

ENGL 360/ WGSS 301: Victorian Sexualities

Dickinson College, Fall 2016

MWF 10:30-11:20, East College 300

<http://blogs.dickinson.edu/victorianlit> #VictorianSex

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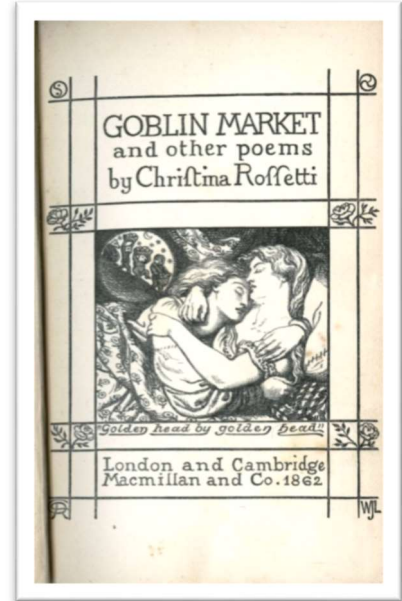
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Office Hours: Mondays 2:30-4:30;

Wednesday 1:30-2:30; & by appointment



* see course website for image credits

Course Description and Objectives

Often the Victorian era (1832-1901) is depicted as a period rigid in its attitudes toward morality, gender, and sexuality. However, nineteenth-century literature saw an array of “dangerous” people inhabit its pages: effeminate men, political women (also known as the New Woman), prostitutes, and hysterics to name a few. Victorians lived during a time of new emphasis on democracy and equality, scrutiny of marriage and property law, and, at times, openness to diversity in gender and sexuality. While our course will pay special attention to changing conceptions of the individual, sexuality, and gender, we also will look at the ways in which gender and sexuality intersect with race, class, nationality, and other social factors. This course is an upper-level seminar in Victorian literature of many genres—poetry, drama, the novel, and non-fiction prose— by a variety of authors.

The learning objectives for this class, and all other English 300-level courses, are as follows. By the end of this course, students will understand and be able to:

1. make a cogent and controvertible argument that relies on literary evidence and demonstrates familiarity with the relationships between primary and secondary sources;
2. use library databases, construct an annotated bibliography, and cite sources properly, through successful completion of the Literary Studies Research (LSR) laboratory;
3. use the knowledge gained from class assignments, presentations, and discussion to locate individual works in wider contexts and traditions as well as to develop a specific, original literary thesis;
4. evaluate arguments and sources and to identify and employ methodologies in critical arguments.

Course Materials

The following texts are required for the course and are available at the college bookstore. In addition, you will need to be able to access various other texts on our class website.

- 1) *Alice's Adventures in Wonderland & Through the Looking Glass* by Lewis Carroll (Bantam Classics)
ISBN: 0553213458
- 2) *The Importance of Being Earnest and other Plays* by Oscar Wilde (Oxford Classics) ISBN:
9780199535972
- 3) *The Lifted Veil & Brother Jacob* by George Eliot (Oxford Classics) ISBN: 0192832956
- 4) *The Woman in White* by Wilkie Collins (Penguin) ISBN: 0141439610
- 5) **Writing Analytically*, 6th ed. (2011) by David Rosenwasser and Jill Stephen ISBN: 0495910082

*There is a copy of *Writing Analytically* on reserve at the library. If you choose to use that copy, you must photocopy the pages assigned for class so that you can have them with you in class.

Attendance and Participation

Preparation, attendance, and participation are crucial to this course and your success in it.

Regular attendance and conscientious preparation for class are assumed and expected. That said I recognize things sometimes come up, and as such, I give you up to *three* absences throughout the course of the semester without penalty. Missing classes beyond that will result in a reduction of your participation grade. Just showing up for class, however, is not enough to guarantee a high participation grade. Your participation grade will be calculated based on the following criteria:

- You come to class having done the day's reading.
- You prompt discussion and/or respond to your peers.
- You enter the conversation without dominating or silencing others.
- You offer more than just personal opinion or anecdote – that is, you root your comments in the text we are discussing. (In other words, people who try to comment on things they have not read will lose points.)
- You attend peer review sessions with a working rough draft.
- You work collaboratively with people to achieve learning goals when you are placed in a small group.
- You are present and *engaged* in every class.

I recognize that some students are hesitant to speak in front of class. If this is the case, please come talk with me during office hours early in the semester. In addition, if extenuating circumstances arise that are interfering with your ability to attend and/or participate in this class or others, please come see me as soon as possible. Dickinson has many resources available to you that might help you navigate a challenging a time or situation and I can help you locate those resources. As a general rule of thumb, if you are struggling in some way, please see me as soon as possible.

“How can I know what I think until I see what I say?” – E.M. Forster

Papers

Papers will go through the invention, drafting, feedback, and revising process. The process of revision and the ultimate success of the paper depend upon a thoughtful first draft as well as a polished final draft. For each longer paper, you will have ample time for writing the first version and for revising after receiving feedback on the draft. All papers (first and final versions) must be word-processed and meet standard format practices (either double-spaced, 12 point font, pages numbered in the right hand corner, title and name on first page, and date of submission OR an online equivalent). Throughout the paper, the citations and documentation style should be consistent. Late papers will be penalized one full letter grade.

Evaluation Policies for Writing Assignments

In general, I will evaluate your writing by considering how well you have achieved the following goals (developed by the Writing Program):

1. The author crafts an introduction that identifies a question, frames the question, and states a thesis.
2. The author organizes the writing, demonstrates a progression of ideas, and maintains a consistent focus or thread.
3. The author contextualizes the question and supports it with evidence.
4. The author sustains analytical inquiry throughout the assignment.
5. The author effectively incorporates relevant outside information.
6. The author engages the intended audience with a consistent, distinctive voice appropriate to the task.
7. The author adheres to appropriate standards for language use.
8. The author conforms to appropriate formats for citation of source material.

Requirements and Grading

Beyond participation, your grade will be based on regular short writing assignments and two more formal essays. The relative weight of each component is as follows:

Attendance and Participation	10%
Blog Posts and other short writing (This makes each blog post worth <i>about</i> 5% of the final grade)	30%
Close Reading & Archive Assignment	20%
Proposal & Source Analysis	15%
Final Paper: Analytical Essay with Outside Research	25%

NOTE: If this is **your first 300-level literature course** in the English Department, you will be required to complete ENGL 300, the Literary Studies Research Lab. This P/F research course allows students to apply their work in English 220 into research and writing expectations for 300-level courses, ultimately in preparation for their senior theses. More information to come.

Final letter grades will be assigned in the following way:

A = 93-100	B- = 80-82	D = 60-69
A- = 90-92	C+ = 77-79	F = 0-59
B+ = 87-89	C = 73-76	
B = 83-86	C- = 70-72	

Grade Calculations

If you would like to discuss graded work, please take at least two days to review my comments, along with the grading criteria for the assignment. While I don't negotiate grades, I am happy to discuss strategies for improving your writing.

Deadlines

Deadlines are firm. Unless you have asked for and received prior permission to extend the deadline or you have extraneous, extenuating circumstances, late assignments will lose one grade increment per day late. I cannot accept assignments more than one week late.

Extra Credit

If you attend any Dickinson College screening, workshop, or lecture and write a 1-2 page reflection stating how the event related to this class and what was interesting about it for you, I will award 1 point extra credit. You may complete up to 5 extra credit reflections. These points will be added to your lowest paper grade at the end of the semester. I will reject any reflection I feel is insufficient or unsuitable.

Lateness, Cell Phones, and Other Disruptions

Please make an effort to be on time. Class begins promptly and if you are more than ten minutes late, I will record you as absent. If you have a reason that may cause you to be late from time to time, please let me know. Please remember to turn OFF all cell phones unless otherwise directed. If you are a student athlete or member of a student group that requires you to miss class for a university-sanctioned event, please let me know as soon as possible.

Technology in the Classroom

Since thoughtful listening and responding will be instrumental to the success of our course, I ask that you see me if you would like to use a laptop or electronic device to take notes. I'll make these decisions on a case-by-case basis in consultation with each individual. However, from time to time I will ask you to utilize technology in the classroom. When working on an in-class assignment which requires you to access online texts and/or various social media, I expect **all students to stay on-task and not stray from our class focus**. To put it simply, I do not tolerate students surfing the web or chatting online during class.

Privacy

I request you all create a screen name under which you blog for our class. Our class will think about what it means to perform identity and blogging is one way we can engage the practice of identity and performance. Part

of our class will be trying out new and different perspectives and positions. I recognize that these positions can change and grow; by using screennames we give ourselves the room to experiment without fear that our experiments will come back to hurt us. **I am happy to remove any blog posts at the end of the term and/or you may remove your own writing. I ask that you let me know before you do so.**

Blog Posts

You will complete a number of blog posts over the course of the semester as well as comment on other posts made by your classmates. These posts will be in response to prompts handed out in class or of your own direction. Over the course of the posts, I expect you to engage with the readings and discussions and not simply summarize them. I also expect you to make connections to other sources, media, and class texts so please add quotations, images, links, videos, etc. that relate to the week's topics and your interpretation of them. We will explore these skills in class.

Norman M. Eberly Writing Center

Writers of all levels and abilities need feedback in order to develop their ideas and grow as writers. Dickinson's trained writing tutors can help you generate ideas, begin drafting, revise a rough draft, figure out your professor's preferred documentation style, understand and respond to professor feedback, and edit your writing – among other things. You can make an online appointment here: <https://dickinson.mywconline.com/>. For more information about hours and procedures, visit their site:

<http://www.dickinson.edu/academics/resources/writing-program/content/Writing-Center/>

Accommodations

I am committed to including all students in this course and am happy to discuss accommodations with students.

From Dickinson College's Disability Services:

Dickinson College makes reasonable academic accommodations for students with documented disabilities. Students requesting accommodations must make their request and provide appropriate documentation to the Office of Disability Services (ODS) in Dana Hall, Suite 106. Because classes change every semester, eligible students must obtain a new accommodation letter from Director Marni Jones every semester and review this letter with their professors so the accommodations can be implemented.

The Director of ODS is available by appointment to answer questions and discuss any implementation issues you may have. ODS proctoring is managed by Susan Frommer (717-254-8107 or proctoring@dickinson.edu).

Address general inquiries to 717-245-1734 or e-mail disabilityservices@dickinson.edu. For more information, go to www.dickinson.edu/ODS.

Academic Integrity

Plagiarism and other forms of academic dishonesty will not be tolerated. Consistent with Dickinson College's Student Code of Conduct, cheating of any kind may lead to disciplinary action, which often includes failing the course. Submission of someone else's written work or using sources without proper credit is

unacceptable. Enrollment at Dickinson represents a commitment to abide by the College's principles of academic integrity. Please read Dickinson's fact sheet on academic integrity:

https://www.dickinson.edu/download/downloads/id/4626/academic_integrity_fact_sheet.pdf

With respect to all assignments in this course, I expect you to do your own work. You are certainly encouraged to discuss course content and readings with your fellow classmates, but your work in papers must be your own. Regarding outside sources, you will need to cite and/or somehow credit *all* of your sources (textual *and* visual). We will discuss ways of doing this before your first written assignment is due. If you have any questions about what constitutes cheating or plagiarism, please feel free to ask.

From Dickinson College's Community Standards:

"Respect for ideas — our own and others' — is a hallmark of academic integrity. We show respect by acknowledging when we have used another's words or ideas in our work. We expect others to acknowledge when they use our ideas or words in their work. Students are expected to do their own work on quizzes, papers, examinations, class assignments, etc. Normally, a paper may be submitted in fulfillment of an assignment in only one course. Exceptions require permission from the instructors. Collaboration must be noted in writing and requires the consent of all instructors" (2).

From: https://www.dickinson.edu/download/downloads/id/963/community_standards

Content Note

Some of the texts presented in this course are explicit in their treatment of sex, of bodies, and of violence. Reading and discussing these texts can be demanding in ways that are often unexpected, and your success in this class will require an open engagement with the material. I will make every effort to work with students who have difficulty; however, if you feel you are not inclined or able to work with explicit material, I encourage you to think about other course options.

Other Needs

If you have a concern or issue regarding this class, your ability to participate in it, or the material we are covering, please stop by my office hours or email me to set up an appointment. The sooner we can talk about your concerns, the better I will be able to help you negotiate a solution. I am committed to providing equal educational opportunity to all students.

Class Contacts:

If you miss class for ANY reason it is YOUR responsibility to contact another member of the class to see what you may have missed. Please make sure you have at least three contacts:

1. name: _____ cell: _____

2. name: _____ cell: _____

3. name: _____ cell: _____

4. name: _____ cell: _____

NOTE: The policies, procedures, schedules, and requirements in this syllabus are subject to change— should any occur I will make every effort to give you plenty of notice.

Course Schedule (readings and assignments should be completed by the date on which they appear)

Note: I suggest you have a notebook for this class. I expect you to come to each class prepared with what you think are key passages from the text of the day and at least one question you have after completing the reading. I will start most classes by asking for volunteers to share their passages/questions.

Week	Date	Topic	Reading Assignments	What to prepare for class today/what assignments are due
UNIT 1: Love, Marriage, & the Redundant Woman				
1 (M)	8/29	Welcome and Introductions		+ What do we already know about the Victorians/ Victorian Literature?
1 (W)	8/31	Defining the Victorian	+ Read 3 articles from The Victorian Web : " Victorian & Victorianism ," " Victorianism as a Fusion of Neoclassical and Romantic Ideas and Attitudes ," " Queen Victoria " (see class blog for live links)	+ come ready with three points that either support or refute the list created in class on 8/29
1 (F)	9/2		+ George Eliot's "Brother Jacob" pp 45-87	+ identify three key moments from the reading and formulate 3 questions based on the reading (write these in your notebook)
2 (M)	9/5		+ 2 articles from The Victorian Web: George Eliot and the excerpt from Sex Scandal: The Private Parts of Victorian Fiction by William Cohen (see class blog for live links)	+What moments in these two texts support our ideas about "Brother Jacob"? What new reading of "Brother Jacob" might be possible in light of these two essays?
2 (W)	9/7		+ "Why are Women Redundant?" by William Rathbone Greg (1862) (PDF)	+ Writer's Questionnaire
2 (F)	9/9		+ <i>The Woman in White</i> by Wilkie Collins (hereafter: <i>WTW</i>); pp 9-63	
3 (M)	9/12		+ <i>WTW</i> ; pp 63-126 + <i>Writing Analytically</i> , Chapter 3 pp53-66 (focus on "Five Analytical Moves") and pp70-71, "What it Means to Have an Idea"	
3 (W)	9/14		+ Freud: "Remembering, Repeating and Working Through" (PDF)	
3 (F)	9/16		+ <i>WTW</i> ; pp 126-195 (end of The First Epoch)	+ Blog Post #1
4 (M)	9/19		+ <i>WTW</i> ; pp 195-266	+ comment on 2 blog posts (make a connection)
4 (W)	9/21	Visual art and Victorian culture	+ <i>WTW</i> ; pp 266-338	
4 (F)	9/23		+ <i>WTW</i> ; pp 338-411 (end of The Second Epoch) + <i>Writing Analytically</i> , "Toolkit of Analytical Moves" pp 85-104	+ Familiarize yourself with the 5 tools then make an observation about the novel using one of the tools
			* rest of term syllabus to be handed out in the first weeks.	Dates of note: No class: 11/4 and 11/7 Final Papers due: 12/14