



LJWL/School of Humanities, Arts, and Public Engagement

ENG 4065/5065/6065 Victorian Literature

3 units

Fall 2025

Deans Conference Center (BAC)

Final Exam Date & Time: **Wed. Dec. 17, 10:30am-1:00pm**

INFORMATION	SPECIFICS FOR THE COURSE
Instructor title and name:	Dr. Bettina Tate Pedersen
Office Phone:	(619) 849-2260
Canvas Email:	Please email me in CANVAS for all course related messages
Gmail:	bpederse@pointloma.edu (for non-course related messages)
Office location and hours:	BAC 116, Mondays 3:00-4:00pm and by appointment
This is a Face-to-Face Class.	Essential materials for every F2F class: books, course materials, computers or iPads. <i>Please mute and store cell phones during class sessions.</i> Essential platforms for ALL course work: Canvas, Chrome, Google, Word (<i>not Pages!</i>), Excel If you do not have the necessary technology (e.g. a laptop or access to reliable internet), please email student-tech-request@pointloma.edu for assistance. Also be sure to check the Knowledge Base site for discounted hardware and software. <i>You must log in to this page once you are there.</i> Remote classes: computers or iPads, earphones/headsets (as desired), books, course materials, physical space conducive to class instruction and participation (as much as your remote locations allow)

PLNU MISSION★

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION⊕

A study of the fiction, non-fiction prose, poetry, and drama of the Victorian age (1837-1901), focusing on the period's dominant issues of Industrialization, Imperialism, the Woman Question and Sexuality, the Crisis of Faith and Science, and Aesthetics and Art's role in society.

Letter grade.

Also offered as [ENG 5065](#).

Recommended: [ENG 2055](#) and [ENG 3000](#)

PROGRAM LEARNING OUTCOMES

Students who complete the program in English - concentrations in Education, Literature, and Writing, will be able to:

1. Integrate literary studies and/or craft development with ongoing reflection and hospitable engagement with a diverse world. (Integrative Learning, Foundation Skills for Lifelong Learning)
2. Analyze and critique diverse forms and genres of literature situated within historical and cultural contexts. (Critical Thinking)*
3. Employ strong research, close reading, and analytical skills in writing as appropriate for literary form and genre conventions. (Information Literacy, Critical Thinking)*
4. Develop creative or analytical works in various forms of writing. (Written Communication)*
5. Present creative and/or analytical writing to formal audiences, demonstrating strategies for audience engagement and oral communication. (Oral Communication)*

*Assessed with researched essay and oral presentation of research paper (See assignments section below)

COURSE LEARNING OUTCOMES⊕

Students of ENG 4065 will

1. Closely read and critically analyze texts in their original languages and/or in translation. **(PLO 2,3, 4)**
2. Recall, identify, and use fundamental concepts of literary study to read and discuss texts
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)
 - e. Contemporary critical approaches
 - f. Extra-literary research **(PLO 2, 3, 4)**
3. Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives. **(PLO 1)**
4. Create detailed and informed textual analysis of literary works employing secondary sources and applying concepts of literary study and literary theory. **(PLO 3, 4, 5)**

ASSESSMENT AND GRADING⊕

Student grades will be posted in the Canvas grade book according to the weighted components of the course work, which are:

Weighted Components of Total Grade Average

- Annotations & Assignments (45%)
- Midterm Exam, Project, Poster, and/or Literary Review (15%)
- Seminar Paper (25%)
- Final Exam (15%)

Grades will be regularly updated. It is important to read any comments posted with your work as these comments will help you improve in future work. Course grades will be calculated on a weighted basis, so you won't have an overall sense of your average in all categories until late in the semester. Grades will be based on the following scale:

A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	59% & below

INCOMPLETES AND LATE ASSIGNMENTS⊕

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. **Check Canvas deadlines regularly** and ask me if you have any uncertainty about them.

Late Assignments are typically not accepted. **Incompletes** will only be assigned in extremely unusual circumstances.

Discussion boards must be **posted early!** Last minute, late, or missing work means that other class members will not have the opportunity to respond to your comments nor you to theirs in a timely fashion. Your consideration of others' time is hospitable. It is also crucial to your learning, your grade, *and* our class reading community. Late work will show in pink on Canvas and likely be assigned a zero. If you know you will be away on the day an assignment is due, you must post your work *before* you leave.

Missing work usually remains as missing and receives a zero. Only in extenuating circumstances about which you communicate with me *immediately* is making up missing work possible.

Group projects/presentations must also show consideration of your group members' time, schedules, and equitable workloads for all group members.

FINAL EXAMINATION POLICY⊕

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

STATE AUTHORIZATIONⓈ

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in their physical location. Refer to the map on [State Authorization](#) to view which states allow distance education outside California.

PLNU COPYRIGHT POLICYⓈ

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

PLNU RECORDING NOTIFICATIONⓈ

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC HONESTY POLICYⓈ

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICYⓈ

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/Title-IX.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias.

PLNU ATTENDANCE AND PARTICIPATION POLICY★

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

PLNU COURSE MODALITY DEFINITIONS

1. **Online Courses:** These are courses with class meetings where all instruction and interaction is fully online.
 - a. Synchronous Courses: At least one class meeting takes place at a designated time.
 - b. Asynchronous Courses: All class meetings are asynchronous.
2. **Hybrid Courses:** These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. **In-Person Courses:** These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog.

ASYNCHRONOUS ATTENDANCE/PARTICIPATION DEFINITION

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) *only* to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please speak with me to gain permission.

USE OF TECHNOLOGY & ONLINE PLATFORMS★

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

We will be using several online or digital platforms for our course work.

- **Canvas** (Google Chrome is the best browser to use with Canvas.)
- **Google Drive**
- **COVE** (Collaborative Organization for Virtual Education), a digital platform devoted to open access texts and research for students and scholars.
- **Canvas Email**

You are responsible for checking our course's online platforms regularly for all course material, announcements, and communications that are distributed via these sites. I will send messages only to these sites. If you want to reach out to me about our course, *please do so in Canvas email*. Please let me know *immediately* if you encounter any technical problems with these sites so that I can address the technical issues on my side.

For your best course experience, be sure to submit all coursework in acceptable, viewable/audible, Canvas-compatible, digital form (doc, docx, pdf, xlsx). **Pages documents are not readable in Canvas/Google Chrome, so please do not submit any work in Pages.** If I cannot open your document or read it, I cannot assign it any credit other than a zero. **Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.**

CLASS PARTICIPATION IN ENG 4065/5065/6065 VICTORIAN LITERATURE

Your success in understanding, making meaning of, and writing analysis of the course texts will be directly related to your

- engaged close reading with ongoing annotation (COVE),
- engaged participation in discussions (all forms),
- diligent contextual work with historical and cultural readings,
- thoughtful reflection on the multiple ways Victorian literature is relevant to modernity,
- spiritual meditation on the power of interpretation and reading

ACADEMIC WRITING & MLA STYLE

For all written work, please use MLA Style and follow all standards of academic writing taught to you in your college composition class. The MLA Style includes the standard use of inclusive language. See also the above **LANGUAGE & BELONGING** section of this syllabus. *Points are deducted for errors in MLA Style use.*

PUBLIC DISCOURSE

Much of the work we will do in this discussion-based class is interactive. The nature of Canvas discussion board posts and replies, and any recorded ZOOM meetings are **public, not private, discourse**. By continuing in this class, you acknowledge that your work will be viewed and/or heard by others in the class and is thus, public.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In **ENG 4065/5065 Victorian Literature**, all of the class content, including that which may be intellectually or emotionally

challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include classism, abuse of and violence against women, racism, implicit bias, colonialism, questions about religion, historical realities, cultural injustice, etc. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me about it. Class topics are discussed for the sole purpose of expanding your intellectual and compassionate engagement in the human story, and I will support you throughout your learning in this course.

TRIGGER WARNING

The experience of being triggered is different from the experience of being intellectually challenged. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. I have indicated on the Schedule of Readings the content that could be triggering if you've experienced what the content describes. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual and compassionate engagement in the human story, and I will support you throughout your learning in this course.

SPIRITUAL CARE☼

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

HEALTH & WELLBEING

PLNU's [Wellness Center](#) offers many [Medical Services](#), [Nutrition Services](#), and other services. Please check out these web links, including the [Wellness Wheel](#), before you become sick for proactive care for your health and wellbeing.

In the event of an emergency on campus or after hours, **call 911** and [PLNU Public Safety](#) at **(619) 849-2525**.

[San Diego Access and Crisis Line](#) is always available at 1 (888) 724-7240 for emergencies, mental health or suicide risk.

REQUIRED TEXTS (*Best to use these editions!*)

You are responsible for having the required course textbooks prior to the first day of the class we begin reading and discussing that text. Using the designated editions is essential since all page referenced in course handouts, slides, assignments, etc. are taken from these designated editions.

Eliot, George. *Middlemarch: A Study of Provincial Life*. Edited by Gregory Maertz. Broadview Press, 2004. [1871-72]

Gaskell, Elizabeth Cleghorn. *Mary Barton: A Tale of Manchester Life*. Edited by Jennifer Foster, Broadview Press, 2000. [1848]

Harkness, Margaret. *A City Girl: A Realistic Story*. Edited by Tabitha Sparks, Broadview Press, 2017. [1887]

Seacole, Mary. *Wonderful Adventures of Mrs. Seacole in Many Lands*. Edited by Sara Salih, Penguin Books, 2005. [1857]

Stoker, Bram. *Dracula*. Edited by Glennis Byron, Broadview Press, 2000. [1897]

COVE Subscription (\$10): <https://www.navsa.org/members/join-navsa/#cove-only>

- Link to [Invitation our COVE Studio Anthology](#)

RESOURCE TEXTS & WEBSITES

Norton Anthology of English Literature, Vol. 2B The Victorian Period.

[THE VICTORIAN RESEARCH WEB](#)

[THE VICTORIAN WEB](#)

[THE GASKELL WEB](#)

[GEORGE ELIOT ARCHIVE](#)

[VICTORIAN WOMEN WRITERS PROJECT](#)

[THE VICTORIAN LITERARY STUDIES ARCHIVE](#)

[HOMES OF VICTORIAN AUTHORS](#)

LOMABOOKS INSTRUCTIONS FOR STUDENTS⊕

This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about **LomaBooks**, please go: [HERE](#)

LOMA WRITING CENTER (*for TUG students only*)

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
- [Website](#)
- Email: writingcenter@pointloma.edu

GPS ACADEMIC RESOURCES *(for GPS students only, taking this course as a 6000-level course)*

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](#) offers:
 - Zoom Writers Workshops offered each quad on a variety of helpful topics
 - One-to-one appointments with the Writing Coach
 - Microlearning YouTube Video Library for helpful tips anytime
 - [Research Help Guide](#) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
- [Academic Writing Resources Course](#): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#) and take time now to explore!
- [Grammarly](#): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- [Tutoring](#): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu

BEST PRACTICES FOR CLOSE READING LITERATURE

1. **Close Reading** The *single most important thing you can do for success* in a literature course is to read the assigned text (*not a summary of it*).
2. **Reading Guides** To sharpen your reading focus, *read discussion questions or prompts* that go with the reading assignment *before* you do the assigned reading. **Key Tip:** reading these questions or prompts helps you build a conceptual framework for all the details, and it gives you the specifics your professor has already identified as important. (Summaries of works don't give you this focus.)
3. **Annotations** *Close reading demands annotating*. Make notes about what you are reading as you read. Notes can take the form of underlining, writing in the margins, circling key words or unfamiliar words, developing a shorthand or key for similar ideas or conventions and

using them consistently, using Post-it notes, etc. There are many ways of annotating, so find a way that works for you. If you are not annotating, you are not doing close reading. It's that simple.

4. **Passages Discussed in Class** Be sure to *mark key passages that we discuss* during class, so you will be able to find and review those key passages for midterm and final exams.
5. **Class Notes** Research shows that our brains remember information better if we *write it down* the old-fashioned way *in our own words* because doing so means we have to reprocess what we are hearing instead of just copying verbatim. Since annotating involves you making your own notes, and summarizing rather than copying, it helps you remember better and longer. ([NPR Put Your Laptop Away](#), [The Pen Is Mightier than the Keyboard](#))
6. **Studying Your Notes** Studying your handwritten notes and annotations after you have written them down showed the best retention and comprehension results in some research studies. ([The Pen Is Mightier than the Keyboard](#))
7. **Additional Resources** I sometimes include additional sources of information in Canvas to help you visualize or more deeply understand what we are reading. *Please read and/or view them.*

ASSIGNMENTS AT-A-GLANCE

1. Assignments (45%)

- a. **Annotations & Tags** For the assigned reading and for your chosen pages, you will (1) create close reading annotations with CRO tags in our COVE Studio course anthology following all Google sheet specifications for each work, and (2) present your annotated close readings to the class. **Additional MA Annotations for ENG 5065/6065.** (CLO #1-3)
 - b. **Discussion Boards & Secondary Source Material Presentations** Discussion Board prompts with assigned word counts will occasionally be posted in **Canvas** for you to respond to per the instructions given in the DB. Rubrics will be included on Canvas for grading expectations. Some prompts will require responses; some will not. Presentations may be formal and/or informal. (CLO #1-3) **Additional MA Assignments for ENG 5065/6065:** Critical essay/article/book chapter of your choice (fr. Gale Literature Resource Center or JStor, etc.) on two of the following works: *Mary Barton, Wonderful Adventures of Mrs. Seacole, Middlemarch, Dracula, A City Girl*; **OR** Presentation of Clementina Black three articles
2. **Midterm (15%)** The “midterm” will be an assignment with cumulative focus for the first half of the semester. This assignment varies from semester to semester—exam, project, paper, poster, literary review, podcast, etc.—but you will be given a separate assignment with full instructions in advance of the due date. (CLO #1-4).
 3. **Seminar Paper (25%)** You will write a researched essay on a work of your choice from our class readings. (CLO #1-4). Possible Rubric: AAC&U Critical Thinking. **Additional MA Requirements for ENG 5065/6065:** longer length and additional source requirements.
 4. **Final Exam: Research Colloquium Presentation and/or Poster (15%)** You will give a 10-min. conference-style oral presentation or your seminar paper or other material (as determined over the course of the semester) during our exam time and participate in an oral exam/Q&R. Possible Rubric: AAC&U Oral Communication. (CLO #1-4).

SCHEDULE OF READINGS (Adjustments TBD)

CLASS SESSION DATE	READINGS & PREPARATION	NOTES
Week One	COURSE ORIENTATION, CONTEXT OF VICTORIAN PERIOD, <i>MARY BARTON</i>	
1 Sept 3	Course Orientation: Getting Acquainted, Syllabus, Canvas, COVE Setup Victorian Period / Victorian Literature: What do you already know about the Victorian Period, Victorian literature (concerns, artistic forms, writers, etc.)? What do you think continues to be relevant to our modern lives from Victorian literature or history?	Meet in Deans' Strawn Conference Room (downstairs BAC)
2 Sept 5	Appendix D: Related Fiction and Poetry (<i>Mary Barton</i> , pp. 566-83) Victorian Working Class: What information did you gather about the lives of working class people in England in the middle of the nineteenth century (1830s-1870s) from reading Appendix D? What specific ideas are you starting to predict as Gaskells' possible concerns in <i>Mary Barton</i> , and why?	Assigned excerpt in Google Sheet.
	WEEK TWO ~ MARY BARTON	
3 Sept 8	Gaskell <i>Mary Barton</i> , Appendix C (pp. 518-45)	Assigned in Google sheet
4 Sept 10	Gaskell <i>Mary Barton</i> , Appendix C: Social Commentary on Industrialization (pp. 545-65), Appendix E: Chartism and Free Trade (pp. 584-87) What similarities do you see between 19 th century industrialization and its additional problems and modern American capitalism and its?	
5 Sept 12	Gaskell <i>Mary Barton</i> (1848) (pp. 29-113) & COVE Annotations	Google Sheet (GS) & COVE
	WEEK THREE ~ MARY BARTON	
6 Sept 15	Gaskell <i>Mary Barton</i> (pp. 114-89) & COVE Annotations	GS & COVE
7 Sept 17	Gaskell <i>Mary Barton</i> (pp. 190-263) & COVE Annotations	GS & COVE
8 Sept 19	Gaskell <i>Mary Barton</i> (pp. 264-335) & COVE Annotations	GS & COVE
	WEEK FOUR ~ MARY BARTON	
9 Sept 22	Gaskell <i>Mary Barton</i> (pp. 336-415) & COVE Annotations	GS & COVE
10 Sept 24	Gaskell <i>Mary Barton</i> (pp. 416-483) & COVE Annotations	GS & COVE
11 Sept 26	Appendices A: The Composition of the Novel, Appendix B: Contemporary Reviews of the Novel (<i>Mary Barton</i> pp. 484-517) & Introduction (<i>Mary Barton</i> pp. 9-20 & Preface (pp. 29-31)	GS
	WEEK FIVE ~ CLEMENTINA BLACK & WONDERFUL ADVENTURES OF MRS. SEACOLE...	
12 Sept 29	MA Work for 5065 (Choose one article to present)/6065 (Choose two articles to present): Clementina Black articles "The Coercion of Trade Unions," "What Is a Fair Wage," and "The Dislike to Domestic Service"	Everyone reads
13 Oct 1	Seacole. <i>The Wonderful Adventures of Mrs. Seacole in Many Lands</i> , "Chronology" (pp. ix-xiii), "A Note on the Text" (p. liii), and "To the Reader" (p. 5), Chs. 1-7 (pp. 11-68) & COVE Annotations	GS & COVE
14 Oct 3	NO CLASS	

	WEEK SIX ~ MIDDLEMARCH	
15 Oct 6	Seacole. <i>The Wonderful Adventures of Mrs. Seacole in Many Lands</i> , Chs. 8-14 (pp. 69-127) & COVE Annotations	GS & COVE
16 Oct 8	Seacole. <i>The Wonderful Adventures of Mrs. Seacole in Many Lands</i> , Chs. 13-Concl. (pp. 110-171) & COVE Annotations Seacole. <i>The Wonderful Adventures of Mrs. Seacole in Many Lands</i> , "Appendix" (pp. 173-180) & "Introduction" (pp. xv-liv)	GS & COVE DBoard
17 Oct 10	Eliot, George, <i>Middlemarch</i> , Book I: Miss Brooke (1870-72) (pp. 31-122) & "Chronology" & "Note on the Text" (pp. 23-28)	GS & COVE
	WEEK SEVEN	
18 Oct 13	Eliot, <i>Middlemarch</i> , Book II: Old and Young (pp. 123-204)	GS & COVE
19 Oct 15	Eliot, <i>Middlemarch</i> , Book III: Waiting for Death (pp. 205-272)	GS & COVE
20 Oct 17	Eliot, <i>Middlemarch</i> , Book IV: Three Love Problems (pp. 273-314)	GS & COVE
	WEEK EIGHT	
21 Oct 20	Eliot, <i>Middlemarch</i> , Book IV Three Love Problems (pp. 315-351)	GS & COVE
22 Oct 22	Eliot, <i>Middlemarch</i> , Book V: The Dead Hand (pp. 352-426)	GS & COVE
Oct 23-26	FALL BREAK – NO CLASS	
	WEEK NINE	
23 Oct 27	Eliot, <i>Middlemarch</i> , Book VI: The Widow and the Wife (pp. 427-501)	GS & COVE
24 Oct 29	Eliot, <i>Middlemarch</i> , Book VII: Two Temptations (pp. 502-67)	GS & COVE
25 Oct 31	Eliot, <i>Middlemarch</i> , Book VIII: Sunset and Sunrise (pp. 568-640)	GS & COVE
	WEEK TEN ~ A CITY GIRL	
26 Nov 4	Eliot, <i>Middlemarch</i> , "Introduction" (pp. 9-22) & Appendix B : Contemporary Reviews of <i>Middlemarch</i> (pp. 678-715)	Midterm Project DUE
27 Nov 5	Harkness, Margaret, <i>A City Girl</i> , "Chronology," "Note on the Text," & Chs. I-VI (pp. 31-86)	GS & COVE
28 Nov 7	Harkness, <i>A City Girl</i> , Chs. VII-XIII (pp. 87-126)	GS & COVE
	WEEK ELEVEN ~ A CITY GIRL	
29 Nov 10	Harkness, <i>A City Girl</i> , "Introduction" (pp. 9-30) & Appendix A : Contemporary Reviews (pp. 127-34)	
30 Nov 12	Appendix B : Other Writings by Margaret Harkness (<i>City Girl</i> pp. 135-146) & Appendix C : The East End in Late-Victorian London (<i>City Girl</i> pp. 147-156)	3 3
31 Nov 14	Appendix D : Reform Initiative by and for East End Women (pp. 157-66) & Appendix E : Fallen Women in Late-Victorian Fiction (<i>City Girl</i> pp. 167-177)	4 3
	WEEK TWELVE ~ DRACULA	
32 Nov 17	MA Work for 5065/6065 : Presentation of Cobbe, Frances Power "Wife Torture in England" [Link provided in Canvas]	
33 Nov 19	Stoker, Bram, <i>Dracula</i> , Chs. I-V (pp. 29-94)	GS & COVE
34 Nov 21	Stoker, <i>Dracula</i> , Chs. VI-X (pp. 95-168)	GS & COVE

	WEEK THIRTEEN ~ DRACULA	
35 Nov 24	Stoker, <i>Dracula</i> , Chs. XI-XIV (pp. 169-231) Appendix D: London (<i>Dracula</i> , pp. 451-55)	GS & COVE
Nov 26-30	THANKSGIVING BREAK – NO CLASS	
	WEEK FOURTEEN ~ DRACULA	
36 Dec 1	Stoker, <i>Dracula</i> , Chs. XV-XVIII (pp. 232-286)	GS & COVE
37 Dec 3	Stoker, <i>Dracula</i> , Chs. XIX-XXIII (pp. 287-354)	GS & COVE
38 Dec 5	Stoker, <i>Dracula</i> , Chs. XXIV-NOTE (pp. 355-419)	GS & COVE
	WEEK FIFTEEN ~ DRACULA	
39 Dec 8	Byron, Glennis. Introduction (<i>Dracula</i> , pp. 9-25) & Appendix H: Reviews & Interviews (<i>Dracula</i> pp. 481-88)	
40 Dec 10	Appendix B: The Censorship of Fiction (<i>Dracula</i> , pp. 434-38), Appendix C: Transylvania: History, Culture, and Folklore (<i>Dracula</i> , pp. 439-50), Appendix E: Mental Physiology (<i>Dracula</i> , pp. 456-67), Appendix F: Degeneration (<i>Dracula</i> , pp. 468-72), Appendix G: Gender (<i>Dracula</i> , pp. 473-80)	
41 Dec 12	FINAL PAPER/PROJECT DUE	
	WEEK SIXTEEN – FINALS WEEK	
W Dec 17, 10:30a-1:00p	FINAL EXAM: RESEARCH COLLOQUIUM	

ESTIMATED TIME REQUIRED TO READ NOVELS AND CRITICAL SOURCES

Book	#Pages	30pp/hr. Pace	Est. Total Hrs. Range
<i>Mary Barton</i>	450	15 hrs.	15-18
Critical Apparatus	120	4 hrs.	4-5
<i>Wonderful Adventures...</i>	161	5.4 hrs.	5-6
Critical Apparatus	50	1.6 hrs.	2-3
<i>Middlemarch</i>	610	20.3 hrs.	20-24
Critical Apparatus	96	3.2 hrs.	3-5
<i>A City Girl</i>	86	2.9 hrs.	3-4
Critical Apparatus	72	2.4 hrs.	2-3
<i>Dracula</i>	391	13 hrs.	13-14
Critical Apparatus	62	2 hrs.	2-3
TOTALS	2098	70 hrs.	59-85 (4-6 hrs/wk)