

ENG 322: English Novel (Scott to Hardy)

Winter 2017

MW 12:00-1:20 p.m.

CRN 27144

117 Fenton Hall

Instructor: Dr. Kathleen O'Fallon

Office: 256 PLC

Hours: MW 1:30-2:30 p.m., F 11:00 a.m.-1:00 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often neglected by modern readers who assume its values are prudish, its style is stuffy, and its ideas are hopelessly out of date.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:

Dickens, Charles.	<i>A Christmas Carol</i> (1843)
Bronte, Charlotte	<i>Jane Eyre</i> (1848)
Braddon, M.E	<i>Lady Audley's Secret</i> (1862)
Collins, Wilkie	<i>The Moonstone</i> (1868)
Hardy, Thomas	<i>The Mayor of Casterbridge</i> (1886)

Key Resource:

The Victorian Web <http://www.victorianweb.org>

Background on authors and literary movements; history of the period; major social, political and scientific issues

Written Assignments:

No exams are required in this class. Instead, you will be writing short (3-4 pages **MAX!**) essays **on four of the five required novels**, and they will be due as indicated on the schedule. For all essays **except** the one on *A Christmas Carol*, we will take class time in the session before the paper is due to discuss topics/arguments that students are pursuing. If you are writing an essay on the novel under discussion, please bring a one-paragraph explanation of what you propose to write about. These paragraphs will be used in large or small group discussion, and they will be handed in for participation credit.

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. 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). Even though a letter is an unconventional paper option, it requires textual support for its ideas and seriousness of purpose.
- b. How narrative point of view affects the reader’s response to the text.
- c. Use of recurring images/symbols to reveal inner character.
- d. “The influence of character on circumstances.” [Collins]
- e. How this novel tackles a “big idea” important to Victorians (science, industrialization, religious doubt, the power of institutions, breakdown of the class system, treatment of the poor, 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

Please note that all reading assignments are to be completed by the day they appear on the schedule.

Week One: January 9-11

- M Introductions: Dickens, the Spirit of Christmas, and the Spirit of the Age
The Victorian Web: "Fathering Christmas: Charles Dickens and the (Re)Birth of Christmas" and "Dickens 'the man who invented Christmas'"
- W *A Christmas Carol* (all)

Week Two: January 16-18

- [M] MLK Holiday, NO CLASS
- W *Jane Eyre*, Chapters I-X
- [F] *A Christmas Carol* PAPERS DUE

Week Three: January 23-25

- M *Jane Eyre*, Chapters XI-XXVII
- W *Jane Eyre*, Chapters XXVIII-XXXVIII; one-paragraph essay proposals due
- [F] *Jane Eyre* PAPERS DUE

Week Four: January 30-February 1

- M *Lady Audley's Secret*, Vol. I ("Lucy" to "The blacksmith's mistake")
- W *Lady Audley's Secret*, Vol. II ("The writing in the book" to "Phoebe's petition")

Week Five: February 6-8

- M *Lady Audley's Secret*, Vol. III ("The red light in the sky" to "At peace"); one-paragraph essay proposals due
- W Narrative structure: control and uncertainty; *The Moonstone*, Prefaces and Prologue
- [F] *Lady Audley's Secret* PAPERS DUE

Week Six: February 13-15

- M *The Moonstone*, The Story, First Period “The Loss of the Diamond”
W *The Moonstone*, The Story, First Period “The Loss of the Diamond” [F]

Week Seven: February 20-22

- M *The Moonstone*, Second Period, Narrative 1
W *The Moonstone*, Second Period, Narrative 2

Week Eight: February 27-March 1

- M *The Moonstone*, Second Period, Narrative 3
W *The Moonstone*, Narratives 4-8 and Epilogue; one-paragraph essay proposals due
[F] *The Moonstone*, PAPERS DUE

Week Nine: March 6-8

- M *The Mayor of Casterbridge*, Chapters 1-15
W *The Mayor of Casterbridge*, Chapters 16-30

Week Ten: March 13-15

- M *The Mayor of Casterbridge*, Chapters 31-45; one-paragraph essay proposals due
W SUMMING UP

Final Exam: Monday, March 20

The Mayor of Casterbridge, PAPERS DUE in 256 PLC by **noon**

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 the circumstances with me BEFORE the deadline so that arrangements can be made. **Late work that is not cleared with the instructor prior to the due date will not be accepted.**

DO NOT, UNDER ANY CIRCUMSTANCES, FAIL TO TURN IN REQUIRED WORK WITHOUT CONSULTING ME, AND THEN ASK TO BE BAILED OUT AT THE END OF THE TERM.

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%)

This grade includes 4 one-paragraph essay proposals.

Final grades will reflect individual students' commitment to improving the quality of their written work.

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. 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. The one exception to this rule is the use of electronic texts.** Please do not leave the room during class unless you have an emergency. If you must excuse yourself, leave your phone in plain sight before exiting the room, and try not to disturb the class as you leave and return. If you have a physical condition that necessitates your leaving the room on a regular basis, please let me know about it privately, then seat yourself near an exit. Because this class lasts an hour and twenty minutes, I will attempt to give students a five-minute break at the midpoint.

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**.