

Course ID:	Course Title:	Fall 2023
EN 399	Victorian Literature	Prerequisite: None
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In-person	Instructor:	Sarah Poffenroth, MA	First Day of Class:	Sept 7, 2022
Days:	T/Th	Email:	Sarah.Poffenroth@ambrose.edu	Last Day to Add/Drop:	Sept. 18
Time:	9:45-11:00am	Phone:	N/A	Last Day to Withdraw:	Nov. 21
Room:	RE 104	Office:	L2091	Last Day to Apply for Coursework Extension:	Nov. 28
Lab/Tutorial:	N/A	Office Hours:	W/F 1:30-2:30pm or by appointment	Last Day of Class:	Dec 12, 2022
Final Exam:	December 19, 9am-12pm				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

An introduction to major Victorian authors, genres, themes, ideas, and contexts: while arranged thematically, this course also aims to flow chronologically to trace the evolution of Victorian thought as reflected in the literature and art of the period in England (1837-1901). A wide variety of short fiction, poetry, drama, essays, and a novel will be explored. Students will be encouraged not only to examine the course readings for each text's historical importance but also to interrogate their own contemporary engagement with the Victorian imagination.

Expected Learning Outcomes

At course's end, successful students will be able to perform the following:

1. Identify major authors, themes, historical factors, genres, and ideas that contribute to the complexity of the Victorian period
2. Recognize and articulate the nuances of the early, mid, and late Victorian era
3. Reflect on and understand Victorian Literature's intellectual, artistic, philosophical, religious, economic, political, and ethical complexity and contributions
4. Interrogate the ways that contemporary culture and imagination overlap with Victorian sensibilities
5. Sharpen critical and close reading skills with a variety of genres
6. Read historical texts both appreciatively and critically
7. Wrestle with Victorian tensions regarding faith, gender, sexuality, politics, colonialism, social justice, power, education, and art

Textbooks

Norton Anthology of English Literature. Volume E. The Victorian Age. 10th Edition. Ed. Stephen Greenblatt.
Thackeray, W. M. *Vanity Fair.* Penguin Classics.

Course Schedule

(See page 4 of Syllabus)

Requirements:

Participation	10%
Essay One	20%
Essay Two	30%
Presentation	15%
Final Exam	25%

Participation: Attendance and participation both contribute to this grade portion. Attendance is mandatory (attendance will be taken each class). Three unexcused absences will result in a 2% reduction of participation grade. Missing more than 8 total class sessions without legitimate excuse will automatically fail the course. Do the readings ahead of class time, and bring your texts to class. Participate in class discussions with grace and curiosity; conversation will be strongly encouraged.

Essay One: Write 1200 word essay on selected topic.

Submit via Moodle Drop Box. Late assignments lose one letter grade per day (Tuesday to Friday, not counting Saturday, Sunday or Monday). Request extensions in advance.

Essay Two: 2000-word essay on selected topic that employs at least three scholarly articles or books.

The same submission requirements apply as for Essay One.

Presentation: A 30-40 minute presentation to lead class discussion and put interpretive practices into action.

Final Exam: Comprehensive exam on the course.

Classroom Etiquette

No phones, no electronics unless needed for learning purposes. Check with me if you have a technological need.

Grade Summary

Letter Grade	Percentage	Description
A+	96-100	Excellent
A	91-95	
A-	86-90	
B+	82-85	Good
B	75-81	
B-	72-74	
C+	68-71	Satisfactory
C	63-67	
C-	60-62	
D+	56-59	Poor
D	50-55	Minimum Pass
F	0-49	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

COURSE SCHEDULE		
Class Date	Class Content/Assigned Readings	Assignment Due Dates
September 7	Introduction to the Victorian Era: Context, Culture, and Conflict: Are we still Victorians?	
September 12	Politics and Philosophy: Carlyle, <i>Past and Present</i> selection from "Democracy" and "Captains of Industry"	
September 14	Victorian Economy: Annie Besant, "The 'White Slavery' of London Match Workers" Engels "The Great Towns" Mayhew, "London Labour"	
September 19	Progressive Tensions: Tennyson, "The Lady of Shalott"	
September 21	The Gothic: Gaskell, "Old Nurse's Story"	
September 26	Poets and Sages: Browning, "Porphyria's Lover," Barrett Browning, <i>Aurora Leigh</i> selections	
September 28	Art and Imagination: Ruskin "Modern Painters"	
October 3	The Pre-Raphaelites: D.G. Rossetti, "The Blessed Damozel," W. Rossetti, "The Pre-Raphaelite Manifesto"	
October 5	Science and Skepticism: Darwin "The Descent of Man"	
October 10	Faith and Fervor: Hopkins "The Windhover," "Thou Art Indeed Just, Lord", "Pied Beauty"	
October 12	Huxley, "Agnosticism and Christianity"	
October 17	Victorians and Gender: Patmore, "Angel in the House" Ruskin, "Of Queen's Gardens,"	
October 19	Coleridge "The Other Side of the Mirror" Emily Bronte, all selections	Essay One due
October 24	Women Writing: George Eliot, "Silly Novels,"	
October 26	Christina Rossetti, "Goblin Market,"	
October 31	Victorian Education: Mill, "Inaugural Address"	
November 2	Empire: Kipling, "White Man's Burden" Henley "Invictus" Chamberlain "The True Conception of Empire"	
November 7	No Classes, Reading Week	
November 9	No Classes, Reading Week	
November 14	Late-Victorian Aesthetics: Pater, "Studies in the History of the Renaissance"	
November 16	Victorian Desire: Wilde, "The Harlot's House," selections from <i>De Profundis</i>	
November 21	Victorian Selfhood: Stevenson "The Strange Case of Dr. Jekyll and Mr. Hyde"	Essay Two Due
November 23	<i>Vanity Fair</i>	
November 28	<i>Vanity Fair</i>	
November 30	<i>Vanity Fair</i>	
December 5	<i>Vanity Fair</i>	
December 7	Why Victorian? And Exam Prep	

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support