

## English 2325G: Victorian Literature Survey

# Global Victorians: Colonialism and Cosmopolitanism

Department of English and Cultural Studies | Huron University College | Instructor: Dr. Frederick D. King

Class Schedule: Wednesdays 11:30am-12:30pm & Fridays 11:30am-1:30pm | Classroom: HC-W102

Email: [fking2@uwo.ca](mailto:fking2@uwo.ca) | Office: A306 | Office Hours: Wed 9:00-11:00am

**Antirequisite(s):** [English 2324E](#) and 3444E.

**Prerequisite(s):** At least 60% in 1.0 of [English 1020E](#) or [1022E](#) or [1024E](#) or [1035E](#) or [1036E](#) or both [English 1027F/G](#) and [1028F/G](#), or permission of the Department.

**Corequisite(s):** N/A

**Pre-or Corequisite(s):** N/A

### Course Description

The Victorian age in Britain (1837-1901) has come to define what we think of today as the institutions of modernity. Industrialism, technological advancement, free-market capitalism, liberalism, middle-class growth, and an ideology of progress nurtured during this period continue to define our conceptions of modernity to this very day. However, the story of modernity is not just a tale of progress and power; the Victorian age also models debates over global expansion: colonial occupation, wars on foreign soil, and public debates over democracy and socialism. In this class, students will read the Victorians through novels, short stories, drama, poetry, memoir, painting, scientific research, and political manifestos in order to consider the role of literary and cultural texts in the conflicts and debates that defined Victorian modernity. We will pay particular attention to texts that challenge the social conventions of the period by looking at works produced by individuals on the margins of political influence and power, as well as works from the mainstream that openly criticized nationalism, capitalism, and the colonial project. In addition to reading works written by those who lived on the margins of Victorian society, we will also consider canonical works in order to consider how they too brought attention to an emerging cosmopolitanism. Literary and artistic concepts to be considered will include realism, narrative poetry, free verse, symbolist drama, aestheticism, medievalism, and polemic.

### Learning Objectives

Students who prepare for and participate in every class will have the opportunity to:

- Think critically about a variety of Victorian texts that represent a diversity of literature and culture from the period;
- Practice communicating critically through the preparation, research and analysis demanded by both assignments and classroom discussion; and
- Develop written communication skills in relation to the topic of the course.

### Required Texts

The following texts will be available at the Western University Bookstore:

- Broadview Custom Coursepack for English 2325G: Victorian Literature
- A package of Broadview Press editions:
  - Craik, Dinah Mulock *The Half-Caste* (Broadview Press)
  - Dickens, Charles *A Christmas Carol* (Broadview Press)
  - Schreiner, Olive *Story of an African Farm* (Broadview Press)
  - Wilde, Oscar *Salome* (Broadview Press)

### Classroom Etiquette

- Students must bring either the assigned textbook(s) or a PAPER copy of the assigned readings for that week and have them out and on the table in order to make marginal notes and highlight key passages pointed out by the class presenter and the instructor.
- Students must turn off their cell phones and keep them stored in their bags during the entire class.
- The internet on student laptops must be turned off so that both you and the professor can focus on the conversation at hand.
- Students are expected to read weekly assigned works in advance of class and be prepared to discuss their contents in detail.
- Students are responsible for their own attendance and are expected to make their own arrangements with colleagues if they miss class for medical or emergency reasons. Absenteeism is strongly discouraged and detrimental to student progress in the course.
- Critical engagement can sometimes mean disagreements. Students are asked to approach disagreements critically and resolve them in class via lively and respectful debate.

### Assignments

Poem Analysis (3 pages)	15%
Prose Analysis (3 pages)	15%
Midterm (10 short-answer questions)	15%
Research Paper (8 pages)	20%
Final Exam (30 short answer questions)	35%

### A Note on Due Dates:

Meeting assignment deadlines is a part of what you are assessed on when submitting an essay or attending a test. If you have sincere medical concerns (physical, mental, emotional) or a disability (physical or learning), or a personal emergency (family death, personal crisis) that hinders your ability to meet deadlines, it is your responsibility to make arrangement in advance with Academic Counselling for Accommodation in the course. Beyond such situations, the instructor will not accept late assignments. Late assignments without academic accommodation will receive a failing grade of 0%.

### A Note on Submissions:

All writing assignments must be uploaded to the course's OWL website on the assigned due date NO LATER than 11:55pm. Assignments will be checked against TURNITIN.com for potential plagiarism. Paper submissions will not be accepted. All assignments must conform to MLA formatting requirements which can be found here: <http://huronuc.libguides.com/c.php?g=455405&p=3111731>

### Poem Analysis/Prose Analysis | 3 pages each | 15% each

By February 7<sup>th</sup> and March 16<sup>th</sup>, students are required to submit two essays. One of the two submissions must provide a close reading of a poem on the course list. The other analysis must provide a close reading of a prose work. It does not matter which one students do first. They simply have to submit one of each by the two deadlines. Both must be at least 3 pages in length (not including references), be based on a specific thesis statement that defines your argument, and conform to MLA formatting guidelines (7<sup>th</sup> or 8<sup>th</sup> edition). Secondary sources are optional.

### Research Paper | 8 pages | 20%

No later than April 11<sup>th</sup>, students must submit a research paper on a topic of their own choice based on at least one text not already written about in the either the poem or prose analysis. The paper must include at least 3 peer-reviewed sources (Ex. journal article, chapter in monograph or in essay collections), conform to MLA formatting guidelines (7<sup>th</sup> or 8<sup>th</sup> edition), and be based around a specific thesis that defines your argumentative critical intervention.

**Midterm | 10 short-answer questions | 15%**

Students will have 50 minutes of class time to write short answers (1-3 sentences) that respond to questions based on materials read for and discussed in class from January 10<sup>th</sup> to March 2<sup>nd</sup>. Student answers must demonstrate attention to class lectures and to readings. Questions may ask you to place ideas discussed in class into conversation with a part of a poetic or prose text not analysed in class, in which case you will be expected to present your critical assessment of the passage based on our discussions and your own reading of the text. While students should explain ideas in their own words, demonstrating the mastery of critical terminology discussed in class will enrich your responses.

**Final Exam | 30 short-answer questions | 35%**

Students will have 3 hours of examination time to write short answers (1-3 sentences) that respond to questions based on materials read for and discussed in class from January 10<sup>th</sup> to April 11<sup>th</sup>. The responses should demonstrate the student's knowledge of the material student over the entire period of the course and pay particular attention to class lectures and to required readings. Questions may ask you to speak to a part of a poetic or prose text not analysed in class, in which case you will be expected to present your critical assessment of the passage based on our discussions and your own reading of the text. While students should explain ideas in their own words, demonstrating the mastery of critical terminology discussed in class will enrich your responses.

**Class Schedule**

W Jan 10	Introduction to Course Alfred, Lord Tennyson "Ulysses"
F Jan 12	Thomas Carlyle selections from <i>Past and Present</i> (1848) The Great Exhibition of 1851 <a href="https://web.stanford.edu/group/ww1/spring2000/exhibition/start.html">https://web.stanford.edu/group/ww1/spring2000/exhibition/start.html</a> Elizabeth Barrett Browning "Runaway Slave at Pilgrim's Point" (OWL)
W Jan 17	Elizabeth Barrett Browning "The Cry of the Children"
F Jan 19	Charles Dickens <i>A Christmas Carol</i>
W Jan 24	Karl Marx and Friedrich Engels <i>The Communist Manifesto</i>
F Jan 26	Grace Aguilar <i>The Perez Family</i>
W Jan 31	William Browne Hockley "The Half-Caste Daughter" (Appendix to Craik novel)
F Feb 2	Dinah Mulock Craik <i>The Half-Caste</i>
W Feb 7	Charles Lyell selections from <i>Principles of Geology</i> Matthew Arnold "The Buried Life" <b>EITHER PROSE OR POEM ANALYSIS DUE no later than 11:55pm on OWL</b>
F Feb 9	Charles Darwin selections from <i>On the Origin of Species</i> Herbert Spencer selection from <i>Social Statics</i>
W Feb 14	Alfred, Lord Tennyson "The Charge of the Light Brigade"

- F Feb 16 Mary Seacole selections from *The Wonderful Adventures of Mrs. Seacole in Many Lands*
- W Feb 21 READING WEEK CLASS CANCELLED
- F Feb 23 READING WEEK CLASS CANCELLED
- W Feb 28 John Ruskin “Of Truth of Water” and “A Definition of Greatness in Art”  
Turner’s Paintings and Influence
- F Mar 2 Robert Browning “Fra Lippo Lippi”  
Dante Gabriel Rossetti “The Blessed Damozel”  
Christina Rossetti “In an Artist’s Studio”
- W Mar 7 **MIDTERM 10 Short Answer Response Questions (50 Minutes)**
- F Mar 9 Olive Schreiner *Story of an African Farm* (also read Appendix A: Historical Contexts)
- W Mar 14 Olive Schreiner *Story of an African Farm*
- F Mar 16 Rudyard Kipling “The Man Who Would Be King”  
**REMAINING POEM OR PROSE ANALYSIS DUE no later than 11:55pm on OWL**
- W Mar 21 Walter Pater selections from *The Renaissance*
- F Mar 23 Algernon Charles Swinburne “Anactoria”  
Michael Field “Maids, not to you my mind doth change” and “A Pen-Drawing of Leda”
- W Mar 28 Amy Levy “Xantippe
- F Mar 30 GOOD FRIDAY CLASS CANCELLED
- W Apr 4 Vernon Lee “Amore Dure”
- F Apr 6 Oscar Wilde *Salome*
- W Apr 11 Thomas Hardy “The Darkling Thrush” (OWL)  
**RESEARCH ESSAY DUE no later than 11:55pm on OWL**

**FINAL EXAM DATE TBA** (30 short answer questions)



### **Prerequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Academic Accommodation for Medical/Non-Medical Grounds**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

#### **(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf),

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

**(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**(c) Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

**Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

**Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Policy on Special Needs**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

### **Mental Health @ Western**

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### **Academic Advising**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services ([huronsss@uwo.ca](mailto:huronsss@uwo.ca)). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>