

Course Syllabus

ENG 4953 [section 231C]

W per 9-11 (405pm-705pm) CBD 0210

Department Seminar: Victorian Masculinities

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This course will focus on Victorian genders with a special emphasis on masculinities, especially as manifested at mid-century Britain (mostly the 1840s–1870s) in the novel. Additionally, we will spend time reading and thinking about secondary works which interrogate and historicize our principal terms. By the end of the course, you will have read a substantial amount of important secondary work regarding mid-century masculinities, as well as a good selection of Victorian novels.

- **Selections from Carlyle, *Heroes and Hero Worship*** (project Gutenberg or Yale paperback edition or used copy of Nebraska paperback edition) lectures One and Five “The Hero as God,” “The Hero as man of Letters”

<https://www.gutenberg.org/files/1091/1091-h/1091-h.htm> (Links to an external site.)

- **Gaskell, *North and South*** Penguin is an adequate paperback edition, or gutenberg
- **Hughes, *Tom Brown’s Schooldays*** Oxford is the best paperback edition, or gutenberg
- **Meredith, *Ordeal of Richard Feverel*** used copies available or free on Gutenberg or Googlebooks

<https://play.google.com/store/books/details?id=SH8TAAAYAAJ&rdid=book-SH8TAAAYAAJ&rdot=1>

- **Ouida, *Under Two Flags*** used editions available or Gutenberg
<http://www.gutenberg.org/ebooks/3465>
- **Collins *Man and Wife* or Wilde *Dorian Grey* or Conrad *Heart of Darkness***—you vote!
- **Pater, “Diaphaneite” (1864) and “Winckelmann” (1867)** [two short essays-under files tab]
- **Darwin, From *Selection in Relation to Sex* (vII, Part II, Chapters XIX–XXI: “Secondary Sexual Characters of Man” (two chapters) and “General Summary and Conclusion” 1871. Gutenberg or any good edition.**<http://www.gutenberg.org/cache/epub/2300/pg2300-images.html> (Links to an external site.)
- **Marsh *The Beetle*** (Broadview Press) or gutenberg
- **Radclyffe Hall “Miss Ogilvy Finds Herself”** pdf under files
- **Selection from Sedgwick, *Between Men*** section i, pp 696-699, and “Gender Asymmetry...” pp 707-711. pdf under files

- **Selections from Adams, *Dandies and Desert Saints* Chapter Four: “Muscular Aestheticism.”** pdf on reserve in library, through ARES
- **Selections from Sussman *Victorian Masculinities*** pdf on reserve in library, through ARES
- **David Rosen selection from Donald Hall, *Muscular Christianity, Embodying the Victorian Age*** pdf on reserve in library, through ARES
- **Selections from Dowling pp 1-12, 32-66. *Hellenism and Homosexuality* pp 1-12, 32-66.** Book on reserve in library, or buy paperback used on Amazon or abebooks.

The course will focus on novels and secondary readings about gender and especially masculinity. Most of these readings will be critical and historical, rather than theoretical in the strict sense, and so you should either be familiar with basic concepts in gender theory or be prepared to do a little extra reading on your own. However, the class discussion will be tailored to (and by) the class members, so you if need to know more about something, please ask. I would also like to emphasize that, although the course will focus on the construction of masculinity in the period, that topic cannot be discussed without reference to female identity, class, and sexuality, among other issues. The use of the plural in the course title is not simply a convention; it reflects the imbrication of gender with other identity categories, despite the increasing sense of a widely shared masculine “essence” which marks the period and which it left as a legacy. In short, I expect seminar conversation to be rather wide-ranging.

Requirements include a long paper, to be completed in stages, quizzes, and a presentation – as well as lots of reading and discussion.

Attendance and Participation:

The most important “materials” in any class are the insights and knowledge that the class members bring to the information being discussed. In a sense, if a class member does not participate in discussion and related activities, that person is depriving the rest of the members of the class of one of the most important components of their education. Your participation is very important to everyone here.

If you must miss class, be sure to arrange to get the notes from a classmate. Poor participation or attendance will affect your grade; given that every absence is a week missed, more than one absence or two latenesses will lower your grade.

Grading:

Grading will reflect University standards, and will be based largely on the papers and the quizzes, as well as timely completion of non-graded activities.

- Paper, due in stages. 60 percent, total.
- --stage one, research synthesis, 2/6ths (1/3)
- --stage two, prospectus, 1/6th

- --stage three, complete paper 3/6ths
- Presentation 10%
- Quizzes 30%

For information about GPA,

see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> (Links to an external site.)

Paper:

There will be one 16-18 page paper (not including works cited pages). Essays will be typed, double-spaced, with one inch margins in a normal typing font (e.g. Times New Roman), with a point size of 12.

Quizzes:

These are weekly reading quizzes. If you do the reading, you should be able to answer most of the questions. I drop the three lowest, so there are no make ups for lateness or absences.

Presentation:

You will work individually or in groups of up to four to complete a class presentation.

Discussion:

Because of the nature of the class and its upper division status, this class will be based on discussion and in-class activities. Each student is expected to participate – to speak in class, to answer and ask questions and to come prepared each day. I may call on students as a normal part of the class process. It is acceptable to make mistakes or not to know the answer to questions; it is not acceptable to give up or refuse to try.

Please do not underestimate the value of class participation. I don't grade separately for discussion because it is a basic requirement of the course, like coming regularly or turning in papers on time. However, as with those other basic requirements, your responsible completion of them can push a "split grade" higher, whereas failing to take those responsibilities seriously will result in a **substantially** lowered grade, regardless of your performance on graded exercises.

Statement of student disability services.

The Disability Resource Center in the Dean of Students Office provides information and support regarding accommodations for students with disabilities. For more information, see: <http://www.dso.ufl.edu/drc/> (Links to an external site.)

Statement on harassment.

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more about UF policies regarding harassment, see: <http://www.dso.ufl.edu/sccr/sexual/> (Links to an external site.)

Statement on academic honesty.

All students must abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php> (Links to an external site.)

Statement on electronics in class:

I allow you to use electronic versions of most of the texts, so you may have your devices on. However, the classroom is a workspace for this course, and I expect you to honor that. That means that during the class, you are not texting, watching videos, using social media, or doing online work for other classes—or anything else I haven't mentioned here that doesn't directly relate to your work for this course. Violation of this standard can cause you to be marked absent.

Course evaluations:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results> (Links to an external site.)

Schedule

Aug 26 Course Introduction.

Sept 2 Carlyle selection, selection from Sussman

Sept 9 *North and South* (all)

Sept 16 selection from Hall (David Rosen chapter) **Research synthesis due**

Sept 30 *Tom Brown's Schooldays* **Presentation topic due**

Oct 7 Darwin, From *Selection in Relation to Sex* (VII, Part II, Chapters XIX–XXI: “Secondary Sexual Characters of Man” (two chapters) and “General Summary and Conclusion”, Sedgwick, **Prospectus due**

Oct 14 *Ordeal of Richard Feverel* through end of Chapter 24.

Oct 21 *Ordeal of Richard Feverel* through end.

Oct 28 Selections from Dowling. Pater, “Diaphaneite” (1864) and “Winckelmann” (1867) - **Presentations begin.**

Nov 4 Ouida *Under Two Flags*

Nov 11 *Veterans' day*—**NO CLASS**

Nov 18 You vote! Collins *Man and Wife* or Conrad *Heart of Darkness* or Wilde *Picture of Dorian Grey* (if Conrad, reverse date with Machen) **Last day for feedback of full draft—optional.**

Nov 25 *Thanksgiving Break--NO CLASSES*

Dec 2 Machen *The Beetle*

Dec 9 Last day of Class. “Miss Ogilvy Finds Herself” **Final Paper due Dec 10, 11pm**

Paper:

The paper will be 16-18 pages. There are deadlines for “stages” of this paper. You are expected to do reading/research beyond the assigned reading, and your paper should demonstrate an original and critical engagement with a research topic. Essays will be double-spaced, with one inch margins in a normal typing font (e.g. Times New Roman), with a point size of 12.

The paper should include the following (with approximate lengths): an Introduction of 1.5 pages, 5-7 pages research synthesis on a topic related to the concept of class, 8-10 pages of analysis of a text related to the material in your research synthesis, including one or two appropriate critical sources related to the text, and .5 page conclusion.

- **Research synthesis**
- **Prospectus (thesis, title of synthesis, annotated bib of critical sources, 3 pages of analysis).**
- **Optional submission of complete draft of final paper for feedback.**
- **Final paper**

Research Synthesis.

Choose a topic related to masculinity, that you would like to know more about. Start reading widely on it, and then zero in on several sources (five or so) that you find most helpful and important. You should write a five to seven page synthesis of these sources, identifying key points of agreement, disagreement, etc. You should summarize the sources arguments correctly, but not necessarily at length: the object here is to synthesize to create a larger coherent picture without misrepresenting any of the originals.

This will become the first major chunk of your term paper after the Introduction, so you want to choose a topic that you will be relating to the specific texts and issues you have chosen for that paper. Keep this in mind as you work. Ideally, each chunk of work you do will build on to what has gone before.

The synthesis should have a full, MLA style bibliography attached. This is additional to the page requirement.

Prospectus:

(Include: thesis statement, title of synthesis, annotated bib of *critical* sources, 3 pages of analysis).

By now you should be shaping the argument of your paper. You should be able to state your thesis, or at least formulate it as a question you are trying to answer. It helps also to give **definitions** of any key terms. You have already turned in your synthesis, and so need not include it, but give me the title again, so I can refer back to it.

By now you will also have chosen a text or two to analyze in support of your thesis; include at least three pages of development of your argument through analysis of the text you will be addressing.

Also, you should have an annotated bibliography of two scholarly sources *specifically related to one text* that you will be using in your paper (note: you will likely need to read several articles or book chapters to find the two you will use). To make sure of the quality of the sources, they should be published within the last fifteen years, and either in a university press book (although Routledge or Palgrave may be allowed—if in doubt, check with me) or in a journal indexed by one of the large scholarly databases (MLA bibliography or available through JSTOR or similar). These should be books, books chapters or journal articles, not notes, reviews or blog posts on a journal site. The annotated bibliography should include an MLA style full citation of the articles or books, and two-three hundred words on the argument of the article and why it will be useful in your paper.

If you change your mind about what you want to write later, just check it with me; I do expect your ideas to evolve as you continue to research. What I want to see here is that you at least have a viable project and an idea of how you are going to go about it.

Paper:

For this paper you must choose **one or two texts, and analyze them in relation to a topic related to masculinity. The paper should be thesis driven:** that is, you are not simply summarizing or listing points

about these texts, but making a coherent and unified argument about them or their interpretation and social class. The exact topic, texts and thesis are up to you to develop. One of the texts must be Victorian, but the second need not be Victorian, or literature if your own interests are centered elsewhere. It could be film, or non-fiction, or ...? Be aware of your audience, though—you may need to provide a bit more cuing if you are working with texts that are very unfamiliar to me. Please also be aware that UF's rule is separate work for each course; you may not use the paper you turn in to me for another class as well, though you may choose to work on a text or issue you find interesting from one of your other courses.

If you want to bring me a draft for feedback, be sure to do so before the draft date on the syllabus. You may see me as many times as you like with a draft before then; after that I'll still try to answer questions, but cannot guarantee everyone an appointment, and you won't have much time to make changes. Obviously, after the final due date, there will be no revisions.

Clarifications:

Please keep in mind that the final paper is a **critical study**, not a report (though the first part is). **Your** ideas are finally what this paper is about, and you should use others' findings to spark, develop and substantiate those ideas. You need to read the most recent, relevant sources on your topic, and you may need to use more than the minimum. If you have trouble deciding on a topic, or narrowing one sufficiently, discuss it with me. You might start by considering what approach you wish to take. Go through your notes. *What work is the text doing and how?* What values are being upheld? What values are being questioned? What "gaps" or contradictions in the text do you see? What issues of style or genre are related to the themes it engages? After you have a topic and perhaps a tentative thesis, go to the library and see what scholars have said about your topic. With whom do you agree or disagree and why?

A good approach is to **formulate the paper as a problem/question**, and **argue for your solution/answer**. Set this up in the Introduction, and then follow it with a discussion which contextualizes your argument within the framework of the work which has already been done. Then lay out your argument and support it, returning to the larger significance of your thesis in your concluding section.

Things to keep in mind:

1. Do not summarize; analyze. Make sure your topic sentences at the paragraph level are arguments and not description. Assume an audience which is somewhat familiar with the text you are addressing, so you do not need to retell the story.

2. A good essay does not merely list disconnected ideas, but subordinates them to a **unified, carefully focused thesis**, which is clearly stated in the first part of the paper. Structure your paper around the argument, not the novel. Also, **focus**. If it seems like you have way to many things to say, chunk your ideas together and figure out what the three or four most important points are.

3. Use specific references to the texts to support your points. Avoid lengthy quotes, though; the more you reproduce from the book, the less your own point is clarified.

4. **The most important part of your thesis is the part that explains why your point is significant.** This is the “so what?” portion of your paper. Imagine your reader as a critical one--one who first asks, “Why do you believe the point you are making? How do you support it?” But even more importantly, “So you can say x, y and z about this novel--so what? Why is this significant?” A good argument is one that answers both sets of questions convincingly.

5. Format: Typed, double spaced, 12 point type, Times Roman or similar. One inch margins. Do not use extra spaces between paragraphs. No title page is necessary. Consult the [MLA Student Guide to Research Papers](#). **All sources MUST be referenced and properly quoted or paraphrased. Be sure that you understand the definition of plagiarism, in order that you may avoid it.** Once these are due, you won't have second chances on these, so be sure you cite and edit carefully, as this will have a significant impact on your grade.

Presentation

The presentation should be on a topic you find to be of interest and have researched, related to the course material. That is, it should be on masculinity, and should include research on the topic in Victorian culture, though you may also link the topic to its current cultural manifestations. I encourage you to be wide ranging—check with me if you aren't sure your topic would fit. Your presentation should be about seven minutes (if you are working with others, it can be up to fifteen), aimed at the class as audience, and should be both informative and interesting.

I will ask you to submit a topic for approval and up to three dates in order of preference; I will assign you one taking all requests into account.

Date	Details	
Wed Sep 16, 2015	Paper: Research Summary	11:59pm

Date	Details	
Wed Sep 30, 2015	Presentation topic due	11:59pm
Fri Oct 9, 2015	Paper: Prospectus	11:59pm
Thu Nov 19, 2015	Paper: optional full draft	11:59pm
Thu Dec 10, 2015	Paper: Final complete	11pm
	Presentation	11:59pm
	Quiz 1	
	Quiz 10	
	Quiz 11	
	Quiz 12	
	Quiz 2	
	Quiz 3	
	Quiz 4	
	Quiz 5	
	Quiz 6	
	Quiz 7	
	Quiz 8	
	Quiz 9	

[Edit Syllabus Description](#)

August 2015

26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

Assignments are weighted by group:

Group	Weight
Presentation	10%
Quizzes	30%
Paper: Research Summary	20%
Paper: Prospectus	10%
Paper: Final	30%
Total	100%