

LIT 3319
Literature and Science in 19th-C Britain
Fall 2006 JO 4.102 R. 3:30pm - 6:15 pm

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Office Hrs: R: 1:30-3 pm + by appt
Home Phone: 405.360.2958 (Sat-Wed: before 10 pm)

Pre-requisites:

3 hours of lower division Literature or HUMA 1301. This course is especially intended for students interested in the interdisciplinary relations between the arts / humanities and science / medicine, including students working toward the minor (or future major) in Medical and Scientific Humanities (MaSH). This class is also valuable for students interested in creative writing and those training to be primary and secondary teachers. * NOTE: Although the historical contexts of scientific and technological change will inform our reading and discussion, no previous background in science or technology is required. *

** This course counts toward the minor in Medical and Scientific Humanities (MaSH) **

Course Description:

This course offers a broad survey of the literature, life and culture of Victorian Britain. We will examine prose essays, poetry, novels, drama, art and aesthetics, as well as developments in science, technology, society and politics. We will explore Victorian ideas about God, nature, the Industrial Revolution, Darwinism, and cosmology; concepts of progress, gender, race, class and moral values; constructs of the proper and the scandalous, the sensuous and the philosophical. We will experience diverse genres and forms including the gothic, narratives of realism and naturalism, fantasy and detection, the sensuous and sensational, the melodramatic and science fiction.

The class is designed to encourage open, friendly discussion and participation, enriched with informational background lectures, drama and videos. Each class meeting will be organized thematically to focus on an important aspect of 19th-c. literature and culture, for example: images of Queen Victoria, Energy and Empire, the conditions of life, poetic values and their perversion, the investigation of the natural world, constructions of the masculine and feminine, art for art's sake.

Course objectives:

Students will read and discuss a wide variety of literary forms and genres, demonstrating the ability to interpret and analyze themes and issues using various critical methods, including formal, historical, biographical and cultural approaches. Students will write an in-class essay and exam and research and write one analytical and interpretative paper, using primary and secondary sources. A variety of extra credit writing assignments will be available.

Required Texts:

Gordon Haight, ed. *Portable Victorian Reader (PVR)*, selections)
Mary Shelley, *Frankenstein*, Penguin
Oxford Anthology of English Lit, vol V: Victorian Prose and Poetry. 1973 (* Note: students may substitute George MacBeth, ed. *Victorian Verse*, Penguin, if available)
Thomas Hardy, *A Pair of Blue Eyes*, Penguin
Charles Dickens, *Bleak House*, Penguin (selections)
Appleman, P, ed.. *Darwin*, Norton Critical Edition (selections)

Oscar Wilde, *The Importance of Being Earnest*, Cambridge (also included in Oxford Anthology)
H.G. Wells, *Time Machine*, Penguin

COURSE CALENDAR / DAILY ASSIGNMENTS

- * Note: Most class days will be divided into two halves (A and B), with a short 10-15 min. break.
Have all readings listed under a particular class day, read FOR that class day's discussion. *

Wk 1: R August 17: Intro to Course

A: Introduction to the course: class cards; syllabus; course objectives and themes; reading journals.

Wk 2: R. August 24: *It's Alive!: Experimental Physiology and the Imagination*

Background Reading in **Portable Victorian Reader (PVR)**: Huxley, Protoplasm, pp. 530-537

A: Informative Lecture: The Science of "Life" in the 19th c.

B: Discuss: Mary Shelley, *Frankenstein*; short video.

Wk. 3: R. Aug 31: *The Historical Moment and Her Majesty, Queen Victoria*

[* Time Management Hint: Start reading Dickens, *Bleak House* *]

Background reading:(**PVR**), Intro, pp. xi-xlii; pp 19-20.

A: Informative Lecture: The Development of 19th-c Technology and the Industrial Revolution

B: Video: "Queen Victoria: An Evening at the Osborne" (with Prunella Scales)

Wk 4: R. Sept. 7: *The Industrial Revolution: The Empire and its Human Machinery I*

A: Discuss: Essays and addresses, as in **Portable Victorian Reader (PVR)**: **Disraeli/Carlyle**: The Two Nations, pp 22-23; Unworking Aristocracy, pp. 23-29; The New Generation, pp.29-37; The Condition of England, pp. 48-53; The Rural Town of Marney, pp. 69-73; Millbank, pp. 151-159; Captains of Industry, pp. 159-164; Working Aristocracy, pp. 238-244; Labor: pp. 245-257

B: Begin discussion of Dickens, *Bleak House* (1st half).

Wk 5: R. Sept. 14: *The Industrial Revolution: The Empire and its Human Machinery II.*

A: Discuss readings from **PVR**: **Eliot**: Old England, pp. 6-13; A Liberal Landlord, pp. 54-60; A Village Workhouse, 77-84; Dodson, pp. 128-139; **Engels**: Slums and Child Labor, pp. 60-69; **Dickens**: The Dedlocks, pp 37-42; A London Workhouse, pp. 84-91; Mrs. Pardiggle, pp. 111-127; Veneerings and Podsnappery, pp. 140-150; Mr. Bounderby, pp. 176-179; A Visit to Newgate, pp. 263-270; **Kingsley**: The Men who... pp. 73-77; Cheap Clothes, pp. 115-127; **Oxford Anthology**: Davidson, "Thirty Bob a Week."

B: Conclude discussion of Dickens, *Bleak House* (2nd half).

* EXTRA CREDIT: Video series, *Bleak House*

Wk 6: R. Sept. 21: *Exhibitions and Interpretations of "Progress"*

A: Discuss readings from **PVR**: **Ruskin**: Traffic, pp. 179-189; Characteristics of Gothic Architecture, Love of Clouds and Pathetic Fallacy, pp. 586-607; **1851 Exhibition**: pp. 538-544; **Smiles and Butler** on Space and Machines: pp. 545-560.

B: Discuss poetry (as in anthologies or online): **Blake**: "Chimney Sweep" (I and II), selections from *Jersusalem*; **Wordsworth**: "The World is too much with us," "Steamboats..."; **Tennyson**: "Locksley Hall"; **Hardy**: "Darkling Thrush," "The Ruined Maid" and "Convergence of the Twain"; **Arnold**: "Dover Beach"; **D.G. Rossetti**: "A Trip to Paris and Belgium"; **Davidson**: "Crystal Palace"

* EXTRA CREDIT: Video: "Mountains of the Moon"

Wk 7: R. Sept 28: *The Evolution of Darwinism*

Background reading, **PVR: Lyell, Chambers, Spencer:** pp. 497-519; **Arnold and Huxley:** pp 483-496
A: Info/lecture: A Brief History of Natural History and/or video (if available): Stephen Jay Gould:
“Darwin’s Revolution in Thought”
B: Discuss Darwin: Intro, selections from Part 1: pp. xv-xvi; 3-10; 10-15; 19-27; 27-31; Part 2: 35-87;
132-176; 196-208; 220-226; 231-243; 513-519.

Wk 8: R. Oct. 5: * MIDTERM EXAM: You will have 2 hrs. 15 min. to complete this exam.

Wk 9: R. Oct. 12: *Cosmic Realism*

Background info (in-class): 19th-C Astronomy and Cosmology
A: Discuss: Thomas Hardy, *A Pair of Blue Eyes*
B: Video: “Return of the Native” (if available)

Wk 10: R. Oct. 19: *Poetic Voices: Proper and Perverse*

A and B: Discuss poetry (as found in anthologies or online): **R. Browning**, Soliloquy of the Spanish
Cloister, My Last Duchess; **Tennyson**,: In Memoriam (selections), “Move Eastward Happy
Earth,” The Higher Pantheism: “Vastness, “Mariana,” “Lady of Shalott,” “Ulysses”; **Swinburne**:
“Higher Pantheism in a Nutshell,” “Triumph of Time,” Genesis,” Anactoria”
* EXTRA CREDIT: Swinburne: “Hymn to Proserpine,” “Hertha”

Wk 11: R. Oct 26: *Future Visions*

A: “History of Science” Extra Credit Costume Contest
B: Discuss: **H. G. Wells**, *Time Machine*
* EXTRA CREDIT: Time Machine film adaptations (old or recent); Samuel Butler, *Erewhon* (sel. in
Oxford Anthology)

Wk 12: R. Nov. 2: *Entropy and Escape: the PreRaphaelite, Aesthetic and Decadent Movements*

A: Discuss essays from **PVR: Masson** on Pre-Raphaelites, pp. 574-586; **Arnold**, “Function of Criticism”
pp. 613-628; **Pater** on Mona Lisa and Art, pp. 626-632; **Wilde**, “Critic as Artist,” pp. 647-end.
B: Discuss poems (as found in anthologies or online): **Morris**, “Haystack in the Floods,” “Lucifer in
Starlight”; **DG. Rossetti** “The Blessed Damozel,” “Orchard-Pit”; **Dowson**, “Non Sum Qualis ...”

Wk 13: R. Nov. 9: *Art for Wilde’s Sake*

A: Discuss: **Gilbert**, Bunthorne’s Song; **Oscar Wilde**, *The Importance of Being Earnest*
B: Film adaptation
* EXTRA CREDIT: Video: *The Ideal Husband*; Wilde, Ballad of Reading Gaol; A. C. Doyle, Sherlock
Holmes stories; video: Sherlock Holmes, *Case of the Silk Stocking* (with Rupert Everett)

Wk 14: R. Nov. 16: Student Presentations: Thesis/Evidence Summaries + student evaluations

* THANKSGIVING BREAK * NO CLASS

Wk 15: R. Nov. 30: Student Presentations: Thesis/Evidence Summaries, continued

Grading / Course Requirements

- One midterm unit exam (combination of essay and objective) = 1/3 of course grade

- One 10 min. in-class presentation and 5 pp analytical/interpretative paper, averaged, = 1/3 of grade
- Attendance and participation (includes study sheets, quizzes, writing assignments, discussion) = 1/3rd
- * Optional extra credit activities/reports (A&P enrichment): unlimited, with prof's prior approval of each

Course & Instructor Policies

Please inform the professor *in advance* (via phone / voice mail x2071 or utd email) of any possible absences or situations that may keep you from submitting assignments on time. I'll try to help in any way I can. Late assignments will not be accepted nor absences excused without such prior notice. Because attendance and participation count as a substantial part of your grade in this course, unexcused absences, tardy arrivals, early departures will count against this portion of your grade.

In accordance with university policy and my personal and professional values, this is a drug-free, alcohol-free, smoke-free, barrier-free classroom. In the interests of promoting a comfortable learning environment, all students and the professor pledge to respectfully consider the expression of ideas and opinions by others regardless of political, philosophical, religious, intellectual, cultural, racial, generational or gender differences.

UTD POLICY STATEMENTS

Field Trip Policies: no field trips scheduled or required

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or

falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:
The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean. (http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm)

These descriptions and timelines are subject to change at the discretion of the Professor.