

ENL 3251 – Victorian Literature (Class #17761), Summer B 2020

***Synchronous course—will be taught utilizing Canvas and Zoom (Zoom sessions held 12:30 PM-1:45 PM on Tuesday and Thursday)**

Instructor Name: Ms. Claire Karnap

Course meeting times & locations: Online; Zoom Meetings on Tuesday and Thursday 4 (12:30 PM – 1:45 PM); Canvas and Zoom

Office Location and Hours: Skype; Tuesday (2:15 PM – 3:15 PM) and Thursday (2:15 PM – 3:15 PM) and by appointment.

Course Website: Canvas

Instructor Email: ckarnap248@ufl.edu

Course Description: This course will examine a wide range of Victorian texts to examine how the authors of the period incorporated Gothic tropes into their works. We will consider how both the environment and characters create haunting and supernatural suspense for the reader, in addition to examining the texts' reception among the time-period. Students will be introduced to works about psychological states, such as madness and melancholia, the supernatural, violence in the workhouses concerning class and the job market, science, and environmental conditions during the period.

Class discussions will include how these gothic tropes were used to examine Victorian environments and conditions for the working class. Other discussions might include how representations of environments conflicted and/or embraced the Victorian Age's social and political expectations, how Victorian authors situate the gothic in an urbanized environment, and who are the perpetrators/villains in these texts and whether these portrayals are a social critique. Some texts that we will read include but are not limited to Tennyson's poetry, Charlotte Brontë's *Jane Eyre*, Emily Brontë's poetry, Stevenson's *The Strange Case of Dr Jekyll and Mr Hyde* (1886), Browning, Wilde, G.M. Hopkins, and Arnold. We will also explore letters, poetry, and short stories about the gothic, such as accounts of workhouses and ghost stories. Assignments will include quizzes, response posts, a short paper, a prospectus and annotated bibliography and a final research paper. Students are expected to read the required texts for each class period and participate in all components related to the class. Students should be prepared to contribute to the discussion.

Class Structure due to COVID19: Due to the current circumstances, this course will be taught utilizing Zoom and Canvas. Within the syllabus schedule, students will observe "Zoom meeting," "Response Posts," and "PowerPoints" under the "Lecture/Workshop" column—these refer to how the course will be taught for the summer B term.

1. Days (Tuesdays and Thursdays) listed as "Zoom meeting" will be a virtual class lecture/discussion where students will join the Zoom meeting to discuss the daily readings and participate in break-out sessions.
2. On days listed as "Response Posts," (Wednesdays and Fridays) students will complete an assignment—these assignments might be a response to a set of questions pertaining to the day's readings or a writing assignment that requires them to explain their paper's thesis statement.
3. For Mondays, students will be provided with a PowerPoint that will assist them in preparing for their week's class meetings and response posts—each PowerPoint will provide students with context and background information necessary for the week's material. Students are responsible for reviewing the slides each Monday to prepare for their week.

General Education Learning Outcomes:

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Required Texts:

All readings will be available either through websites like Project Gutenberg, Poets.org, Poetry Foundation, UPenn, Bartleby, or as pdfs available on Canvas.

Students are welcome to use any edition for these readings as long as they are unabridged. In most cases, each reading assignment will be linked to the day's reading assignment.

Recommended Texts:

*These editions are recommended, but you may use other formats/editions. **The texts must be unabridged.**

Robert Louis Stevenson, *Strange Case of Dr. Jekyll and Mr. Hyde* (ISBN: 9780393974652)

Charlotte Brontë, *Jane Eyre* (ISBN: 9780393264876)

Suggested Resources:

MLA handbook 8th edition

Online Resource: <https://www.bl.uk/romantics-and-victorians>

Project Gutenberg online

Poets.org

Poetry Foundation

Assignments (see below for Grading Rubric):

Participation (Homework, Zoom Meetings, Peer Reviews), 90 points total

Students are required to respond to discussions (both in Zoom meetings and on Canvas), complete in-class peer reviews, and contribute on a regular basis in class discussions. Since the course will be taught utilizing Zoom, Canvas, and Skype (office hours), I will periodically call students by their name during our class meetings and ask them to respond to questions, share observations, participate in break-out sessions, etc.

Reading Quizzes (5 quizzes * 10 points each = 50 points total):

Five unannounced quizzes will be administered throughout the term. The quizzes will test your familiarity with the text's plot, narrative, characters, key themes, as well as define unfamiliar words in the texts read for that specific day. Example: James Joyce uses the term "collywobbles" in his *A Portrait of the Artist as a Young Man*; students would be asked to define "collywobbles."

Response Posts (8 total posts), 30 points each (total 240 points)

On Canvas, students will respond each Wednesday and Friday to an assignment—these assignments will either be questions pertaining to a specific reading and offer a close analysis on a particular idea, character, theme, symbolism, etc or the assignment will ask students to provide an update on their thesis

statement, research for annotated bibliography, etc. The assignments offer students the opportunity to create argumentative statements about the texts and also practice close reading in preparation for their other papers. In addition, the response posts require students to proactively work on their assignments.

Close Reading Analysis (4-5 pages), 120 points

For the Close Reading Analysis, you will make an argument about any of the texts we have read up until this point. The paper must be argumentative and include a thesis statement with a clear, well-developed, and specific claim based on textual evidence from the reading(s) of your choice. Students are welcome to argue for connections between a few readings, compare and contrast two author's interpretations, or complete a very close analytical reading of one or more passages, etc. The student's paper should relate to gothic tropes during the Victorian Age. This paper is intended for you to strengthen your close-reading skills before the Research Paper. Secondary sources are not required, but if used must be credible, reliable, and cited in correct MLA format (include no more than one source). The paper is due by July 24th at 5 PM on Canvas.

Prospectus and Annotated Bibliography, 120 points

Students must submit a prospectus for their Research Paper and explain the basis of their project, a tentative thesis statement, why they chose the topic, what primary sources they plan to use, and how the topic relates to gothic tropes and the Victorian Age. The prospectus should also explain questions or concerns they have about their paper.

For the Annotated Bibliography, you will include 3 secondary sources. For each source (entry), you should include 4 sentences summarizing the main points of the source and 3 sentences that explain the source's relevance to your Research Paper, in addition to how you plan to use it to support your own argument. The Annotated Bibliography (including citations) must be in MLA format. The citations do not count towards your word count.

The Prospectus and Annotated Bibliography are due August 3rd at 5 PM.

Research Paper (6 - 7 pages), 380 points

For the Research Paper, you will write a paper on a topic of your choice that pertains to gothic tropes during the Victorian Age using the readings covered in class. Student are welcome to pursue their own interests for this paper, but their paper topic must incorporate readings we have covered this semester and be related to gothic tropes discussed in our readings from the syllabus. Successful papers must be argumentative in nature, and include a strong, well-developed thesis statement that makes a specific claim based on substantive evidence. The paper must be well-supported and include **three** secondary sources (peer-reviewed journal articles, books, chapters, etc). The Rough Draft will be due on August 7th online via Canvas for Peer Review and the Research Paper is due on August 14th at 9 am on Canvas.

Course Policies:

1. You must complete all *assignments* to receive credit for this course. Students who miss a peer evaluation preparatory workshop will have the relevant assignment penalized.
2. *Attendance*: Attendance is required and will be taken every day. If you miss more than four (4) classes, you will automatically fail the course. Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. **Required absences related to university-sponsored events** must be discussed with the instructor **prior** to the date that will be missed. If you are absent due to a scheduled event, you are still responsible

for turning assignments in on time. **If you are absent due to extenuating circumstances, please notify me (by email) of the situation.**

3. **A note on tardiness:** Students who enter class after roll has been taken are late, which disrupts the entire class. Three instances of tardiness (more than 15 minutes) count as one absence.
4. **This course includes workshops, lectures, and group activities; therefore, students need access to a computer, internet, paper, writing equipment, and access the readings online for each class meeting.**
5. *Paper Format & Submission:* Final drafts must be thoroughly polished and professionally structured. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and page numbered using correct MLA formatting. All papers will be submitted as an MS Word (.doc or .docx) to Canvas.
6. *Late Papers/Assignments:* Late assignments and late papers will not be accepted. Only under extenuating circumstances will I consider an extension—students must contact me at least 48 hours before the assignment is due if an emergency arises and provide documentation.
7. *Paper Maintenance Responsibilities.* Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
8. *Academic Honesty and Definition of Plagiarism.* Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the Student Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.
9. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/), which will provide appropriate documentation to give the instructor.
10. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
11. *Grade Appeals.* In upper-division courses, students may appeal a final grade by contacting Dr. Kenneth Kidd, Undergraduate Coordinator and Associate Chair (kbkidd@ufl.edu). Grade appeals may result in a higher, unchanged, or lower final grade.
12. *Course Evaluations.* Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: <https://evaluations.ufl.edu/evals/Default.aspx>
13. 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, or contact them online: <http://www.counseling.ufl.edu/cwc/Default.aspx>
14. *Classroom Behavior and Netiquette:* Students should be respectful of their peers and different viewpoints on subjects discussed during each class meeting. Disrespectful behavior is unprofessional; it will result in dismissal, and accordingly absence, from the class. Additionally, emails to the instructor must follow professional protocols of subject, grammar, and tone—including proper salutations and signature. Remember that all emails sent through our UFL accounts are Public Records (Florida Statutes, Chapter 119). **Do NOT use electronic devices to text during class or access social media.** Students will receive one warning for the duration of the term; if the student continues, he or she will be counted absent for the class period.
15. *UF's policy on Harassment:* UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty: <http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/resources/harassment/>

Weekly Schedule (subject to change): Students are required to read before attending class.

Week 1: July 6 - July 10

Subject: Introduction to Victorian Literature and Gothic Tropes // Psychological States // Poetry			
	Lecture/Workshop	Reading	Assignments Due
M	Intro to Victorian Lit Zoom Meeting #1 -What is the gothic? -In what ways is the gothic different during the Victorian Age? -Discuss the article and poems	Read: https://www.bl.uk/romantics-and-victorians/articles/gothic-motifs Read: Christina Rossetti, "After Death," "Song (When I am dead, my dearest)"	
T	Zoom Meeting #2	Read: Christina Rossetti, "Goblin Market", "Cobwebs," "Dead before Death," "Sleeping at Last"	
W	Response Post #1	Read: http://www.victorianweb.org/previctorian/mshelley/pva229.html Read: Excerpt of Mary Shelley's <i>Frankenstein; or, The Modern Prometheus</i> Chapters 15-17 (linked above)	Response Post #1 due by 2pm
Th	Zoom Meeting #3	Read: John William Polidori, " The Vampyre; A Tale "	
F	Response Post #2	Read Anonymous, "The Great Social Evil" (pdf) and Charles Kingsley, "From Alton Locke: A London Slum" (pdf)	Response Post #2 due by 2pm

Week 2: July 13 – July 17

Subject: Poetry Part I			
	Lecture/Workshop	Reading	Assignments Due
M	PowerPoint available on Canvas	Tennyson, "Now Sleeps the Crimson Petal," and "The Charge of the Light Brigade"	
T	Zoom Meeting #4	Tennyson, "The Kraken," "Mariana," "The Lotos-Eaters," "Tears, Idle Tears,"	

W	Response Post #3	Tennyson, and “Flower in the Crannied Wall” and Thomas Hood, “The Song of the Shirt,” and “The Bridge of Sighs”	Response Post #3 due by 2pm
Th	Zoom Meeting #5	Emily Brontë, “Stars,” “Remembrance,” “Song,” “The Prisoner,” “Hope,” and “The Night Wind”	
F	Response Post #4	Robert Browning, “Childe Roland to the Dark Tower Came,” “Porphyria’s Lover,” “Love among the Ruins” and Elizabeth Barrett Browning, “The Cry of the Children”	Response Post #4 due by 2pm

Week 3: July 20 – July 24

Subject: Victorian Novels and the Uncanny			
	Lecture/Workshop	Reading	Assignments Due
M	PowerPoint available on Canvas	Read Charlotte Brontë, Jane Eyre --Read: Preface – chapter X	
T	Zoom Meeting #6	Read Charlotte Brontë, Jane Eyre --Read: chapters XI-XXI	
W	Response Post #5	Read Charlotte Brontë, Jane Eyre --Read chapters XXII-XXX	Response Post #5 due by 2pm
Th	Zoom Meeting #7	Read Charlotte Brontë, Jane Eyre --Read chapters XXXI-XXXVIII	
F	No Response Post today--Workshop on your Close Reading Analysis Paper	Workshop Day—Available for extended office hours 12 PM – 2 PM	Close Reading Analysis— July 24 th due at 5 PM

Week 4: July 27 – July 31

Subject: Short Stories and Ghostly Presence			
	Lecture/Workshop	Reading	Assignments Due
M	PowerPoint available on Canvas	Read Stevenson, The Strange Case of Dr. Jekyll and Mr. Hyde --Sections to Read: “Story of the Door” through “The Carew Murder Case”	

		Read: https://www.bl.uk/romantics-and-victorians/articles/duality-in-robert-louis-stevenson-strange-case-of-dr-jekyll-and-mr-hyde	
T	Zoom Meeting #8	Read Stevenson, <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> --Sections to Read: “Incident of the Letter” through “Incident at the Window”	
W	Response Post #6	Read: Stevenson, <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> --Sections to Read: “The Last Night” through “Henry Jekyll’s Full Statement of the Case”	Response Post #6 due by 2pm
Th	Zoom Meeting #9	Read: Oscar Wilde, “The Canterville Ghost”	
F	No Response Post Today—Workshop on Annotated Bibliography and Prospectus	Extended Office Hour Availability between 12:30 PM -3:30 PM using Skype	No Response Post today

Week 5: August 3 – August 7

Subject: Poetry Part II and Workhouses in Urban Conditions			
	Lecture/Workshop	Reading	Assignments Due
M	PowerPoint available on Canvas	Ernest Dowson, “To One in Bedlam” and Hopkins, “41 [No worst, there is none. Pitched past pitch of grief,]”, “The times are nightfall, look, their light grows less” and Arnold, “Dover Beach”	Annotated Bibliography and Prospectus due by 5 PM
T	Zoom Meeting #10	Anonymous “Poverty Knock” and Henry Mayhew, from London Labour and the London Poor [Boy Inmate of the Casual Wards] and Ada Nield Chew, A Living Wage for Factory Girls at Crewe	
W	Response Post #7	George Meredith, “Lucifer in Starlight”, James Thomson, “The	Response Post #7 due by 2pm

		City of Dreadful Night”, and William Ernest Henley, “Invictus”	
Th	Zoom Meeting #11	Oscar Wilde, “Impression du Matin,” “The Harlot’s House,” and “Symphony in Yellow”	
F	No Response Post Today—Students will complete Peer Review for Research Paper Utilizing Canvas	Read: Peer Review guidelines (pdf)	Complete Peer Review for Research Paper on Canvas

Week 6: August 10 – August 14

Subject: Late Victorian Plays and Ghost Stories // Course Wrap-Up			
	Lecture/Workshop	Reading	Assignments Due
M	PowerPoint available on Canvas	Read Peter Pan (the play) Acts 1-3	
T	Zoom Meeting #12	Read Peter Pan (the play) Acts 4-5	
W	Response Post #8	Elizabeth Gaskell, “Old Nurse’s Story”	Response Post #8 due by 2pm
Th	No Class Meeting	No class—Writing Day **Available during extended office hours between 12:30 pm - 4:30 pm via Skype	
F	Zoom Meeting--Final Class	Rudyard Kipling, “The Phantom Rickshaw”	Research Paper—due August 14 th at 9 AM

Points Breakdown for Assignments:

Participation	90 points
Reading Quizzes (5)	10 points each
Response Posts (8)	30 points each
Close Reading Analysis	120 points

Prospectus and Annotated Bibliography	120 points
Research Paper	380 points
Total Points Possible	1,000

Assignment Due Dates:

Participation	Varies
Reading Quizzes (5)	Unannounced
Response Posts (8)	Varies (see syllabus schedule—usually Wed and Fri)
Close Reading Analysis	July 24 th at 5 PM
Prospectus and Annotated Bibliography	August 3 rd at 5 PM
Research Paper	August 14 th at 9 AM

Grading/Assessment Rubric:

A	93-100%	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%
B+	87-89%	C+	77-79%	D+	67-69%	E	0-59%

A Insightful: You did what the assignment asked for at a high quality level, with care and precision, and your work shows originality and creativity. Work in this range shows all the qualities listed below for a “B,” but it also demonstrates that you took extra steps to be original or creative in developing content, solving a problem, or developing a style. Work in the “A” range is not only correct and intriguing, but also illuminating. Since careful editing and proofreading are essential in writing, papers in the A range must be free of nearly all typos and grammatical or mechanical errors.

B Proficient: You did what the assignment asked of you at a high-quality level. Work in this range is competent, thoughtful, and considered, but it needs revision. To be in the “B” range, an essay must be complete in content, be well organized, and show special attention to style.

C Satisfactory: You did what the assignment asked of you and demonstrated that you have a generalized comprehension of the ideas/films/essays you’re working with. Work in this range needs

significant revision, but it is complete in content and the organization is logical. Diction may be imprecise or unclear. The style is straightforward but unremarkable.

D Poor: You did what the assignment asked of you at a poor-quality level. Work in this range needs significant revision. The content is often incomplete and/or the organization is hard to discern. Support is irrelevant, overgeneralized, lacks validity, and/or is absent. Ideas/texts are oversimplified. Work in this range may have no thesis statement, or may stray significantly from the thesis throughout the essay. Attention to style is often nonexistent or uneven.

E An E is usually reserved for people who don't do the work, or don't come to class, or those who have plagiarized. However, if your work shows little understanding of the needs of the assignment or demonstrates that you put little effort in completing it, you will receive a failing grade.