

ENL3122 - 19th Brit Novel

Jump to Today

ENL 3122

19th Century British Novel

Pamela Gilbert

<https://english.ufl.edu/pamela-gilbert/>

pgilbert@ufl.edu

Office Turlington 4320

Syllabus 3122 Fall 2023

Tuesday, pers 9-11 (405-705pm)

MAT 0114

Reading list:

Jane Austen, *Pride and Prejudice*

Charlotte Bronte, *Jane Eyre*

Elizabeth Gaskell, *North and South*

Charles Dickens, *Bleak House*

George Eliot, *Mill on the Floss*

Braddon, *Mary Elizabeth Lady Audley's Secret*

Rudyard Kipling *Kim*

Short articles, to be available on Canvas

If you already own these books in a good unabridged form, I do not require you to buy new ones. They are also all available online on Project Gutenberg. Good editions are those by Broadview, Oxford University Press and Penguin. Most are available as used paperbacks through amazon, abebooks.com, and other sites.

The Course:

This course samples key developments in the British novel through the nineteenth century. We will examine the novels within three contexts: historical, literary-historical, and critical. If you have not had English 2022, you should plan to familiarize yourself with the period: the Norton Anthology introduction to the period is a good place to start. Robin Gilmour's and Walter Houghton's books are also very useful and are available in the library.

The Victorian period was the great age of the novel's emergence as a dominant popular form within a newly extensive literary marketplace, and Victorian novelists were consummate entertainers driven to sell widely and well. They were also preoccupied with the condition of their own culture; to paraphrase Richard Altick, rarely is the Present so much present in literature as it is in the novel of this period. Victorian novelists considered it their duty and pleasure to criticize, praise and generally comment upon current issues, and they developed new forms and genres to accommodate their purposes. These issues represent the formative phases of social concerns which we have inherited and which still define us: for example, the role of mass media, the ethics of capitalism, gender roles, the responsibilities of liberal government, the welfare state, pollution, the role of nation in the global community, etc. We will read a range of representative genres and consider them not only in the light of the emergence of the novel as a dominant form, but as documents of a culture's attempts to represent and work out these issues of contemporary importance – aesthetically and ethically – and consider the ways in which Victorian ideas resonate for us today.

This course provides upper-division credit in the major, and will be taught with that in mind; therefore, students will be expected to know how to do research in the field and to attempt the application of critical frameworks. Due to the nature of the material, there is a considerable amount of reading. Carefully consider your reading speed and the expectations of the other courses you are taking before committing to this course.

Attendance and Participation:

The most important “materials” in any class are the insights and knowledge that the class members bring to the information being discussed. In a sense, if a class member does not participate in discussion and related activities, that person is depriving the rest of the members of the class of one of the most important components of their education. Your participation is very important to everyone here.

If you must miss class, be sure to arrange to get the notes from a classmate. Poor participation or attendance will affect your grade; given that every absence is a week missed, more than one absence or two latenesses will lower your grade.

Grading:

Grading will reflect University standards, and will be based largely on the papers and the quizzes, as well as timely completion of non-graded activities.

Three In-Class Assignments, drop the lowest one: 25%

Final paper or oral exam 25%

Creative assignment 10%

Quizzes 40%

For information about GPA, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>Links to an external site.

Quizzes:

These are weekly reading quizzes. If you do the reading, you should be able to answer most of the questions. I drop the three lowest, so there are no make ups for lateness or absences. There will be five short answer questions and one paragraph long answer.

Assignments:

There will be three graded in-class writing assignments: you can drop the lowest. You should be prepared each week with several quotes from the reading that you are prepared to discuss. Sometimes we will discuss and sometimes I will ask you to write something more specific, with that material in mind.

Final Assessment:

You may choose to develop a seven page paper in consultation with me. This is a good option if you are going on to an honors thesis or similar. Or you may take an oral exam at the end of the term.

Presentation:

You will work individually or in groups of up to four to complete a class presentation that approaches the course material or the period in a creative way. We will talk more about options for this, and I'll give you detailed information about possibilities.

Discussion:

Because of the nature of the class and its upper division status, this class will be partly based on discussion and in-class activities. Each student is expected to participate – to speak in class, to answer and ask questions and to come prepared each day. I may call on students as a normal part of the class process. It is acceptable to make mistakes or not to know the answer to questions; it is not acceptable to give up or refuse to try.

Please do not underestimate the value of class participation. I don't grade separately for discussion because it is a basic requirement of the course, like coming regularly or turning in papers on time. However, as with those other basic requirements, your responsible completion of them can push a "split grade" higher, whereas failing to take those responsibilities seriously will result in a substantially lowered grade, regardless of your performance on graded exercises.

Other information

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/>

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/>

Statement on academic honesty.

When you turn in work for class, you are certifying that it is your own work. If you use ChatGPT or another such service, that should be clearly indicated at the top of the first page, along with how you have used it. In general, you should only use it at a late stage in your drafting to help you improve wording of a draft nearing completion, etc. UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. If you have any questions or concerns, please consult with the instructor. 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, except when you are writing in class. 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>Links to an external site.

4. In-Class Recording:

- 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 guest 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

5. Campus Resources:

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road,

Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

Schedule

Aug 29 Introduction to class

Sept 5 Austen Pride and Prejudice

Sept 12 Bronte Jane Eyre

Sept 19 Find the essays I list in the announcement in the library (they are available online). Select the one you find most interesting and read it carefully. Mark it up and bring it to class to discuss.

Sept 26 North and South

**Creative topic due Sept 19 1159p

Oct 3 Read Bleak House beginning through Chapter 22, "Mr. Bucket."

Oct 10 Bleak House through chapter 42," In Mr Tulkinghorn's Chambers."

Oct 17 Bleak House through end.

Oct 24 Read Caroline Levine essay (Files, Canvas).

Oct 31 Eliot Mill on the Floss Read Books 1-3

Nov 7 Mill on the Floss Read through Books 4-5 (Creative Project presentations begin, and continue through end of term.)

Nov 14 Mill on the Floss Read through end.

Nov 21 Braddon Lady Audley's Secret

Nov 28 Kipling Kim

Dec 5 Last day of Class.

**Creative project and write up due in class or online Nov 22 1159p

**Final Paper due Dec 7, 1159pm