

	LIT 4047 Victorian Literature
Fall 2021	
Meeting days: MWF	Instructor title and name: Dr. Bettina Tate Pedersen
Meeting times: 11:00-11:55	Office Phone: (619) 849-2260 (x2260)
Meeting location: Deans' Conference Room (BAC ground floor, Oceanside)	Email: bettinapedersen@pointloma.edu
Final Exam: Monday, Dec 13, 10:30-1:00 PST	Campus office: BAC 116 (by appointment is best) Virtual office hours: Zoom Open Office Hours, Fridays 2:30-3:30pm
<p>Essential materials for every F2F class: face mask, books, other course materials, computers, iPads, or electronic readers (You may bring cell phones to class sessions, but they are not always the best device for viewing course materials and/or participating in group work. I may also ask you to mute and store cell phones during class sessions as well.)</p> <p>For remote classes: computers or iPads, earphones/headsets (as desired), books, course materials, physical space conducive to study (as much as is possible in your remote locations)</p>	<p>Additional info: Essential platforms for ALL course work: Chrome, Word (not Pages!), Excel, Google</p> <p>If you do not have the necessary technology for your college studies (e.g. a laptop or access to reliable internet), please email student-tech-request@pointloma.edu for assistance.</p> <p>Also be sure to check the Knowledge Base site for discounted hardware and software. <i>You must sign in to this page once you are there.</i></p>

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.

Prerequisite(s): Fulfillment of the College Composition requirement, LIT 2000, and Junior or Senior standing. Strongly Recommended: LIT 3000 & LIT 2055

COURSE LEARNING OUTCOMES⊕

Students of LIT 4047 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)**

COURSE CREDIT HOUR INFORMATION⊕

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 minimum total hours meeting the course learning outcomes. Weekly time estimations are also provided in the Canvas modules.

Distribution of Student Learning Hours

Course Assignments & Exams	Hours	%Weight
Reading Assignments (1760pp.)	60	45%
Assignments (Canvas, Google Drive, CRO & COVE Annotations, Presentations)	30	
Midterm Exam (COVE Timelines, Maps)	10	15%
Seminar Paper	10	25%
Final Exam—Research Colloquium	2.5	15%
Total Course Hours	112.5	100%

ASSESSMENT AND GRADINGⓈ

Student grades will be posted in the Canvas grade book and regularly updated. It is important to read the comments posted in the grade book as these comments will help you improve your work. Grades will be based on the following:

Grade Scale (Percentage)

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

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 his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

INCOMPLETES AND LATE ASSIGNMENTSⓈ

All assignments are to be submitted/turned in by the beginning of the class session when they are due or by the deadline posted in Canvas. *Check Canvas deadlines carefully.* Incompletes will only be assigned in extremely unusual circumstances.

While there are posted due dates for weekly assignments, you are welcome to post your work earlier in the week. In our asynchronous discussions, missing work means that others will not have the opportunity to respond to your comments nor you to theirs, and responding is often part of the graded assignment. Participation in the online discussions is crucial to your learning, your grade, *and* our class reading community. If you know you will be away on the day an assignment is due, you must post your work before you leave.

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 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. Faculty should follow and students may appeal using the procedure 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. 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 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

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 and/or if they do not wish to utilize some or all of the elements of their AP in that course.

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.

PLNU ATTENDANCE AND PARTICIPATION POLICY⊕

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (asynchronous, synchronous, or F2F), 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 drop date or, after that date, receive the appropriate grade for their work and participation.

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. If absences exceed these limits but are due to university-excused health issues, an exception will be granted.

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.

CLASS PARTICIPATION

Interactions and Engagement with Course Readings

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,
- engaged participation in discussions (all forms),
- diligent contextual work: historical and cultural frameworks (COVE),
- thoughtful reflection on the multiple ways texts may be read and the relevance of Victorian literature to modernity,
- spiritual meditation on the power of interpretation and reading

Preparation, Assignments, and Technology

1. Course books must be in your possession before the modules dedicated to those books begin. No exemptions from quizzes or other required/graded work will be granted because you do not yet have course texts. Using designated editions is crucial since all page references in course handout, slide, assignments are taken from the specified editions. If audiobooks are used, you will need to listen with dedicated focus and with the discussion question sheets in front of you as you listen.
2. Completion of all discussions & assignments is required; passing the course will be difficult without doing so. Missed work may be made up only in extenuating circumstances as determined by typical university standards. You must communicate with me directly about such circumstances.
3. Late assignments *will not be accepted* (unless extenuating circumstances apply or you and I have discussed matters ahead of the deadline).
4. It is your responsibility to see to it that your work is posted/submitted correctly in Canvas. It is also your responsibility to *let me know immediately* if you are experiencing technical difficulties with course materials in Canvas so that I can address the technical issues on my side.
5. Always keep duplicate copies of your work so you can provide one if necessary.
6. All coursework must be submitted in acceptable, viewable/audible, Canvas-compatible, digital form (doc, docx, pdf, xlsx). Google Chrome is the best browser to use with Canvas.

Online Platforms

- **Canvas, Google Drive, Gmail:** You are responsible for checking our course online platforms (Canvas, Google Drive, email, etc.) regularly for electronic communications from me about our course and/or about your individual work in the course. You are fully accountable for all course material, announcements, communications that are distributed via these sites, and I will send messages only to these sites. Please let me know immediately if you encounter any technical problems with these sites. If you want to reach out to me about our course, *please do so in Canvas email*.
- **Central Online Virtual Educator – COVE:** We will be using COVE to annotate our digital texts, make timelines, make maps, and possibly more. If you already have a subscription from January 2021, it should still be active through December 2021.

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 “LJML Department Syllabus Statements: Inclusive Language” posted on Canvas in the Syllabus & Course Policies folder.) *Points are lost for errors in MLA Style use.*

INCLUSIVE LANGUAGE

Because the Literature, Journalism, and Modern Language department recognizes the power of language, all public language used in this course, including written and spoken discourse, should be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.

PUBLIC DISCOURSE

Much of the work we will do in this discussion-based F2F/hybrid/online class is interactive, the nature of Canvas discussion board posts and replies and 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.

DIVERSITY STATEMENT

Point Loma Nazarene University is committed to diversity in the classroom, in its publications and in its various organizations and components. Faculty and staff recognize that the diverse backgrounds and perspectives of their colleagues and students are best served through respect toward gender, disability, age, socioeconomic status, ethnicity, race, culture and other personal characteristics. In addition, the department of Literature, Journalism, Writing, and Languages is committed to taking a leadership position that calls for promoting a commitment to diversity in and out of the classroom and in the practices of writing, journalism and the study of literature.

USE OF TECHNOLOGY⊕

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. (You will have to log into this link's page to see appropriate content.) 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 require a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your classwork.

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

REQUIRED TEXTS

Craik, Dina Mulock. *The Half-Caste*. 1851. Broadview.
Eliot, George. *Middlemarch*. 1871-72. Broadview.
Gaskell, Elizabeth. *Mary Barton*. 1848. Broadview.
Harkness, Margaret. *A City Girl*. 1887. Broadview.
Seacole, Mary. *The Wonderful Adventures of Mrs Seacole in Many Lands*. 1857. Penguin
Wilde, Oscar. *The Picture of Dorian Gray*. 1890. Broadview.
COVE Subscription (\$10): <https://www.navsa.org/members/join-navsa/#cove-only>

(Note: we will discuss options regarding the required texts.)

RECOMMENDED TEXTS

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

A FEW ADDITIONAL RESOURCES ON THE WEB

[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](#)

ASSIGNMENTS AT-A-GLANCE (Points are best estimates for now; all points/assignments are included in their proper weighted grade category.)

- 1. COVE Annotations & CRO Contributions (variable points).** Once you complete the reading assigned for each day, please create annotations in **COVE Studio** for that day's reading. Make a close reading annotation on 1-2 of the literary features/domains—you should aim for annotations across the range of literary features each week and not annotate for the same literary feature repeatedly. Make one entry for each CRO field per class day's reading. (CLO #1-3)
- 2. Terms to Gloss: (50 points, 10 points/novel)** In the **Google Spreadsheet in Canvas** list terms to gloss from week's reading; include full information in columns specified; don't duplicate a word if it is already listed in the spreadsheet, and don't duplicate a word that the notes in the text have already glossed. (CLO #1-2)
- 3. Discussion Boards & Presentations (variable points)** 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)

4. **Midterm: Timeline and Map Assignments: (40 points, 20 per assign, may adjust)** In COVE Editions you will collaboratively create a timeline and one or more maps for the five novels we are reading. (CLO #2-3)
5. **Seminar Paper (100 points).** You will write a 10-15 page fully researched seminar paper using MLA Style on one of the novels we are reading. (CLO #1-4).
6. **Final Exam: Research Colloquium (100 points).** You will give a 10-min. conference-style presentation or your seminar paper to the class during our exam time and participate in an oral exam/Q&R. Rubric: AAC&U Oral Communication. (CLO #1-4).

Time Required to Read Novels and Critical Apparatus			
Book	#Pages	30pp/hr. Pace	Est. Total Hrs. Range
<i>Mary Barton</i>	450	15 hrs.	15-18
Critical Apparatus	120	3 hrs.	3-4
<i>The Half-Caste</i>	40	1.3 hrs.	1-2
Critical Apparatus	75	2.5 hrs.	3-4
<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
TOTALS	1760		57-73

SCHEDULE OF READINGS & ASSIGNMENTS

Date	Content & Assignment Due
History of Literary Criticism/Theory, Elements of Fiction – Close Reading “The Dead”	
Wk 1: Aug. 31-Sept 3	
Class Orientation & Context of Victorian Period	
1 Tues., Aug. 31	Please subscribe to COVE if you don't already have a subscription. Watch the student part of this video (up through minute 6:50) to see how to do this. Read syllabus. Explore course in Canvas. Prepare work listed for Wed. Sept. 1
<i>Mary Barton (1848)</i> CRO & COVE Annotations	
2 Wed., Sept 1	Course Orientation, Connecting with each other, Discussion Board: What do you already know or gather about the situation of the working class in England in the middle of the nineteenth century (1830s-1870s) from reading Appendix D? What questions are starting to form in your mind about what Gaskell's <i>Mary Barton</i> will show us? Appendix D: Related Fiction and Poetry (pp. 566-83)
3 Fri., Sept 3	Gaskell <i>Mary Barton</i> Appendix C (pp. 518-45)
Wk 2: Sept 8-10	
4 Wed., Sept 8	Gaskell <i>Mary Barton</i> Appendix C: Social Commentary on Industrialization (pp. 545-65), Appendix E: Chartism and Free Trade (pp. 584-87)
5 Fri., Sept 10	Gaskell <i>Mary Barton (1848)</i> (pp. 29-113)

Wk 3: Sept. 13-17		
6	Mon., Sept 13	Gaskell <i>Mary Barton</i> (pp. 114-89) & COVE Annotations
7	Wed., Sept 15	Gaskell <i>Mary Barton</i> (pp. 190-263) & COVE Annotations
8	Fri., Sept 17	Gaskell <i>Mary Barton</i> (pp. 264-335) & COVE Annotations
Wk 4: Sept. 20-2		
9	Mon., Sept. 20	Gaskell <i>Mary Barton</i> (pp. 336-415) & COVE Annotations
10	Wed., Sept. 22	Gaskell <i>Mary Barton</i> (pp. 415-483) & COVE Annotations
11	Fri., Sept.24	Gaskell <i>Mary Barton</i> Appendices A: The Composition of the Novel, Appendix B: Contemporary Reviews of the Novel (pp. 484-517)
Wk. 5: Sept. 27-Oct. 1		
12	Mon., Sept. 27	COVE Map & Timeline Assignments
13	Wed., Sept. 29	Craik <i>The Half-Caste</i> Appendices: Appendix B: The British Empire, Race, and the “Eurasian Question” (pp. 97-132)
14	Fri., Oct. 1	PLANNING DAY: Reading ahead & COVE work
<i>The Half-Caste (1851)</i> CRO & COVE Annotations		
Wk. 6: Oct. 4-8		
15	Mon., Oct. 4	Craik <i>The Half-Caste</i> (pp. 43-88)
16	Wed., Oct. 6	Craik <i>The Half-Caste</i> , “Introduction” (pp. 9-37) & “Dinah Mulock Craik: A Brief Chronology (pp. 39-41) & COVE Map & Timeline Assignments
17	Fri., Oct. 8	Appendix A: Dinah Mulock Craik on Gender Issues and Female Employment (pp. 89-95) & Appendix C: The Victorian Governess (pp. 133-151)
<i>Wonderful Adventures of Mrs Seacole in Many Lands (1857)</i> CRO & COVE Annotations		
Wk. 7: Oct. 11-15		
18	Mon. Oct. 11	Seacole. <i>The Wonderful Adventures of Mrs Seacole in Many Lands</i> , Chs. 1-7 (pp. 11-68), Also please read “Chronology” (pp. ix-xiii), “A Note on the Text” (p. liii) and “To the Reader” (p. 5)
19	Wed., Oct. 13	Seacole. <i>The Wonderful Adventures of Mrs Seacole in Many Lands</i> , Chs. 8-12 (pp. 69-109)
20	Fri., Oct. 15	Seacole. <i>The Wonderful Adventures of Mrs Seacole in Many Lands</i> , Chs. 13-Concl. (pp. 110-171)
Wk. 8, Oct. 18-22		
21	Mon. Oct. 18	Seacole. <i>The Wonderful Adventures of Mrs Seacole in Many Lands</i> , “Introduction” (pp. xv-lii)
22	Wed., Oct. 20	Seacole. <i>The Wonderful Adventures of Mrs Seacole in Many Lands</i> , “Appendix” (pp. 173-180) & COVE Map & Timeline Assignments ; “Silly Novels by Lady Novelists,” <i>Westminster Review</i> LXVI (October 1856): 442-61 (in <i>Middlemarch</i> text, Appendix A.6, pp. 659-677)
FALL BREAK		
<i>Middlemarch (1871-72)</i> CRO & COVE Annotations		
Wk. 9, Oct. 25-29		
23	Mon., Oct. 25	Eliot, George, <i>Middlemarch</i> , Book I: Miss Brooke (1870-72) (pp. 31-122) & “Chronology” & “Note on the Text” (pp. 23-28)
24	Wed. Oct. 27	Eliot, <i>Middlemarch</i> , Book II: Old and Young (pp. 123-64)
25	Fri., Oct. 29	Eliot, <i>Middlemarch</i> , Book II (pp. 164-204)

Wk. 10, Nov. 1-5		
26	Mon., Nov. 1	Eliot, <i>Middlemarch</i> , Book III: Waiting for Death (pp. 205-272)
27	Wed. Nov. 3	Eliot, <i>Middlemarch</i> , Book IV: Three Love Problems (pp. 273-314)
28	Fri., Nov. 5	Eliot, <i>Middlemarch</i> , Book IV (pp. 315-351)
Wk. 11, Nov. 8-12		
29	Mon., Nov. 8	Eliot, <i>Middlemarch</i> , Book V: The Dead Hand (pp. 352-390)
30	Wed. Nov. 10	Eliot, <i>Middlemarch</i> , Book VI: The Widow and the Wife (pp. 427-501)
31	Fri., Nov. 12	Eliot, <i>Middlemarch</i> , Book VII: Two Temptations (pp. 502-539)
Wk. 12, Nov. 15-19		
32	Mon., Nov. 15	Eliot, <i>Middlemarch</i> , Book VII (pp. 540-567)
33	Wed. Nov. 17	Eliot, <i>Middlemarch</i> , Book VIII: Sunset and Sunrise (pp. 568-600)
34	Fri., Nov. 19	Eliot, <i>Middlemarch</i> , Book VIII: Sunset and Sunrise (pp. 601-40)
Wk. 13, Nov. 22-26		
35	Mon., Nov. 22	Eliot, <i>Middlemarch</i> , "Introduction" (pp. 9-22) & Appendix B: Contemporary Reviews of <i>Middlemarch</i> (pp. 678-715)
THANKSGIVING BREAK		
<i>A City Girl (1887)</i> CRO & COVE Annotations		
Wk. 14: Nov. 29-Dec. 3		
36	Mon. Nov. 29	Harkness, Margaret, <i>A City Girl</i> , Chs, I-VI (pp. 41-86)
37	Wed., Dec. 1	Harkness, <i>A City Girl</i> , Chs, VII-XIII (pp. 87-126)
38	Fri., Dec. 3	Harkness, <i>A City Girl</i> , "Introduction" & "Chronology" & "Note on the Text" (pp. 9-35) & Appendix C: The East End in Late-Victorian London (pp. 147-156)
Wk 15: Dec. 6-10		
39	Mon., Dec. 6	Harkness, <i>A City Girl</i> , Appendix A: Contemporary Reviews & Appendix B: Other Writings by Margaret Harkness (pp. 127-146)
40	Wed., Dec. 8	Harkness, <i>A City Girl</i> , Appendix D: Reform Initiative by and for East End Women & Appendix E: Fallen Women in Late-Victorian Fiction (pp. 157-177)
41	Fri., Dec. 10	COVE & Research Paper work
Wk 16: Dec 13-17		
	Mon., Dec 13, 10:30-1:00PST	Final Exam Period 10:30-1:00 PST Paper Due