**ENG 455, Romantic and Victorian Literature, Spring 2016, 3 Credit Hours**

Dr. Sarah Stafford Sims

Carter 215A

Office Hours: 11:00-12:00 MWF; 2:00-3:00 M; 9:00-11:00 TTh

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**Course Description**

This course examines the major writers of the Romantic and Victorian ages of British literature. The course will treat poetry, essays, short and long fiction, and literary criticism beginning with Wordsworth and continuing to the 1890s. ENG 112 and ENG 210 are prerequisites.

**Textbooks**

Austen, Jane. *Pride and Prejudice*. 1813. Ed. Donald Gray. 3rd ed. New York: Norton, 2001.

Bronte, Charlotte. *Jane Eyre*.

Bronte, Emily. *Wuthering Heights*.

Dickens, Charles. *Bleak House*.

Eliot, George. *The Mill on the Floss*.

Greenblatt, Stephen, ed. *The Norton Anthology of English Literature*. 9th ed. Vol. 2. New York:

Norton, 2012.

Hardy, Thomas. *Tess of the D’Urbervilles*.

Scott, Walter. *Redgauntlet*. 1824. Ed. Kathryn Sutherland. New York: Oxford UP, 2011.

Shelley, Mary. *Frankenstein*.

**Course Objectives**

* To gain a perspective of literary history and chronology, demonstrating knowledge of key authors, works, periods, terms, and themes of English literature during the Romantic and Victorian ages.
* To develop skills in critiquing literary texts, giving informed interpretations of a variety of genres, persuasively defending such analyses orally and in writing, and performing in-depth library and Internet research to support a lengthy analysis written in MLA style.
* To recognize patterns in literary texts, making connections among an author’s works, various writers, and literary periods; among English, American, and world writers and historical events; among information within other academic disciplines; and among students’ personal views and creative work.
* To find value in varied critical approaches; in the wide-ranging views of other eras, cultures, and opinions; in connections between literature and one’s own life; and in worthy ideas and skills.
* To recognize literary quality and the power of literary expression as an agent of change while enjoying the pleasure of reading and the beauty of language.
* To learn methods of problem-solving for literary texts and to view the reading of literature as a pleasure well worth cultivating and continuing.

**Course Outline**

Jan. 20: Introduction; “Lamb” 120, “Tyger” 129, “Chimney” 121 & 128, “Holy Thursday” 122 & 127, “London” 132, “Divine Image” 122 & 135

22: *Pride and Prejudice*; “To a Mouse” 171, “To a Louse” 172, “Holy Willie’s Prayer” 168, “Such a Parcel” 179, “Robert Bruce’s March” 180, “For A’ That” 181

25: *Pride and Prejudice*; *Vindication* 232-39

27: *Pride and Prejudice*; “Simon Lee” 275, “We Are Seven” 278, “Lines Written” 280

29: *Pride and Prejudice*; “The Thorn” 282, “My Heart Leaps” 335, Intimations Ode 335

Feb. 1: *Redgauntlet*; “Lochinvar” (handout), “Kubla Khan” 459

3: *Redgauntlet*; “Christabel” 462

5: *Redgauntlet*; “Two Races of Men” (handout)

8: *Redgauntlet*; “The Prisoner of Chillon” (handout)

10: *Redgauntlet*; *Childe* 1.1-6 (620-22), 3.36-45 (627-29)

12: *Frankenstein*; *Childe* 631-37

15: *Frankenstein*; “West Wind” 791

17: *Frankenstein*; “Intellectual Beauty” 773

19: *Frankenstein*; “Alastor” 752

22: Test 1

24: *Jane Eyre*; “England in 1819” 790, “Ozymandias” 776

26: *Jane Eyre*; “Elgin Marbles” 906; “Nightingale” 927

29: *Jane Eyre*; “Lamia” 935

Mar. 2: *Jane Eyre*; “Democracy” 1067; Book Review due

4: *Jane Eyre*; “Captains of Industry” 1072

7: *Wuthering Heights*; “Individuality” 1095

9: *Wuthering Heights*; *Subjection* 1104

11: *Wuthering Heights*; “Cry of the Children” 1124

14-18: Spring Break

21: *Wuthering Heights*; “Runaway Slave” 1130

23: *Wuthering Heights*; “Mariana” 1159, “Charge” 1235

25: Good Friday

28: Easter Monday

30: *Mill on the Floss*; *Idylls of the King*

Apr. 1: *Mill on the Floss*; *Idylls*

4: *Mill on the Floss*; “Crossing” 1259

6: Test 2

8: *Mill*; “My Last Duchess” 1282

11: *Mill*; “Andrea del Sarto” 1309; Research Paper conferences

13: *Bleak House*; “Caliban” 1315

15: *Bleak House*; “Greatness in Art” 1338, “Savageness” 1342

18: *Bleak House*; “Marguerite” 1373-75

20: *Bleak*; “Scholar Gypsy” 1380; Research Paper due

22: *Bleak*; “Criticism” 1404

25: *Bleak*; “Criticism” 1404

27: *Tess of the D’Urbervilles; Culture* 1418

29: *Tess*; “Manifesto” 1470, “Blessed” 1472

May 2: *Tess*; “Jenny” 1478; “Haystack” (handout)

4: *Tess*; “Proserpine” 1526, “Grandeur” 1548

6: *Tess*; “Ballad of Reading Gaol” (handout), “Widow” 1878, “Burden” 1880, “If” 1882

9-13: Final Exam

**Course Requirements**

3 Exams: Tests include identification, paragraph answers, and essay questions. In addition,

the final will include a 50-point comprehensive essay question.

Research Paper: The scholarly research paper presents the student’s original argument concerning a text or texts written during the literary periods studied. A minimum of seven scholarly sources are to be cited in addition to the text(s) studied. The paper covers 10-12 pages, follows MLA format, and includes a formal sentence outline. The essay argues in support of the student’s interpretation of a debatable literary problem, perhaps centering on a symbol, character, word, setting, theme, or idea. Research is incorporated to support the student’s position; however, the research paper focuses not on what critics say about the text but on the student’s defense of his or her position within an interpretative debate. Thus, the literary text itself is the primary focus

of the analysis. Close reading of a text, soundly-based and well-presented argument interpreting the text, and skillful research are the goals of the paper. Students express their topic, plan, and resources for the paper within a research proposal early in the semester. Students planning to do graduate work in English should research a text not studied within the course. Copies of sources are submitted with the essay.

Scholarly Book Review: Students write a five-page review of a scholarly book pertaining to the period or an author studied. Critical biographies may be reviewed.

10 Critical Article Summaries: Students write ten one-page summaries of academic journal

articles about the texts studied. One summary should be written for each of the eight novels studied; the other two summaries may be written on the student’s choice of other texts the class has read. Articles are due the class meeting after a novel has been completed. Pieces should use a standard MLA bibliography entry for the article as title. Beneath the summary, a paragraph should express the student’s evaluation of and reaction to the article.

Conferences: Students are expected to visit the instructor’s office at least once during the semester to discuss their progress and to receive guidance in writing the research paper.

Participation: Students are expected to attend class, student conferences, theater trips, and the spring play; to be prepared to participate actively in every class meeting; to contribute to class and peer group discussions; to complete writing and reading assignments on time; and to participate in all in-class exercises. Prior to class, students are to have identified three key items for daily discussion.

**Evaluation**

These elements compose the final grade:

3 Exams – 350 points

Research Paper – 150 points

Scholarly Book Review – 50 points

10 Article Summaries – 50 points

Participation and Daily Discussion Items – 50 points

Grading Scale:

A = 585-650 points

B = 520-584 points

C = 455-519 points

D = 390-454 points

F = 0-389 points

All essays completed for this course are to be first-time submissions designed specifically for the assigned requirements. Essays presented for other classes will not be accepted. Essays submitted late receive a letter-grade penalty. Essays more than one week late will not be accepted. Plagiarized work is unacceptable, unethical, and fraudulent. It results in automatic failure of the course. In addition, expulsion from the University can occur.

**Attendance Policy**

Students are expected to attend every meeting of ENG 455. For illness, unavoidable personal emergencies, and participation in university-sponsored events, the equivalent of two weeks of class (6 sessions in MWF classes; 4 sessions in TTh classes) may be missed without penalty. Work missed during an absence that is not approved may not be made up. A total of twelve absences results in automatic withdrawal from the course.

**Academic Support**

The Writing Center and Learning Commons, both located in the Badgett Academic Support Center, provide tutors and general support for reading, writing, research, and learning on all topics. Consult the CU webpage for Learning Commons and Writing Center hours as well as posted announcements. Ask for tutoring in any subject with which you need help. Students may also use the Center and Commons in self-guided learning, employing the study rooms or computers and checking out video cameras.

**Title IX Information**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Educational Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University’s Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone: (270) 789-5016

E-mail: [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX).

**Disabilities Information**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Security Information**

Campus Security can be reached at 270-789-5555 and 270-403-3611.