

**Carleton University
Department of English
Full Summer 2018**

**ENGL 3502 A
British Literature II: A Study of Literary Cultures, 1700–1914**

Mondays and Wednesdays, 6:05–8:55pm
Location: *Please confirm on Carleton Central*

Prerequisite: ENGL 2300 or permission of the Department

Instructor: Dr. Morgan Rooney

Email: morgan.rooney@carleton.ca

Office: 1915 DT

Office Hours: Mondays & Wednesdays 4:15-5:15pm

COURSE DESCRIPTION:

This course is a survey of British literature from 1700 to 1914. In the years immediately prior to 1700, a court culture largely prevailed in Britain; by 1914, the country had long since been transformed into a modern democratic commercial society. Not surprisingly, the literature of that same period registers the concerns and anxieties, fears and hopes, of a variety of voices that lived through those remarkable changes. At the same time, the literature of the period undergoes a series of its own transformations as a result of the new pressures those changes exerted. In this course, we will explore a representative selection of authors from each literary period—the eighteenth century, the Romantic era, and the Victorian era—whose writings give us access to some of the more significant literary, cultural, and socio-political developments of this 200-year block of British history.

This course is cuLearn supported. cuLearn is a virtual extension of the classroom, and students are expected to be familiar with everything circulated by its means. Students are expected to check our course page at least 2-3 times a week.

The Department of English has designated ENGL 3502 a “writing-attentive” course. That means that students in this course must

- Write at least one substantial essay each term in which they are expected to
 - develop an argument or thesis statement across each essay
 - develop complex ideas using correct and effective expression according to academic English practice
 - use and cite from primary texts appropriately
 - develop secondary research and citation skills
- Complete at least two supervised writing assignments in the course (tests, in-class essays, or formal examinations)
- Spend a portion of class time developing and improving essay writing skills and research essay skills

LEARNING OUTCOMES:

By the end of this course, successful students will have demonstrated their ability to:

- **Create analytical readings of texts that are informed by the socio-political, cultural, and aesthetic developments of their authors' moment in history.** This involves, for the texts studied, constructing readings that
 - relate texts to contexts;
 - create linkages between developments in a period and authors' aesthetic and ideological expressions; and
 - demonstrate an awareness that literary texts intersect with the real developments of their authors' society.
- **Explain the core concerns, key debates, and landmark developments of each period under study, as well as points of convergence / divergence between them.** This includes the ability, for each period, to explain in some depth
 - significant generic innovations and literary developments;
 - major historical, political, and cultural events;
 - core concerns and ideological positions expressed by the authors; and
 - relationships between the authors' ideological positions.
- **Distinguish between the various literary terms explored in the course.** This level of understanding entails the ability to
 - define and explain those terms;
 - identify relevant examples and use them to illustrate the meaning of those terms; and
 - use those terms appropriately in analyses in the assigned papers and exams.
- **Create effective research papers on literary topics that**
 - develop arguments informed by, and which are situated in relation to, recent, relevant scholarship;
 - are clearly structured to advance their theses, using a thesis statement, a direction statement, topic and concluding sentences, and paragraphing that directly advances the argument;
 - engage closely with the words of the primary texts under study, unpacking those words to show how they advance a point being made;
 - engage closely with the arguments and words of the secondary texts, unpacking their words and arguments to show how they advance a point being made; and
 - document all sources using proper MLA style.

REQUIRED TEXTS:

1. Broadview Course Pack
2. Jonathan Swift, *Gulliver's Travels*, ed. Allan Ingram (Peterborough: Broadview Press, 2012)
3. Henry Mackenzie, *The Man of Feeling*, ed. Maureen Harkin (Peterborough: Broadview Press, 2005)
4. Jane Austen, *Northanger Abbey*, ed. Claire Grogan (Peterborough: Broadview Press, 2002)
5. Bram Stoker, *Dracula*, ed. Glennis Byron (Peterborough: Broadview Press, 1998)

****Buy all books in May. The Broadview shrink-wrap deal will save you money. Moreover, Octopus Books won't stock books for this class in July.****

These books (including the course pack) will be available at Octopus Books, which is located at 116 Third Avenue, just off Bank Street. For more information, call the store at (613) 233-2589 or visit online at www.octopusbooks.ca.

You will also require access to a style manual (the *MLA Handbook* [2nd floor reference, LB 2369 .G52 2016]), a dictionary (the Oxford English Dictionary is accessible from [our library](#)), a grammar aid (any of the following will do: Lynn Quitman Troyka and Douglas Hesse's *Simon and Schuster: Quick Access Reference for Writers* [2nd floor reference, PE 1408. T6965 2007], Don LePan's *Broadview Book of Common Errors in English* [2nd floor reserves, PE 1460. L46 2003], or John C. Hodges et al.'s *Harbrace College Handbook for Canadian Writers* [2nd floor reference, PE 1112. H37 1994]), and a dictionary of literary terms (J. A. Cuddon's *Dictionary of Literary Terms and Literary Theory* [2nd floor reference, PN 41. C83 1998]). Because these volumes are all designated "Library Use Only," they will always be available to you, free of charge.

EVALUATION:

***Note: all portfolio assignments, essays, and exams are mandatory; failure to complete any one of them will result in a failing grade in the course.**

Assignment	Percentage	Due Date
Pop Quizzes (best 4 of 6, 3.75% each)	15%	Ongoing—random days & times
Writing Portfolio (5 assignments, 1-4% each)	15%	May 16 th , May 23 rd , May 28 th /30 th , July 11 th , & July 23 rd /25 th
Research Essay #1	15%	June 15 th
Midterm Exam	15%	TBA—June 22 nd –28 th
Research Essay #2	20%	August 13 th
Final Exam	20%	TBA—August 18 th –24 th

TEACHING APPROACH:

I teach in a way that doesn't just invite your participation, but rather that demands it. In this class, you can expect me not to lecture at you in three-hour intervals. Instead, I will be giving mini-lectures interspersed by activities that require your involvement. These activities will give opportunities to practice and develop the skills and content mastery announced in my learning outcomes, to measure the progress of your own learning, and to consolidate the knowledge and skills worked on in each class. Come prepared to be an active participant in your own learning.

COURSE POLICIES:

Attendance: Regular attendance is vital to securing a passing grade in this course. Almost 25% of your grade is determined by the work you do in class. The exams, which cover materials taught in class, account for another 35% of your grade. In addition, I use an active learning approach, which means no amount of notes or consultation will capture the learning experience of the classroom. Commit now to regular attendance. If you need further motivation, note that if you miss three or more full classes in either term, I will award you with an "F" for the course, as per [Section 2.1](#) of the Academic Regulations in the Undergraduate Calendar. Exceptions may be

made, but only for students who can provide official documentation and/or who have demonstrated commitment to the course.

During each half of every one of our meetings, I will circulate a sign-in sheet. These sheets are the final authority on your attendance record. If you must leave class early or come in late, let me know in advance and you will get credit for that part of the class you attended—otherwise, failure to sign one of the sheets counts as an absence. Substantially late arrivals or early exits will be recorded. Every week or two, I will update the “Attendance Sheet” on cuLearn. It is your responsibility to keep up-to-date on this front.

Note: anyone who misses class is responsible for catching up with missed material. I’d strongly recommend reviewing the slides for the class missed, getting notes from a friend, and seeking me out during office hours, at which time I’ll direct you to relevant sources. In every scenario involving your absence, be aware that you’re responsible for taking initiative to make sure your grade doesn’t suffer.

Basic Preparation: As a matter of course, you are expected to 1) attend all class meetings; 2) complete the scheduled readings beforehand; 3) arrive prepared to discuss what you have read; 4) bring the relevant text(s) to class; 5) prepare and bring to class thesis/outline documents for Portfolio days; and 6) have a pen/pencil and piece of paper on hand in case of a Pop Quiz. I strongly recommend taking notes on the lectures and keeping a record of the passages and terms we discuss in class. Writing in the margins of your books and marking off key passages as you read is also a good idea. Passages and terms discussed in class are likely to appear on the quizzes and exams.

Classroom Etiquette: On the first day of class, we will discuss as a class expectations that we have for one another regarding what happens during class time. We’ll establish an agreed upon list of classroom rules, to be posted on cuLearn, on the subjects such as the following:

- How do we feel about food and drink in the classroom?
- What will be our position on laptops and cell phones in the classroom? How can we make sure that we’re harnessing these technologies for learning?
- What constitutes respectful behaviour in this class and how will we promote it? What constitutes disrespectful behaviour and what will we do to avoid it?

Assignment Submission: All in-class assignments (the pop quizzes, the exams, and portfolio assignments 3 and 4) will be submitted in-class on their respective due dates. All take-home assignments (the essays and portfolio assignments 1 and 2) will be submitted via cuLearn. There is no other acceptable way to submit these assignments. Note that cuLearn will automatically send you an acknowledgement email for all assignment submissions—if you don’t receive that, then your assignment hasn’t been submitted yet.

Note: in the rare event that your assignment is lost, misplaced, or not received, you’re responsible for having a backup copy that can be submitted immediately upon request.

Late Assignments: For the Portfolio assignments and the two Essays, everyone gets a bank of 3 penalty-free days of extension (“grace days”), per term, no questions asked. Treat these as a failsafe rather than planning to use them.

Some details about these “Grace Days”:

- Measured in 24-hour units that start at 9:00pm on the due date. Some examples:
 - Jane Doe submits a paper less than 24 hours after 9:00pm on the due date; she has used 1 grace day.
 - Jill Doh submits a paper more than 24 hours but less than 48 hours after 9:00pm on the due date; she has used 2 grace days.
 - John Doe submits his Research Essay, which was due on June 15th at 9:00pm, on June 18th at 8am; he has used 3 grace days.
 - Jack Doh submits his Research Essay, which was due on June 15th at 9:00pm, on June 17th at 10pm; he has also used 3 grace days.
- Tracked by me. I will provide updates on Grace Days used on cuLearn intermittently.
- Applicable only to the two Essays and the Portfolio assignments. This means that there is no late policy for the pop quizzes or exams—complete those assignments on time, or receive a zero. If you have documentation to explain any late assignments, we can talk about that.

Once a student uses all 3 grace days, any Essay or Portfolio assignment s/he submits late receives an automatic zero. Special consideration may be given to students dealing with a protracted medical issue for which they can provide documentation.

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 major assignments (the portfolio assignments, the Research Essays, and the Exams) within the prescribed timelines, or if you have failed to comply with my attendance policy, you will fail the entire course.

Email: Use email only for quick questions, to set up alternate meeting times, or to handle personal issues (i.e., to advise me of a situation, etc.). If you want to discuss a paper (topic, thesis, outline, etc.), come to office hours. Email is not an effective means of dealing with such matters. There is not enough time before or after class to cover such issues adequately, either. Take advantage of office hours. I’m also available via BigBlueButton/Skype in some instances.

I answer emails Monday–Friday, 8:30am–4:30pm, but not outside of those times (i.e., weekday evenings and weekends). Be sure to provide a subject line and to limit yourself to the issues outlined above, and consult this syllabus to see if it answers your question before you send your email. Keep these simple guidelines in mind and you will find that I reply quite quickly (usually within 24 hours).

For questions your classmates might be interested in hearing the answers to, please post them on the cuLearn “Ask the Instructor” feature. That way, I can answer it once, for everyone.

Telephone: In general, avoid the phone altogether. I’m not in my office outside of announced times and have no voice messaging system. Stick to in-person and/or BigBlueButton/Skype interviews and email for all communication purposes.

Grade Inquiries: I’m always willing to review assignments. My one and only rule on this subject is *No discussions about grades until 48 hours after the assignment is returned*. That’s because you need time to process my feedback and to be prepared to engage in a conversation

with me about it. Once you've done so, come see me during office hours. Note that I'll be posting exemplary quizzes as I receive them, and that I'll be providing detailed feedback on the Portfolio assignments and Essays. Note, too, that requests for re-marking raise the possibility of a lower as well as a higher grade.

For the exams, students may arrange for a time to peruse them, but they can't remove, correct, or otherwise change them. They must remain, as is, with the department.

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.

Course Copyright: My lectures and course materials (including all PowerPoint presentations, outlines, and similar materials) are protected by copyright. I am the exclusive owner of copyright and intellectual property of all course materials. You may take notes and make copies of course materials for your own educational use. You may not allow others to reproduce or distribute lecture notes and course materials publicly for commercial purposes without my express written consent.

Academic Integrity: The University Senate defines plagiarism as presenting, whether intentionally or not, the ideas, expression of ideas, or the work of others as one's own. Acts of academic fraud include the following:

- 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, quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgement in an essay or assignment;
- failing to acknowledge sources through the use of proper citations when using another's work, 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.

Plagiarism is a form of intellectual theft. It is a serious offence that can't be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, suspension from a program, suspension from the university, or even expulsion from the university.

It is your responsibility to know what constitutes academic fraud: for more information, see [Section 12](#) of the Academic Regulations described in the Undergraduate Calendar and Carleton's [Academic Integrity Policy](#).

ASSIGNMENT DETAILS:

Assignment Specifications: Formatting instructions for individual Portfolio Assignments will vary and will be provided for each; generally speaking, the specifications for such assignments are less particular. Essays, however, must conform to the following specifications:

- Times New Roman, 12-point font; double spaced; one-inch margins (sides, top, and bottom); page numbers in the upper right corner; no extra spaces between paragraphs.
- A first page formatted according to MLA style, which means including the following pieces of information: the title of the essay (one that reflects the paper's contents/thesis, not just "Essay" or "Title of the Work I'm Writing On"), student name, course code and section, instructor's name, and date of submission.
- Proper documentation of sources (MLA style, 8th edition).

Note: failure to comply with assignments specifications will result in deductions of up to 10%. It is folly to throw away these marks. Format your assignments to request.

Pop Quizzes (15%; best 4 of 6, 3.75% per): The Pop Quizzes are designed to motivate you to attend classes regularly and do the reading(s), and to prepare you for the exams. There will be 6 Pop Quizzes in total; your best 4 will account for 15% of your mark. If you miss a class when a Pop Quiz is given, you forfeit the opportunity to earn those marks. Documentation to explain your absence will keep you from losing marks, but under no circumstances will you be allowed to write a "make-up" Pop Quiz, since that would defeat the purpose of the exercise.

The Pop Quizzes will be administered on random days and times. You will be given a passage from a work we have recently read. You will have 15 minutes to

- correctly **identify** the author and the title of the work (1 mark), and the work's formal and generic properties (1 mark);
- **unpack/explain and elaborate on** what is being said in the passage/lines and how it/they relate to the larger work (2 marks); and
- **interpret** the passage by, for example, situating the passage and/or text in dialogue with the larger cultural, sociopolitical, and aesthetic contexts discussed in class (2 marks).

Writing Portfolio (15%; 5 assignments, 1-4% per): There are 5 assignments in total, each worth 1-4%, as follows:

1. An Online Quiz (1%): the quiz is located [here](#). Once you successfully complete the quiz, you will earn a certificate. Save that certificate as a PDF and then submit it via the online submission form for 1%. The certificate is due May 16th.
2. MLA Exercise (4%): you will research a literary topic (i.e., the subject of your first Essay), looking for 12 recent and relevant sources. You will then create a Works Cited that follows the latest MLA guidelines, for 4%. This assignment is due May 23rd.
3. Two Peer Reviews (4% x 2): approximately 2 weeks in advance of each Research Essay, you will take part in a 3-step peer review exercise. Worth 4% a piece, these will take place during the weeks of May 28th/30th and July 23rd/25th
 - a. Step 1: Create an outline for your upcoming Essay using a template provided (before May 28th & July 23rd)

- b. Step 2: Come to class, exchange outlines with an assigned peer, and review each other's work using a rubric provided, providing written and oral feedback (on May 28th & July 23rd);
- c. Step 3: Go home, reflect on your partner's feedback, and produce a reflective document using the template provided. This piece should be 1.5~ pages long if single spaced, 3~ pages long if double spaced (due on May 30th & July 25th); and
- d. Step 4: On the due dates (May 30th & July 25th), hand in all three documents (the original outline, your partner's feedback form, and your reflection piece), plus the rubric, all stapled together in that order, with your partner's name prominent displayed on page 1.

Note: to earn grades for this exercise, you must come to class with an outline and participate in the in-class peer review and work with a different partner each time. If you don't participate in the in-class peer review exercise, you forfeit the 4%. If you can provide advanced notice that you'll be absent the day of the peer review, we can try to make alternate arrangements for you; if you can provide documentation to explain an absence, we'll work something out.

4. A Reflection Piece (2%): you will write a reflection piece in which you reflect on the feedback provided on Essay #1 and, more generally, the experience of writing that essay. A rubric will be provided on cuLearn—review it carefully before submitting your reflection via cuLearn.

Research Essay #1 & 2 (15% & 20%): Each of your research essays will be 3,000 words (9–10 pages) long and are due on June 15th and August 13th. Topics and marking rubrics will be available on cuLearn well in advance of these deadlines. Note that papers submitted on a topic that I haven't set or vetted carefully and approved of explicitly via email will not be graded.

Exams #1 & #2 (15% & 20%): The Exams are designed to test you on the lecture and reading materials for each term (non-cumulative). You can expect a Midterm and Final Exam with three parts. Part 1 will require you to define literary terms and illustrate their meaning using a text we have discussed in class; Part 2 will require you to identify passages from the assigned readings, list their formal and generic properties, elaborate on their meaning, and situate the passage in dialogue with the larger text and issues in the period; and Part 3 will require you to write an argumentative essay. All exams will be based on material covered in the lectures and the assigned readings.

Note: the dates for Early Summer (June 22nd–28th) and Late Summer (Aug. 18th–24th) Exams are set by the University. Absence from exams will only be excused in the event of serious extenuating circumstances for which you can provide documentation (such as accident, illness, bereavement, or religious accommodation). To secure a Deferral, you must submit supporting documentation in a timely fashion. Travel for business or pleasure is not considered a valid reason for failure to attend an exam. To that end, do not make travel plans for the exam periods until the dates of all your exams are known.

SUPPORT SERVICES & ACCOMMODATIONS:

Centre for Student Academic Support (CSAS): The [CSAS](#) offers students a variety of free services, including academic skills workshops, one-on-one, personalized assistance with academic writing, and more. To learn more about their services, visit their [website](#), call 613-520-2600 ext. 3822, or drop by their main desk on the 4th floor of the MacOdrum Library.

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.

Accommodations: 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, visit the Equity Services website: <http://www.carleton.ca/equity>.
- 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, visit the Equity Services website: <http://www.carleton.ca/equity>.
- 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).

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www.carleton.ca/equity>.

CLASS SCHEDULE:

Readings for a given date are to be completed *in advance of* that day's class meeting. Be sure, too, to read the introductions to all authors/texts we are scheduled to cover this term. Codes:

- “CP” = this reading is in the course pack
- “ARES” = this reading is available via ARES (link on our cuLearn page)
- “cuLearn” = this reading is available via our course cuLearn page

Early Summer

Date	Readings	Other Topics, Important Dates
May 7	(Start reading <i>Gulliver's Travels</i>)	Introductions, course syllabus, academic integrity
May 9	“Introduction to the Restoration and the Eighteenth Century” (CP); my notes on essay writing (cuLearn)	Essay writing
May 14	Excerpts from “Contexts: Mind and God, Faith and Doubt” (CP); Daniel Defoe, excerpts from <i>Robinson Crusoe</i> (CP)	Researching literary topics
May 16	Alexander Pope, Book 1 of <i>An Essay on Man</i> (CP); Pope, “Epistle 4: To Richard Boyle, Earl of Burlington” (CP); my notes on MLA style (cuLearn)	1st Writing Portfolio assignment (1%) due MLA style *May 18: Last day for registration and course changes for full summer courses
May 21	(Finish reading <i>Gulliver's Travels</i> , start reading <i>The Man of Feeling</i>)	***Stat holiday; no class or office hours***
May 23	Pope, “Epistle 4,” con’t; Mary Leapor, “Crumble Hall” (CP)	2nd Writing Portfolio assignment (4%) due *May 25: Last day to withdraw from full summer courses with a full fee adjustment
May 28	Jonathan Swift, <i>Gulliver's Travels</i>	In-class exercise: peer review for Writing Portfolio #3
May 30	Swift, <i>Gulliver's Travels</i> , con’t; Thomas Gray, “Elegy Written in a Country Churchyard” (CP)	3rd Writing Portfolio assignment (4%) due *June 1: Last day to submit, to the Paul Menton Centre, Formal Examination Accommodation Forms for June examinations
June 4	Henry Mackenzie, <i>The Man of Feeling</i>	
June 6	“The Age of Romanticism” (CP); excerpts from “Contexts: The French Revolution and the Napoleonic Era” (CP)	
June 11	William Wordsworth, excerpts from the Preface to <i>Lyrical Ballads</i> & “Lines Written a Few Miles above Tintern Abbey” (CP)	
June 13	Samuel Taylor Coleridge, <i>The Rime of the Ancient Mariner</i> (CP)	June 15: Research Essay #1 (15%) due
June 18		Review & catch up *June 19: Last day of early summer classes
June 22–28	(After the midterm exam, start reading <i>Northanger Abbey</i>)	Midterm Exam (15%) Exam period

CLASS SCHEDULE:

Readings for a given date are to be completed *in advance of* that day's class meeting. Be sure, too, to read the introductions to all authors/texts we are scheduled to cover this term. Codes:

- “CP” = this reading is in the course pack
- “ARES” = this reading is available via ARES (link on our cuLearn page)
- “cuLearn” = this reading is available via our course cuLearn page

Late Summer

Date	Readings	Other Topics, Important Dates
July 2	(Finish reading <i>Northanger Abbey</i> ; start reading <i>Dracula</i>)	***Stat holiday; no class or office hours***
July 4	Anna Laetitia Barbauld, “Eighteen Hundred and Eleven” (CP); Percy Shelley, “England in 1819” & “Ode to the West Wind” (CP)	
July 9	Jane Austen, <i>Northanger Abbey</i>	
July 11	Austen, <i>Northanger Abbey</i> , con’t; Keats, “Ode to a Grecian Urn” & “Ode on Melancholy” (CP)	4th Writing Portfolio assignment (2%) due
July 16	Lord Byron, <i>Manfred</i> (CP)	Writing-related activity, TBD in consultation with class
July 18	“The Victorian Era” (CP); Thomas Carlyle, excerpts from <i>Sartor Resartus</i> (ARES)	
July 23	Carlyle, con’t; Lord Tennyson, <i>In Memoriam A. H. H.</i> (CP)	*Last day to submit, to the Paul Menton Centre, Formal Examination Accommodation Forms for June examinations
July 25	Tennyson, <i>In Memoriam A. H. H.</i> , con’t	In-class exercise: peer review for Writing Portfolio #5
July 30	Robert Browning, “Fra Lippo Lippi” (CP)	5th Writing Portfolio assignment due (4%) Writing-related activity, TBD in consultation with class
Aug. 1	Arnold, “Dover Beach” & “Stanzas from the Grande Chartreuse” (CP); Thomas Hardy, “Hap” & “The Darkling Thrush” (CP)	
Aug. 6	(Finish reading <i>Dracula</i>)	***Stat holiday; no class or office hours***
Aug. 8	Bram Stoker, <i>Dracula</i>	
Aug. 13	Stoker, <i>Dracula</i> , con’t; Virginia Woolf, “Modern Fiction” (CP)	Research Essay #2 (20%) due
Aug. 15		Review & catch up *Last day of early summer classes. Classes follow the Monday schedule. Last day for academic withdrawal from full summer courses
Aug. 18–24		Final Exam (20%) Exam period