, any published work, and the Internet itself. If you plagiarize, you will be caught, which could result in an automatic E for the assignment, the course, or a disciplinary measure from the university, depending upon the gravity and frequency of the matter.

Attendance

Attendance is *required*. You are allowed **four absences** without any direct effect on your grade. If you reach **five absences**, your final grade will drop a letter. If you reach **six absences**, you will automatically fail the course. If you are facing unusual circumstances that affect your ability to abide by these expectations, please schedule a conference with me. Remember, missing a Thursday class will count as **two absences** because of our double block.

Similarly, tardiness will not be tolerated. **Three tardies will be considered as an absence.**

Absences for events and obligations recognized by UF as excused absences are not counted against your attendance record for this course. When possible, please discuss such absences with me *prior* to the date that will be missed. This course complies with [UF's official attendance policies](#).

If you are absent, it is your responsibility to be aware of all due dates/classwork. If absent due to a scheduled event, you are still responsible for turning assignments in on time.

Classroom Civility

Please keep in mind that you and your classmates come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

Grade Appeals

You may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, Department of English. Appeals may result in a higher, unchanged, or lower grade.

In-Class Work

You will be expected to work in small groups and participate in group discussions, writing workshops, and other in-class activities. You must be present for all in-class activities to receive credit for them. In-class work

cannot be made up. In general, you are expected to contribute constructively to each class session.

Instructor Evaluations

You are expected to provide feedback on the quality of instruction in this course based. 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 you will be given specific times when they are open. Summary results of these assessments are available at <http://evaluations.ufl.edu/results>.

Mode of Submission

All papers will be submitted as MS Word (.doc or .docx) documents to Canvas **by 10AM**. Final drafts should be polished and presented in a professional manner. File names will be your last name_assignment name (like: Smith_ShortPaper.docx).

All papers must follow MLA format. They should be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered. Your last name should precede the page number (like: Smith 1). Your name, my name, the course number, the date, and the word count should appear in the upper left-hand corner of the document. Every paper should have a title centered at the top of the document, but after your name, etc. All of this information, like the body of your paper, will be double spaced with no additional extra spaces.

Papers are due at 10 AM. Late papers will not be accepted. Failure of technology is not an excuse.

Paper Maintenance Responsibilities

You are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the your responsibility to have and to make available this material.

Phones, Computers, etc.

Out of courtesy for your fellow classmates, and myself, it is expected that you silence your cell phone/other gadgets off before class. If you are using a laptop in class, it should only be used for taking notes or accessing the reading.

Sexual Assault and Harassment

Students, faculty, and staff of the University of Florida are protected under [UF policies](#) that mandate an educational and working environment that is free from sex discrimination and sexual harassment.

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Should you need any accommodation, contact the Students with Disabilities Office, Peabody 202. That office will provide you with documentation that you will then present to me when requesting accommodation.

Tentative Course Schedule

Reading and assignments are due the day they appear on the calendar. Additional homework/reading may be assigned at my discretion.

	Tuesday	Thursday
Week One (8/22)	Syllabus and Intros	Course Overview Reading: Watt, Ian. "Realism and the novel form." <i>The Rise of the Novel</i> . <i>Castle Rackrent</i> (Preface-"which he had bound himself to pay in honor.")
Week Two (8/29)	<i>Castle Rackrent</i> ("It's a long time ago"- "and with good cause.")	<i>Castle Rackrent</i> ("The next morning being post day"-end)
Week Three (9/5)	<i>Pride and Prejudice</i> , Vol. I	Presentation 1: Trilling, Lionel. "Manners, Morals, and the Novel."
Week Four (9/12)	<i>Pride and Prejudice</i> , Vol. II	No Class **External Reading Notes and Initial Mapping Due**
Week Five (9/19)	<i>Pride and Prejudice</i> , Vol. III	Critical Analysis Proposal Due Presentation 2: Langland, Elizabeth. "Material Angels." In <i>Nobody's Angels</i> .
Week Six (9/26)	<i>Frankenstein</i> , Vol. I-II	Presentation 3: Heller, Tamar. "Reigns of Terror." In <i>Dead Secrets</i> .
Week Seven (10/3)	<i>Frankenstein</i> , Vol III	Presentation 4: Sussman, Herbert. "Condition of Manliness Question." In <i>Victorian Masculinities</i> .
Week Eight (10/10)	<i>Lady Audley's Secret</i> , Vol. I	
Week Nine (10/17)	<i>Lady Audley's Secret</i> , Vol. II	Presentation 5: Mitchell, Sally. "Sensation, Sex, and the 1860s." In <i>The Fallen Angel</i> .
Week Ten (10/24)	<i>Lady Audley's Secret</i> , Vol. III	Critical Analysis Annotated Bibliography Due Presentation 6: Showalter, Elaine. "Victorian Women and Insanity."
Week Eleven (10/31)	<i>She</i> (Ch. 1-14)	Presentation 7: McClintock, Anne. "The Lay of The Land." In <i>Imperial Leather</i> .
Week Twelve (11/7)	<i>She</i> (Ch. 15-end)	Presentation 8: Stepan, Nancy. "Races and Proper Places." In <i>Degeneration</i> .
Week Thirteen (11/14)	<i>A Child of the Jago</i> (Ch. 1-14)	Critical Analysis Draft Due Presentation 9: Koven, Seth. "Introduction: Slumming." In <i>Slumming</i> .
Week Fourteen (11/21)	<i>A Child of the Jago</i> (Ch. 15-end)	Thanksgiving-No Class
Week Fifteen (11/28)	Workshop Drafts	Reading: TBD
Week Sixteen (12/5)	Class Conclusion	Reading Days-No Class Critical Analysis Due