

Professor: Pamela Gilbert

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**FaLL '21** T per E1-E3 (720-1010pm)

### **Victorian Genders and the Novel: Masculinities**

This course will focus on Victorian genders with a special emphasis on masculinities, especially as manifested at mid to late century (mostly the 1840s-1890s) in the novel. Additionally, we will spend time reading and thinking about secondary works which interrogate and historicize our principal terms.

By the end of the course, you will have read a substantial amount of important secondary work regarding mid-century masculinities, as well as a good selection of both canonical and less-known Victorian novels, and some other materials (poems, essays, etc.).

### **Reading:**

**Note: there may be some additions and changes as we go, as I shape the course to the interests of the group.**

Carlyle            *Heroes and Hero Worship* (skip Intro., read Ch 1, 4 and 5); from Sartor Resartus, Ch X  
The Dandiacal Body <http://melbecon.unimelb.edu.au/het/carlyle/sartor.html> (online) or under "Files"

Gaskell            *North and South*

Hughes            *Tom Brown's Schooldays*

Meredith            *Ordeal of Richard Feverel* (out of print--find used copy online or Gutenberg)

Ouida              *Under Two Flags*

Kingsley            *Westward Ho* (out of print--find used copy or Gutenberg)

Pater              "Diapheneite" (1864) and "Winckelmann" (1867) [two short essays-  
<http://www.laits.utexas.edu/farrell/documents/DIAPHANEITI.pdf>

<http://www.gutenberg.org/files/2398/2398-h/2398-h.htm#winkelmann>

Darwin              From *Selection in Relation to Sex* (vii, Part II, Chapters XIX-XXI: "Secondary Sexual Characters of Man" (two chapters) and "General Summary and Conclusion" 1871

<http://www.literature.org/authors/darwin-charles/the-descent-of-man>

Tennyson            "Maud"

<http://www.bartleby.com/42/6491.html>

- Radclyffe Hall "Miss Ogilvy Finds Herself" (under Files)
- Sedgwick *Between Men* Intro. and Chapter 1 (on reserve, but you will need to copy it)  
*Epistemology of the Closet* pp22-63 (ebook available through UF lib, or purchase).
- or
- Deane "Imperial Boyhood" (under Files)
- Adams *Dandies and Desert Saints* Intro, Ch. 1, 2, 3, 4 \*\*purchase this book
- Dowling *Hellenism and Homosexuality in Victorian Oxford* (pp xi-66) \*\*purchase this book
- Davidoff and Hall *Family Fortunes* Ch 2,3,4 and 7 \*\* purchase this book
- Hall, ed. *Muscular Christianity* (pp17-44 [Rosen], 66-88 [Wee])
- Sussman *Victorian Masculinities* (read shorter electronic piece available in Reserves)
- Bourrier *The Measure of Manliness* "Introduction" (under Files)
- Furneaux *Queer Dickens* (ppTBA),
- Lowrie "White men..." (under Files)
- Foucault *History of Sexuality, VI* (read on your own if you have not yet read it. pp. 3-49 in 1990 Vintage edition, or Parts 1 and 2 in other editions)
- Manion from *Female Husbands*. (available electronically through the library)

## Readings

Readings will be available online or on reserve in the library, except in those cases where I have marked that you should purchase the book, in which case, you should look on amazon, alibris or similar. They are usually available in a used paperback for under 15 dollars.

Most of these readings will be critical and historical, rather than theoretical in the strict sense, and so you should either be familiar with basic concepts in gender theory or be prepared to do a little extra reading on your own. However, the class discussion will be tailored to (and by) the class members, so you if need to know more about something, please ask. Also, I like to ask class members what they would find most useful to read, so I will sometimes make adjustments as we go, and you will note that a couple of weeks are left open for the class's choice of materials ("vote"). I would also like to emphasize that, although the course will focus on the construction of masculinity in the period, that topic cannot be discussed without reference to female identity, class, and sexuality, including emerging queer identity and practices, among other issues. The use of the plural in the course title is not simply a convention; it reflects the imbrication of gender with other identity categories, despite the increasing sense of a widely shared masculine "essence" which marks the period and which it left as a legacy. I expect seminar conversation to be rather wide-ranging.

## Requirements:

Requirements include regular attendance and participation, six short (1-2 page) responses to the reading, posted to the class email list, substantial contributions to discussion of over email and in class, one full length paper (approx. 20-25 pages) of which a preliminary 10 page draft is due in advance, one turn presenting the material and preparing three discussion questions for a week which you will be assigned, and one presentation of your own work.

Response papers are due each week. You may choose which six weeks you will turn something in, but please do not turn them in late. Response papers should be circulated and shared; you must post them electronically *at least 48 hours before class*. (There is an email list for the class, separate from Canvas, to which you may post papers, responses, questions, etc.) Response papers should be short (one to two pages), focused essays which engage the reading (primary, secondary or both) directly.

You are also expected to contribute substantively to discussion on the list, as well as, of course, in class. The class will be conducted as a seminar; each member will be expected to speak during each class meeting and to discuss collegially with other class members. I will contribute as a discussion facilitator and resource person, but not, generally, as a lecturer. You should plan to use the class to explore and expand your own research interests wherever possible. If you would like to tailor your final project for a particular purpose (dissertation chapter, for example), please let me know.

## Late and Absence Policy

Absences in a graduate course are generally unacceptable. The only reasons to be absent are illness or attendance at a professional conference at which you are a speaker on the day of class. More than one absence (each of which represents a week of class) would usually affect the course grade. Under these current unusual circumstances, please update me immediately if you become ill, and keep me in the loop, so we can work together to stay on track.

## Grading

Grading will take into account class participation, response papers, and the final paper. We will follow university and college policy. The college stipulates that Incompletes are to be awarded only when a student has completed most of the course work with a passing grade, and through no fault of his/her own is prevented late in the term from completing on time, because of severe illness, accident, etc. Incompletes awarded for any other reason will result in a lowered course grade.

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Tentative Course Schedule

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Aug 24 Course Intro.

- Aug 31 Gaskell *North and South*
- Sep 7 Carlyle, from *On Heroes*, Davidoff and Hall, from *Family Fortunes*
- Sep 14 Adams, from *Dandies and Desert Saints*, Intro through Ch 4
- Sep 21 Hughes *Tom Brown's Schooldays*
- Set 28 Hall, ed., from *Muscular Christianity*, Deane "Imperial Boyhood" (electronic reserve), Sussman, from *Victorian Masculinities* (part of chapter one--on electronic reserve)
- Oct 5 Kingsley *Westward Ho*
- Oct 12 from Bourrier *The Measure of Manliness*, from Furneaux *Queer Dickens*, Lowrie "White men..." (in files)
- Oct 19 Meredith *The Ordeal of Richard Feverel*
- Oct 26 Sedgwick from *Between Men*, and from *Epistemology of the Closet*

**DRAFTS DUE THIS WEEK: Oct 30 11pm**

- Nov 2 Dowling, from *Hellenism and Homosexuality*, Pater, essays (Diapheneite and Winckelman),
- Nov 9 Darwin, from *Descent*, Tennyson, "Maud"
- Nov 16 Ouida *Under Two Flags*
- Nov 23 vote
- Nov 30 vote
- Dec 7 Last Day. Radclyffe Hall "Miss Ogilvy Finds Herself," and from Jen Manion, *Female Husbands*

**Paper Due Friday, Dec 10 11pm**

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**Other standard notices**

Statement of student disability services.

The Disability Resource Center in the Dean of Students Office provides information and support regarding accommodations for students with disabilities. For more information, see: <http://www.dso.ufl.edu/drc/> (Links to an external site.)

### Statement on harassment.

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more about UF policies regarding harassment, see: <http://www.dso.ufl.edu/sccr/sexual/> ([Links to an external site.](#))

### Statement on academic honesty.

All students must abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php> ([Links to an external site.](#))

### Statement on electronics in class:

I allow you to use electronic versions of most of the texts, so you may have your devices on. However, the classroom is a workspace for this course, and I expect you to honor that. That means that during the class, you are not texting, watching videos, using social media, or doing online work for other classes—or anything else I haven't mentioned here that doesn't directly relate to your work for this course. Violation of this standard can cause you to be marked absent.

### Course evaluations:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. 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 students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

### Regarding HB 233

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another

person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.