

**Carleton University
Winter 2019
Department of English**

**ENGL 3502A: British Literature from 1700-1914
Winter semester**

Prerequisites: 3rd-year standing or permission of the department

M/W 1:05-2:25

Location: Southam Hall 318

Please confirm location on Carleton Central

Instructor: Jenna Herdman

Email: jenna.herdman@carleton.ca

Office: Dunton Tower 1821

Office Hours: Wednesday 2:30-4 pm or by appointment

Carleton University is located on unceded Algonquin territory.



Course Description

The second semester of “British Literatures II” focuses on the literature, culture, and anxieties that informed literary production in the period of 1830-1914. Our approach will take a ‘cultural materialist’ framework, in which we read non-literary texts alongside literature and critically take into account how these texts have been studied in the years since their publication. Our reading list delves into critical issues and events in the nineteenth-century, including slavery and abolition, industrialization, production and the exploitation of labourers, poverty, sanitation reform, the ‘woman question’ and marriage, sex and sexuality, and queerness.

Learning Outcomes

- Students will critically engage with and historically contextualize a range of texts from nineteenth-century Britain from a range of genres. They will be able to discuss texts in their historical-political contexts and make connections between these texts and contemporary social issues.
- Students will work critically with questions of form and mediation, both in class and in their assignments.
- This is a writing attentive course. Students will develop research essay skills and essay writing skills. They will work with scholarly sources and develop strategies for reading, summarizing, and engaging with scholarship.
- Students will conceptualize, research, and workshop research papers which engage with critical scholarship in informed ways. Furthermore, they will work on close-reading analyses and developing critical arguments.
- Students will cultivate and increase their knowledge of literary terms and conventions.
- Students will participate in in-class group work and contribute to collaborative projects.

Text list

Oliver Twist by Charles Dickens (Broadview)
The History of Mary Prince by Mary Prince (Penguin)
Tess of the D'Urbervilles by Thomas Hardy (Broadview)

The above texts are available at Octopus Books. Please try your best to acquire print copies of the novels, whether you buy them at Octopus or elsewhere (local used bookstores are another great option). To keep from buying a pricey anthology, the rest of our readings are either linked in digital sources or on ARES. I strongly encourage you to print your own physical copies of these texts, especially when we are reading poetry.

Winter term assignments

| Assignment | Due date | Grade weight (of full-year course grade) |
|-------------------------|-------------------------|--|
| Essay 3 – Proposal | February 4 | 2% |
| Essay 3 | February 15 | 18% |
| Essay 4 – Proposal | March 27 | 2% |
| Essay 4 | April 8 | 18% |
| Exam 2 (3 hours) | TBD (April exam period) | 15% |
| In-class presentation 1 | January 21 | Bonus points: up to 4% |
| Participation | Ongoing | 5% |

Essay proposals: The essay proposals are worth 10% of each essay grade (2% of the total course grade). If you are planning to write the paper, then the essay proposal is mandatory. There will be allotted time in class to discuss your essay proposals with the instructor and TA. Please note

that essay proposals must be submitted on the specified deadline, unless accompanied by a doctor's note. Essay proposals must include the following elements:

1. A working thesis statement, clearly identified.
2. A sample paragraph. This can be the introductory paragraph, or one of the body paragraphs of the paper.
3. Two citations for secondary sources, followed by a brief (3-4 sentences) summary of the source and its relevance to your essay topic.
4. Any other notes, ideas, or annotations relevant to your essay process. [optional]

Essays: Although there are four essays assigned for the course (two per term), only the top three grades count towards the final grade. You are only required to write **three** essays, but if you choose to write all four, your top three grades count and your lowest grade is eliminated. Essay prompts and guidelines will be circulated several weeks before the deadline. Please check CuLearn for essay guidelines, prompts, and rubric.

Late policies: One essay (out of the four assigned from September 2018-April 2019) may be up to **one week** late. Otherwise, late essays will be penalized **a grade a day** unless accompanied by an appropriate doctor's note.

In-class presentation: This semester, students will have the opportunity to participate an in-class presentation. The presentations will work as follows: the previous week, students will be put into groups of 5-6. Each group will be assigned a short 19th-century text, which they must collectively research with the goal of preparing a short (15-20 min.) presentation and lead a short Q&A. Each member of the group will research a certain facet of the text (i.e. author information; context; publication history; close reading; relevance to a contemporary news item or issue). The group will then have time in class to condense this information into a short presentation, and to facilitate a brief discussion. Participation in the presentations is optional, but encouraged: it offers the opportunity for bonus grades, to work closely with a text, develop ideas which might be used for a research paper, and to generate critical discussion questions.

Participation: Evaluated based on class attendance and thoughtful engagement with course material, both during class and in the journals.

Journals: There are nine journals assigned throughout the term, and you are required to submit a **minimum of seven**. The journals must be handed in on the day they are due. Journals should aim to be about a full page double-spaced, and will reflect on the assigned texts from that week. You may use this space to engage critically with the text, to offer a close reading of an interesting passage, to make connections to other texts from the course, or to try out an idea for a paper.

Class policies

Completion of course: Take careful note of [Section 2.1](#) of the Academic Regulations in the Undergraduate Calendar: "To obtain credit in a course, students must meet all the course requirements for attendance, term work, and examinations as published in the course outline." If

you have failed to complete any of the stipulated requirements the prescribed timelines, or if you have failed to comply with the attendance policy, you will fail the entire course.

Email etiquette: All communications to the instructor and TA must be done through your official Carleton email. Call me “Jenna” (or “Prof Herdman” if you must – no “Mrs” or “Miss” please), use proper grammar and punctuation, and refrain from using colloquial language in emails (hey, sup, yo, idk, etc). The subject line of the email **must** specify the class (“ENGL 3502A”) and the topic of inquiry (i.e. “question about *Oliver Twist*”). If you miss a class, then arrange to get notes from another student – please do not expect myself or the TA to catch you up. I generally do not answer my emails on weekends, or outside of the hours of 9 am-5 pm on weekdays: otherwise, you may expect me to get back to you within 48 hours. I recommend [this article](#) for advice on email etiquette.

Grade inquiries: I have a 48-hour policy for questions about graded assignments in this course. If you have questions about your grade on an assignment, then please wait 48 hours before contacting me to ask the question or to make an appointment to discuss it. This buffer time gives you the chance to read through your paper and my comments. I am always happy to discuss your paper and to develop strategies for improvement on the next paper – in fact, I think that this is a crucial part of the writing process.

In-class etiquette: Please be respectful of others and refrain from using electronic devices for any purpose other than taking notes or consulting texts in class. Texting, browsing the web, and working on other projects is an impediment to your own engagement in the class as well as the learning of other students.

Final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Academic Integrity

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;

- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

More information on the university's Academic Integrity Policy can be found here:

<https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy.pdf>

Support Services

Writing Tutorial Service (WTS): The [WTS](#) offers students one-on-one, personalized assistance with academic writing, free of charge. To make an appointment for a 50-minute session, call 613-520-2600, ext. 1125, or visit in person at the Learning Support Services Desk on the 4th floor of the MacOdrum Library.

Learning Support Services (LSS): LSS offers students a variety of free services, including academic skills workshops and information sessions, and individualized assistance in the form of a tutor referral service and a supportive staff of Peer Helpers. To learn more about these services, visit LSS on the 4th floor of the MacOdrum library, contact them by phone at (613) 520-2600, x.1125, or visit [online](#).

Foot Patrol: The Foot Patrol is a student-run, volunteer-based service available to Carleton students, free of charge. Its patrollers will escort you safely to your destination, whether on or off campus (provided that it is within 30-minutes' walking distance of campus). For more information, visit [online](#). To register for a Safe-Walk, call 613-520-4066 or visit in person at 426 UC.

Carleton Health and Counselling Services: Provides outpatient medical services and confidential personal counselling services. Students can self-refer to counselling. For more information visit <http://carleton.ca/health/> or call 613-520-6674.

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide.

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide.

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation.

If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Reading schedule

Note that the reading schedule may be subject to minor changes, which will be announced ahead of time.

Monday, January 7

Orientation and syllabus

Matthew Arnold, "[Dover Beach](#)" (1867) [handout will be distributed in class]

Wednesday, January 9

Introduction to the Victorian period

No journals due this week!

Monday, January 14

Mary Prince, *A History of Mary Prince*

John Ruskin, "[Turner's Slave Ship](#)" (1843)

Wednesday, January 16

Mary Prince, *A History of Mary Prince*

In-class workshop: Essay writing refresher

Due: Journal 1

Monday, January 21

You are not responsible for all the readings assigned here. Check CuLearn for Assignment details.

Group 1: Thomas Hood, "[The Song of the Shirt](#)" (1843); Foxconn: "[Life and Death in Apple's Forbidden City](#)" (2017); "[The poetry and brief life of a Foxconn worker: Xu Lizhi \(1990-2014\)](#)" (2014)

Group 2: Jane 'Speranza' Wilde, "[The Famine Year/The Stricken Land](#)" (1847); Humans of New York, "[Syrian Americans](#)" (2016)

Group 3: Elizabeth Barrett Browning, "[The Cry of the Children](#)" (1843); "[Child Labour 'Rampant' in Bangladesh Factories](#)" (2016)

Group 4: Thomas Beames, *The Rookeries of London* (1852) [ARES]; "[Survivors from the Preston St Urban Renewal Project](#)" (2013); "[Deep Cut](#)" (2009)

Group 5: Charles Dickens, "[A Walk in a Workhouse](#)" (1850); "[The Business Model of Private Prisons](#)" (2015); "[My four months as a private prison guard](#)" (2016)

Group 6: Elizabeth Barrett Browning, "[A Runaway Slave at Pilgrim's Point](#)" (1848); "[When will Britain face up to its crimes against humanity?](#)" (2018)

Due: In-class presentations

Wednesday, January 23

Due: In-class presentations continued

In-class workshop: Finding and using scholarly sources

Due: Journal 2. Please use the space in this journal to reflect on the connections between two of the texts discussed during the in-class presentations. Due to the presentations, journals may be handed in up to two days late over email.

Monday, January 28

Henry Mayhew, selections from *London Labour and the London Poor* (1850-52) [ARES]

"Preface"

"Of Wandering Tribes in General"

"Watercress Girl"

"The Crippled Street-Seller of Nutmeg-Graters"

"Of the Mud-Larks"

Wednesday, January 30

Harriet Martineau, from *Illustrations of Political Economy*, "[A Manchester Strike](#)" (1832)

Due: Journal 3

Monday, February 4

Oliver Twist (1839)

Due: Proposals for Essay 3

Wednesday, February 6

Oliver Twist (1839)

Journal 4

Monday, February 11

Oliver Twist (1839)

Wednesday, February 13

Oliver Twist (1839)

No journals due this week!

Essay 3 due: Friday February 15 – English department Dropbox by 4 pm

Monday, February 18

READING WEEK

Wednesday, February 20

READING WEEK

Monday, February 25

Christina Rossetti, "[Goblin Market](#)" (1862)

Wednesday, February 27

JS Mill and Harriet Taylor, from *The Subjection of Women* (1869) [ARES]

John Ruskin, from *Sesame and Lillies*, "Of Queen's Gardens" (1865) [ARES]

W.R. Greg, "Why Are Women Redundant?" (1869) [ARES]

Due: Journal 5

Monday, March 4

Joseph Sheridan Le Fanu, *Carmilla* (1871-2)

Wednesday, March 6

Sheridan Le Fanu, *Carmilla* cont.

Carmilla – The Series, [Season 1](#):

In-class workshop: Polishing your writing

Due: Journal 6

Monday, March 11

Augusta Webster, "[A Castaway](#)" (1870)

Dante Rossetti, "[Jenny](#)" (1870)

Wednesday, March 13

Thomas Hardy, *Tess of the d'Urbervilles* (1891)

Due: Journal 7

Monday, March 18

Thomas Hardy, *Tess of the d'Urbervilles* (1891)

Wednesday, March 20

Thomas Hardy, *Tess of the d'Urbervilles* (1891)

Due: Journal 8

Monday, March 25

Thomas Hardy, *Tess of the d'Urbervilles* (1891)

Wednesday, March 27

Robert Browning, "[Porphyria's Lover](#)" (1836)

"[My Last Duchess](#)" (1842)

Due: Proposal for Essay 4

No journals due this week!

Monday, April 1

Oscar Wilde, *The Importance of Being Earnest* (1895) [ARES]

Wednesday, April 3

Tennyson, "[The Lady of Shalott](#)" (1842)

"[The Charge of the Light Brigade](#)" (1854)

Due: Journal 9

Monday, April 8

Review and exam prep

Essay 4 due in class