Policy Statement

Welcome to Victorian Literature

ENGL 4325.001 The Victorian Period

Professor Catherine Ross

Fall 2025

August 26, 2025 to December 11, 2025

Tuesday/Thursday 11:00 AM to 12:20 PM

RBN 2011

Mobile phone: 903-520-5492 (if you use this to text, please identify yourself in the message)

Office: CAS 242

Office hours: Tuesday/Thursday 12:30 to 3:00 PM, and by appointment

COURSE OVERVIEW:

The Victorian Period began in 1837, lasted until 1901, and gave birth to the Modern Age. Because England had colonies on every continent except the Artic and Antarctica, the sun quite literally never set on the British Empire in the Period. As a result of the wealth created by these holdings, the rise of modern science, and the enterprising character of the English people, Britain became the greatest and richest power in the world. English writers in this period are noted for their novels and for creating texts in prose and verse that discussed and aimed to reform British society so that it might be more truly democratic. Often the idealistic, energetic, Victorians are compared to Americans in the modern period.

We will begin class with a careful study of three iconic poets of the period: Elizabeth Barrett Browning, Alfred Lord Tennyson, and Matthew Arnold. This unit will teach you how English poets used meter, sound, images, and word choice to express emotions that are often "too deep for words." Students will practice scansion, close-reading, and analysis.

Then we will read two novels, Jane Eyre, a novel of growing up by Charlotte Bronte, and North and South, a condition of England novel by Elizabeth Gaskell. Both novels explore the roles of young women and men as they come of age, both novels allow students to consider the social, cultural, and political circumstances in which the characters live, think, and act. To help the class understand and appreciate these circumstances, each student will research and produce a pictorial essay based on a list of topics such as the English class system, education in the 19th century, conventional marriage and courtship behaviors, religious beliefs, 19th century economics, and the Industrial Revolution. Reading Victorian novels engages a wide range of high-level cognitive and interpretive learning skills. These skills help students not only understand the content but also critically engage with its historical, ethical, and literary dimensions.

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TUDENT LEARNING OUTCOMES

Among the skills that students can develop more fully in this course are:

- Close reading and textual analysis

- Historical and cultural literacy

- Synthesis and interdisciplinary thinking

- Interpretive patience and intellectual stamina

- Argumentation and persuasive expression or writing

- Empathy and perspective

- Ethical reasoning

I also supply students with a Learning and Life Skills Self-Assessment document, which I ask you to use on the first day of class and again at midterm, and after you take the final exam.

REQUIRED TEXTBOOKS AND READINGS

Please be sure you use the Norton Critical editions of the two novels, as assignments are keyed to their pagination. Total estimated cost: $22-$44 for the two novels, new books are @ $22 each; used paperbacks in good condition can cost as little as $11 each. The library can supply you with digital versions of the novels for free, but they will not be the Norton Critical Editions.

Poetry collection supplied by the professor

Jane Eyre, by Charlotte Bronte, Fourth Norton Critical Edition, edited by Deborah Lutz, ISBN: 978-0-393-264876

North and South, by Elizabeth Gaskell, Norton Critical Edition, edited by Alan Shelston, ISBN: 978-0-393-979078-4

RECOMMENDED RESOURCES

https://www.victorianweb.orgLinks to an external site.

Project GutenbergLinks to an external site.

Links to an external site.HathiTrust Digital LibraryLinks to an external site.

Internet ArchiveLinks to an external site.

IMAGE LIBRARY LINK (coming)

https://uttyler.instructure.com/courses/45729/pages/ut-tyler-writing-center?module_item_id=2385727

GRADED COURSE REQUIREMENTS

Research Project 15% and Follow-up Assignments: 5%

Daily Readings with written "Class Preparation Assignments" (CPAs:) 25%

Daily Group Work and Class Participation: 25%

Daily Quizzes: 15% and Final Exam 10%

COURSE STRUCTURE

Daily reading assignments with map (chapter summary) and compass (the Class Preparation Assignment or "CPA")

Daily reading quiz, first ten minutes of class

Guiding comments or brief lecture

In-class group work using the CPA: students are required to comment on each day's group work by the end of the class day (11:30 PM); use the Canvas "Group Work" assignments.

Large group discussion

Canvas report on each day's group work by 11:30 PM

TIPS FOR SUCCESS IN THIS COURSE

- Do your work
- Show up and participate
- Manage your time
- Manage your stress
- Use the Canvas website
- Ask for help

ATTENDANCE

Employers will tell you that showing up is 90% of professional success. Get in the habit of showing up, even if you are not fully prepared. Missing class means missing graded work, so unexcused absences automatically lower your final course grade. If you are traveling for university-sponsored events, and have documentation to that effect, or if you have a serious family emergency, the missed work will not count against you. However, you will be expected to keep up with the reading.

LATE WORK AND MAKE-UPS

All work is due on the announced deadlines. Because there are so many quizzes and CPAs, if you miss one, you may not make it up. You may, however, drop your three lowest scores at the end of the term. If you have a reasonable explanation for turning in your project deliverables late, I will do my best to accommodate you, but please do not make a habit of missing deadlines.

ACADEMIC HONESTY

I call your attention to the UT Tyler Honor Code, which reads as follows:

"Every member of the UT Tyler community joins together to embrace the following code: Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do."

Also, on our Canvas site you will find the university's official statement on "Student Standards of Academic Conduct." It provides explicit definitions of all forms of academic dishonesty. Please be familiar with these standards, you will be held responsible for observing them.

STATEMENT ON ARTIFICIAL INTELLIGENCE

AI is changing our world, and no one is entirely sure how to manage its many resources. Professionals from lawyer and physicians to accountants are using it as a tool, much the way we use spell check and calculators. I have a ChatGPT Premium account ($20 a month) and use it often, but I ALWAYS review and curate anything I get from this tool. I have even created an AI TA for students in this class, which you will find very, very useful! But using AI to do your thinking is a dumb move: it wastes your money and prevents you from developing intellectually. Some assignments in this course permit using artificial intelligence tools, such as ChatGPT or Copilot. I will note in the assignment description where and how you may use AI.   Please note that all use of AI must be appropriately acknowledged and cited, just as you do with books or articles that you reference in your writing. Don't use AI-generated language in place if your own words. Do your own thinking and writing. Use AI to double check, to help you sort out a problem.

SYLLABUS

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ENGL 4325, Fall 2025 Schedule

Poetry Unit

Date, Day, Assignment Due

Aug 26, Tuesday, Orientation, research projects assigned, start working through research tutorials, due Friday, August 29 or Friday, October 3rd.

Aug 28, Thursday, Prosody, select project topic, turn in to Dr. Ross

Sep 2, Tuesday, Prosody

Sep 4, Thursday, *Sonnets from the Portuguese*, Sonnets I, III, VII, VIII, XIV, XX, and XXI

Sep 9, Tuesday, *Sonnets from the Portuguese*, Sonnets XXIV, XXVII, XXXII, XXXV, XXXVIII, XLII, XLVIII

Sep 11, Thursday, Tennyson, "The Lady of Shalott," "Ulysses,"

Sep 16, Tuesday, Tennyson, "Break, Break, Break", "The Charge of the Light Brigade," "Crossing the Bar"

Sep 18, Thursday, Matthew Arnold, "To Marguerite, Continued," "Dover Beach," "The Buried Life"

Jane Eyre Unit

Date, Day, Assignment Due

Sep 23, Tuesday, Posters for *Jane Eyre*

Sep 25, Thursday, *Jane Eyre*, Fourth Norton Critical Edition, Chaps 1–5, p. 9-49

Sep 30, Tuesday, *Jane Eyre*, Fourth Norton Critical Edition, Chaps 6–10, p. 49-86

Oct 2, Thursday, *Jane Eyre*, Fourth Norton Critical Edition, Chaps 11–14, p. 86-128

Oct 7, Tuesday, *Jane Eyre*, Fourth Norton Critical Edition, Chaps 15–18, p. 128-177

Oct 9, Thursday, *Jane Eyre*, Fourth Norton Critical Edition, Chaps 19–22, p. 177-222

Oct 14, Tuesday, *Jane Eyre*, Fourth Norton Critical Edition, Chaps 23–26, p. 222-266

Oct 16, Thursday. *Jane Eyre*, Fourth Norton Critical Edition, Chaps 27–30, p. 266-320

Oct 21, Tuesday, *Jane Eyre*, Fourth Norton Critical Edition, Chaps 31–34, p. 320-365

Oct 23, Thursday, *Jane Eyre*, Fourth Norton Critical Edition, Chaps 35–38, p. 366-403

***North and South* Unit**

Date, Day, Assignment Due

Oct 28, Tuesday, Posters for *North and South*

Oct 30, Thursday, *North and South*, Norton Critical Edition, Volume I, Chaps 1–7, p. 7-60

Nov 4, Tuesday, *North and South*, Norton Critical Edition, Volume I, Chaps 8–13, p. 61-96

Nov 6, Thursday, *North and South*, Norton Critical Edition, Volume I, Chaps 14–20, p. 97-151

Nov 11, Tuesday, *North and South*, Norton Critical Edition, Volume I, Chap 21–Volume II, Chap. 1, p. 151-195

Nov 13, Thursday, *North and South*, Norton Critical Edition, Volume II, Chaps. 2-8, p. 195-247

Nov 18, Tuesday, *North and South*, Norton Critical Edition, Volume II, Chaps. 9-14, p. 247-300

Nov 20, Thursday, *North and South*, Norton Critical Edition, Volume II, Chaps. 15-21, p. 300-365

THANKSGIVING VACATION: Finish reading *North and South*, Norton Critical Edition, Volume II, Chaps. 22-27, p. 365-392

Dec 2, Tuesday, *North and South* last chapters.

Final Exams Week

Dec 8–12, Mon–Fri

STUDENT RESOURCES

https://uttyler.instructure.com/courses/33715/pages/student-resources-2?module_item_id=1549667

UNIVERSITY POLICIES

https://uttyler.instructure.com/courses/45729/pages/university-policies-and-information?module_item_id=2274916