



School of English, Journalism  
& European Languages

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## Unit Outline

### HEA257 Nineteenth-Century British Literature Semester 1, 2009

<http://www.utas.edu.au/english/>

<b>Teaching Staff:</b>	<p><b>Dr Elle Leane (Convenor)</b> Room: Hum569 Phone: 6226 2894 Email: <a href="mailto:Elizabeth.Leane@utas.edu.au">Elizabeth.Leane@utas.edu.au</a></p> <p><b>Prof. Ralph Crane</b> Room: Hum556 Phone: 6226 2356 Email: <a href="mailto:Ralph.Crane@utas.edu.au">Ralph.Crane@utas.edu.au</a></p> <p><b>Ms Jane McGennissen (Tutor)</b> Room: SocSci 342 Email: <a href="mailto:Jane.McGennissen@utas.edu.au">Jane.McGennissen@utas.edu.au</a></p>
<b>Consultation Hours:</b>	Elizabeth Leane: Wednesday 3-4pm; Friday 11am-12pm Ralph Crane: Monday 9-11am
<b>Unit Description:</b>	<p>This unit offers an opportunity to study canonical British literature from the nineteenth century. Students will explore the response of writers to cultural pressures and changes of the period, including urbanisation, industrialisation, Darwinism, imperialism and the position of women. They will examine the works of a number of prominent authors, such as Wordsworth, Coleridge, Austen, the Brontë sisters, Dickens, Gaskell, Eliot, Tennyson, Hardy, Wells and Wilde. In a given semester the unit may focus on a specific period within the century (such as the Romantic period or the Victorian period) or a particular genre (fiction, poetry and/or drama), depending on staff interest and availability.</p>
<b>Unit Aims and Objectives:</b>	<p>In 2009 this unit aims:</p> <ul style="list-style-type: none"><li>• To introduce students to some major British novels and authors from the period 1850-1900</li><li>• To investigate the response of Victorian writers to central issues of the period, including urbanisation, industrialisation, Darwinism, imperialism and the 'Woman Question'</li><li>• To introduce students to some important genres of the period, such as the classic realist novel, the condition-of-England novel, the detective novel and the scientific romance</li></ul>

	<ul style="list-style-type: none"> <li>To examine the production and reception of literary texts during the period, and the process of canon formation during and following the period</li> <li>To familiarize students with the various theoretical and critical approaches that have been applied to the set texts</li> </ul>
<b>Learning Outcomes:</b>	<p>Students taking this unit will</p> <ol style="list-style-type: none"> <li>Build knowledge in the areas described in the Unit Aims and Objectives</li> <li>Develop skills in: <ol style="list-style-type: none"> <li>Scholarly written communication</li> <li>Scholarly oral communication</li> </ol> </li> <li>Enhance research and analytical skills</li> <li>Enhance skills in problem solving by developing: <ol style="list-style-type: none"> <li>familiarity with a range of theoretical and critical perspectives that have been brought to bear on the set texts</li> <li>the ability to analyse a given text within relevant literary, historical and social contexts</li> </ol> </li> </ol>
<b>Required Texts (in order of use):</b>	<p>HEA257 Unit Reader 2009  Charles Dickens, <i>Hard Times</i> (Broadview)  George Eliot, <i>Silas Marner</i> (Oxford)  Elizabeth Gaskell, <i>Cousin Phillis</i> (in Unit Reader)  Robert Louis Stevenson, <i>The Strange Case of Dr Jekyll and Mr Hyde</i> (Broadview)  Arthur Conan Doyle, <i>The Sign of Four</i> (Penguin)  H. G. Wells, <i>The Time Machine</i> (Broadview)  Rudyard Kipling, <i>Kim</i> (Broadview)  Recommended editions are indicated but other editions are also acceptable. All texts are available in the Co-op Bookshop. There is a four-for-the-price-of-three deal on the Broadview texts.</p>
<b>When Taught:</b>	<p><b>Lecture</b>  Wed 2.10pm-3.00pm, SB.Geo211.LT</p> <p><b>Tutorials</b>  Thurs 11.00am-12.30pm, SB.CompInfoSys215  Thurs 2.10pm-3.40pm, SB.Law131  Fri 12.00pm-1.30pm, SB.Law131  Fri 2.10pm-3.40pm, SB.Physics333</p>
<b>Assessment:</b>	<p>1x 500 word tutorial exercise (10%), 1x 2,500 word essay (50%);  1x 2hr exam (40%)</p>

## LECTURE/SEMINAR SCHEDULE

Date	Topic	Lecturer
Week 1	Introduction	Elizabeth Leane Ralph Crane
Week 2	Realism; the Condition-of-England novel	Elizabeth Leane
Week 3	<i>Hard Times</i>	Elizabeth Leane
	<b>n.b. Monday 9 March – Public Holiday</b>	
Week 4	<i>Hard Times/Silas Marner</i>	Elizabeth Leane
Week 5	<i>Silas Marner</i>	Elizabeth Leane
Week 6	<i>Cousin Phillis</i>	Elizabeth Leane
Week 7	<i>The Strange Case of Dr Jekyll and Mr Hyde</i>	Elizabeth Leane
	<b>Easter Break – 9-15 April</b>	
Week 8	<i>The Sign of Four</i>	Ralph Crane
	<b>Essay due 24 April at 4pm</b>	
Week 9	<i>The Sign of Four</i>	Ralph Crane
Week 10	<i>The Time Machine</i>	Elizabeth Leane
Week 11	<i>The Time Machine</i>	Elizabeth Leane
Week 12	<i>Kim</i>	Ralph Crane
Week 13	<i>Kim</i>	Ralph Crane
	<b>Study Period: 1-5 June</b>	
	<b>Examination Period: 6-23 June</b>	

# ASSESSMENT

## TUTORIAL EXERCISE

This constitutes 10% of total assessment for the unit, and includes a compulsory oral participation requirement. You are expected to present to your tutorial class a close analysis of a passage from the novel (chosen by your lecturer or tutor). Initial guidance about the requirements of the exercise will be provided in tutorials. You are then required to write up your analysis in 500 words, and submit this by 4pm seven days after your presentation date. The oral participation will not be marked, but is essential to the completion of the exercise.

**Marking** of the written component will take into account the following criteria as minimum requirements. Your exercise should demonstrate:

- careful, detailed and relevant analysis of the set passage
- contextualization of the passage, indicating your knowledge and understanding of the whole text
- attention to expression, grammar and spelling

**Due date:** presentation dates to be chosen in first tutorial; exercise to be submitted by 4pm seven days after the tutorial.

**Word length:** 500 words

This assignment will address Learning Outcomes 1, 2a and 3.

## CRITICAL ESSAY

This constitutes 50% of total assessment for the unit. Texts assessed in this first essay are those studied in weeks 1-6: Dickens, *Hard Times*; Eliot, *Silas Marner*; Gaskell, *Cousin Phillis*. Essay questions are listed below.

**Please:**

1. Keep a copy of your essay
2. Don't write your name on the essay itself, only on the cover sheet
3. Write the word-count at the end of the essay

**Marking** will take into account the following criteria as minimum requirements. Your essay should demonstrate:

- thorough knowledge and close analysis of at least two texts studied (as listed above)
- a careful choice of topic and an essay structured in response to that topic
- a capacity to develop a well-structured argument supported by close reference to the texts, incorporation of secondary material and awareness of relevant generic, historical and social contexts. Your research for the essay should take you outside material covered in lectures and tutes.
- clear and grammatically correct expression; accurate use of the MLA citation system

**Word length:** 2500 words

**Due Date:** Friday 24 April 2009 by 4pm

This assignment will address Learning Outcomes 1, 2b, 3 and 4

### Critical Essay Questions

1. “The good ended happily and the bad unhappily. That is what fiction means.” Using this quotation (from Oscar Wilde’s *Importance of Being Earnest*) as a starting point, contrast and compare the way in which closure is achieved (or withheld) in any two of the texts listed above.
2. “It’s not just the story that’s the thing, it’s the method of telling it.” Discuss the “method of telling” employed in any two of the texts listed above.
3. In *Cousin Phillis* the heroine succumbs to a “brain fever”; Louisa Bounderby collapses in front of her father in *Hard Times*; and Silas Marner suffers from cataleptic fits. Analyse the treatment of illness and the body in two or more of these novels.
4. Discuss the representation of change and progress in any two of the texts listed above.
5. “The greatest social difficulty in England today is the relationship between men and women” (Justin M’Carthy, *Westminster Review*, July 1864). Discuss the way in which this “social difficulty” is explored in any two of the texts listed above.
6. “The most elaborate of novels simply rings variations on the fable and folktale.” What “variations on the fable and folktale” are evident in the novels listed above? Your response should focus on two texts in detail.
7. What role does work play in the novels you have read? How are workers represented? Your essay should deal with at least two novels.
8. You may develop an essay topic of your choice, to be approved by the unit coordinator before April 10. Your chosen topic must require you to focus on at least two texts we have read.

### EXAM

This constitutes 40% of total assessment for the unit.

The exam will require you to write two equally weighted essays within a 2-hr period. The first essay will require you to compare two texts, *The Strange Case of Dr Jekyll and Mr Hyde* and *The Time Machine*. The second essay will offer you a choice of writing on either *The Sign of Four* or *Kim*, and will involve close analysis of a passage.

The exam will address Learning Outcomes 1, 2b, 3 and 4
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## ADDITIONAL INFORMATION

### Submission of Assignments

Students are required to submit a signed cover sheet with every assignment. This includes a declaration that all material submitted is their own work except where there is clear acknowledgement or reference to the work of others and that they have read the University statement on Academic Misconduct (Plagiarism) on the University website at [www.utas.edu.au/plagiarism](http://www.utas.edu.au/plagiarism) or in the Student Information Handbook. Assignment cover sheets are available from the School office or the School website. **Assignments submitted without a signed cover sheet will not be marked.** Students who submit assignments without a signed cover sheet will be contacted once via their UTAS email address; in such instances the cover sheet must be completed within two weeks of the due date.

All assignments must be submitted in hard-copy (not by email) and placed in the essay box at the School office on or before 5pm on the due date. Students are required to keep copies of all submitted assignments. Assignments submitted on time will be returned within three weeks of the due date; once on time assignments have been returned no further late assignments will be accepted. All marked assignments will be returned in tutorials unless otherwise advised.

### Late Assignments

Late submissions will be penalized as follows: 5% of the available marks for the first day, and then 2% per working day thereafter. Late work will be accepted without penalty if accompanied by a medical certificate for the relevant period or a letter from a counsellor in the case of a serious non-medical reason.

### Difficulties with your Studies

If you are experiencing difficulties with your studies or assignments, have personal or life planning issues, disability or illness which may affect your course of study, you should raise these with your lecturer and/or one of the following Student Services staff as soon as possible:

- Learning Skills Adviser
- Careers Adviser
- Disability Adviser
- Student Counsellor

### University Statement on Plagiarism and Academic Integrity

"**Plagiarism** is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.utas.edu.au/tl/supporting/academicintegrity/index.html>.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see <http://www.utas.edu.au/universitycouncil/legislation/>."

**The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.**

### Assignment Presentation

The English discipline uses MLA Style, which is characterized by in-text referencing and a list of works cited. See the *MLA Handbook for Writers of Research Papers*, 6th ed. Ed. Joseph Gibaldi (New York: The Modern Language Association of America, 2003). For a brief introduction, refer to [http://www.utas.edu.au/english/english1/mla\\_citation\\_syst.doc](http://www.utas.edu.au/english/english1/mla_citation_syst.doc), MLA Citations System: A Brief Guide.

### Marking Scale

The following distribution of marks and grades is applied in assessing your work:

- High Distinction (HD)—80-100%
- Distinction (DN)—70-79%
- Credit (CR)—60-69%
- Pass (PP)—50-59%
- Fail (NN)—0-49%

All marks are subject to moderation.

### IT Support

Learning online—for online learning and Vista support – <http://www.utas.edu.au/courseonline/>  
Information Technology Services—for general IT Support (includes link to UTAS download website)  
<http://www.utas.edu.au/servicedesk/student/index.html>

Library Services—for information literacy support – <http://www.utas.edu.au/library/>  
Help Desk (email [HelpDesk@utas.edu.au](mailto:HelpDesk@utas.edu.au) or 6226 1818, within University 1818)