

ENG 322: English Novel (Scott to Hardy)
Winter 2015
MWF 2:00-2:50 p.m. CRN 22083 301 Condon Hall

Instructor: Dr. Kathleen O'Fallon
Office: 256 PLC Hours: MWF 10:00-10:50 a.m.
and MWF 1:00-1:50 p.m. and by appointment
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Course Description:

The literature of the 19th century in England—especially of that period associated with the reign of Queen Victoria—is often neglected by modern readers who assume its values are prudish, its style is stuffy, and its ideas are hopelessly out of date. However, the Victorian period was a time of radical change socially, economically, politically, and scientifically. The resultant excitement, uncertainty, and anxiety of the English people can be found expressed in the works of the country's greatest novelists. The novels selected for this course contain memorable characters and complex narratives, which give us a dazzling portrait of a nation separating itself from the past, yet not fully embracing the future.

Required Texts:

Bronte, Charlotte	<i>Jane Eyre</i> (1848) Norton Critical Edition (3rd)
Gaskell, Elizabeth	<i>Mary Barton</i> (1848)
Collins, Wilkie	<i>The Moonstone</i> (1868)
Stevenson, Robert L.	<i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> (1886) Broadview Edition (2 nd)
Hardy, Thomas	<i>The Mayor of Casterbridge</i> (1886)

Written Assignments

No exams are required in this class. Instead, you will be writing a short (3-page MAX!) essay on four of the five required novels, and they will be due as indicated on the schedule. Because essays will form the basis of in-class discussion on those days (and you will be expected to come prepared to read them aloud), you should write to provoke

discussion. Every student will read aloud at least once during the term. Time and class size will determine if there will be further opportunities to read.

All essays must be narrowly focused, and ample direct textual evidence must be offered in support of all assertions. Choose the general topics of your essays from the list below. **You may not repeat topics**, but you may use the “big ideas” topic more than once, as long as you choose a different idea.

Topics:

- a. Why I love or hate this novel (not a laundry list of praise or complaints, but a unified argument).
- b. A letter to a central character evaluating a **key choice** the character has made (keep in mind the limitations the Victorian period exerts on some people’s choices).
 - c. An essay imitating a novelist’s style.
 - d. The effect of point of view on narrative choices.
 - e. Effects created by recurring images/symbols.
- f. How this novel tackles a “big idea” important to Victorians (science, industrialization, religious doubt, the power of institutions, breakdown of the class system, commercialism, Darwinism, the advent of policing, etc.)

Learning Outcomes: The Department’s assessment procedure for the Undergraduate English Major is built around six desired learning outcomes. All assignments for this class are designed to help students achieve one or more of these learning outcomes, and grades will reflect students’ progress toward these goals. These outcomes are:

1. To read literary and cultural texts with discernment and comprehension and with an understanding of their conventions;
2. To draw on relevant cultural and/or historical information to situate texts within their cultural, political, and historical contexts;
3. To perform critical, formal analyses of literary, cinematic, and other cultural texts;
4. To write focused, analytical essays in clear, grammatical prose;
5. To employ logic, creativity, and interpretive skills to produce original, persuasive arguments;
6. To employ primary and/or secondary sources, with proper acknowledgment and citation, as they contribute to a critical essay’s thesis.

Schedule of Assignments:

Week One: January 5-9

- M Introductions: What do we mean when we say “Victorian”?
- W Selections from “Contexts” section of Jane Eyre, Norton Critical Ed.
- F Jane Eyre, Chapters I-X

Week Two: January 12-16

- M Jane Eyre, Chapters XI-XXVII
- W Jane Eyre, Chapters XXVIII-XXXVIII
- F Jane Eyre, Selected Criticism (to be assigned)
PAPERS DUE

Week Three: January 19-23

- M Mary Barton, Chapters 1-13
- W Mary Barton, Chapters 14-27
- F MLK Holiday Observed—No class

Week Four: January 26-30

- M Mary Barton, Chapters 28-38
- W Mary Barton, PAPERS DUE
- F Lecture: Wilkie Collins and Genre Fiction

Week Five: February 2-6

- M The Moonstone, Prefaces and Prologue
- W The Moonstone, The Story, First Period “The Loss of the Diamond”
- F The Moonstone, Second Period, Narratives 1-3

Week Six: February 9-13

- M The Moonstone, Second Period, Narratives 4-8 and Epilogue
- W The Moonstone, Contexts
- F The Moonstone, PAPERS DUE

Week Seven: February 16-20

- M Lecture: Victorians and Monsters

- W The Strange Case of Dr. Jekyll and Mr. Hyde (All)
F The Strange Case of Dr. Jekyll and Mr. Hyde, Contexts

Week Eight: February 23-27

- M The Strange Case of Dr. Jekyll and Mr. Hyde
PAPERS DUE
W Lecture: The Inimitable Boz
F Film: *Nicholas Nickleby*

Week Nine: March 2-6

- M Film: *Nicholas Nickleby*
W Film: *Nicholas Nickleby*
F Lecture: Thomas Hardy is a funny guy!

Week Ten: March 9-13

- M The Mayor of Casterbridge, Chapters 1-15
W The Mayor of Casterbridge, Chapters 16-30
F The Mayor of Casterbridge, Chapters 31-45

Final Exam Period: Thursday, March 19 2:45-4:45
Final Discussion of The Mayor of Casterbridge; PAPERS DUE

Policy on Plagiarism and Academic Dishonesty:

All work submitted in this course must be your own and must be written exclusively for this course. The use of sources (ideas, quotations, and paraphrases) must be properly documented. Refer to the summary of the Code of Student Conduct in the *Schedule of Classes*. In cases where plagiarism has been clearly established, the award of an F for the final course grade is my standard practice. It is simple to discover if a paper has been “borrowed” from the Internet, so don’t underestimate my ability to spot plagiarism. Please talk to me if you have any questions about your use of sources *before* you turn in something that might be questionable.

Policy on Late Papers and Make-up Exams:

If exigent circumstances cause problems with the due date for the essays, you must discuss this with me BEFORE the deadline so that arrangements can be made. **Late work which is not cleared with the instructor prior to the due date will not be accepted.**

Policy on Disabilities:

Students with physical or learning disabilities should consult the instructor as soon as possible so accommodations can be made.

Grades:

Each of the following requirements has weight in determining your grade:

- ✓ Essays (80%)
- ✓ Attendance and Participation (20%)

Note: This grade includes reading essays aloud

Attendance and Participation:

Students are expected to be in class, on time, having read the materials assigned for that day and having done any required writing. Assignments are due when class begins.

Attendance will be taken every day. It is your responsibility to sign in on the attendance sheet *for yourself only*. More than three absences will result in a one-half grade penalty in the final course grade. Attending class is a choice you have to make on your own, and that means you have to accept the consequences of that choice.

I do not distinguish between excused and unexcused absences, except in two cases:

1. Illness so severe and prolonged that a doctor officially excuses you.
2. You are involved in a university-sanctioned activity.

Written proof of these excuses is required, but there is no need to explain your reasons for other absences. Emailing me that you are going to miss does not excuse you from class.

If you know you are going to miss a class, make advance arrangements with me to turn in any work that is due and/or to pick up handouts. Ask a classmate to catch you up on discussion that you will miss.

If you have an unplanned absence, see me *as soon as you return* to pick up missed handouts, and ask a classmate for any missed notes. If you have questions about material discussed while you were gone, come to my office hours. We will have carried on in your

absence, so please don't be arrogant enough to ask *if* you missed anything. Of course, you did.

STUDENTS MUST ALWAYS BRING TEXTS TO CLASS WHEN THEY ARE BEING DISCUSSED. WHEN ESSAYS ARE ASSIGNED TO BE READ ALOUD, STUDENTS MUST BRING THEM TO CLASS. IT SHOULD GO WITHOUT SAYING THAT WRITING IMPLEMENTS ARE ALSO REQUIRED.

Students are expected to contribute significantly to discussion, and to do so in a way that shows respect for classmates. Listening carefully is as important as speaking thoughtfully, so please do not interrupt or wave your hand insistently while someone else is speaking. All ideas are welcome in this class, but they should be backed up by evidence from the texts.

To be fully present in the class, you must be focused on the reading and the discussion at hand. THEREFORE, please **turn off and put away all electronic devices before class begins**. Please do not leave the room during class unless you have an emergency.

Statement Regarding Sexual Harassment

The UO is committed to providing an environment **free** of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence, and gender-based stalking. If you or someone you know has experienced or is currently experiencing gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are **not alone**. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that all OU employees are required reporters. This means that if you tell me about a situation, I may have to report the information to my supervisor or the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure that you are aware of the range of the options available to you and that you have access to the resources you need.

If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline or visit the website at **safe.uoregon.edu**.