



ENGX314

Victorian Literary Culture

S2 OUA 2017

Dept of English

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General Information

Unit convenor and teaching staff

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Prerequisites

(ENG110 or ENGX120) and 6cp in ENGX units at 200 level

Corequisites

Co-badged status

Unit description

This unit is designed to introduce the many facets of literary culture that comprise Victorianism in the modern academy. Beginning with the question of what it is to be Victorian, the unit will survey a diverse selection of literary texts and explore their relationship to the central artistic, political and cultural debates endemic to the Victorian age. The unit explores such issues as the emergence of popular forms of literature, the intersection between political engagement and literary production and the connection between literary discourse and the development of women's rights. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate the capacity to read and respond to a range of Victorian literary texts

Apply analytical and research skills to both past and present cultural literary debates

Communicate historical and theoretical concepts in both oral and written form

Develop a greater understanding of the influences of Victorian ideas on contemporary debates about gender, race, class, culture, technology, ethics, identity, progress and civilisation

Understand nineteenth-century transformations of concepts of genre and literary value that invigorate debate in the modern academy

Engage in creative critical discussion of the unit content with peers and tutors, to respond to others' points of view, and to argue a critical position

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Online Discussion</u>	10%	No	Ongoing
<u>Report</u>	15%	No	Week 5
<u>Critical Essay</u>	30%	No	Week 9
<u>Research Essay</u>	45%	No	Week 13

Online Discussion

Due: **Ongoing**

Weighting: **10%**

Students must post one or two responses to weekly discussion forum questions, as indicated in the week's 'Activities' module on the unit's iLearn site

On successful completion you will be able to:

- Demonstrate the capacity to read and respond to a range of Victorian literary texts
- Communicate historical and theoretical concepts in both oral and written form
- Develop a greater understanding of the influences of Victorian ideas on contemporary debates about gender, race, class, culture, technology, ethics, identity, progress and civilisation
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Report

Due: **Week 5**

Weighting: **15%**

750 word written report on a research article. For task details see the unit's iLearn site.

On successful completion you will be able to:

- Apply analytical and research skills to both past and present cultural literary debates
- Communicate historical and theoretical concepts in both oral and written form

- Develop a greater understanding of the influences of Victorian ideas on contemporary debates about gender, race, class, culture, technology, ethics, identity, progress and civilisation
- Understand nineteenth-century transformations of concepts of genre and literary value that invigorate debate in the modern academy

Critical Essay

Due: **Week 9**

Weighting: **30%**

Critical Essay, 1500 words. For further details of topics and requirements, see the unit's iLearn site.

On successful completion you will be able to:

- Demonstrate the capacity to read and respond to a range of Victorian literary texts
- Apply analytical and research skills to both past and present cultural literary debates
- Communicate historical and theoretical concepts in both oral and written form
- Develop a greater understanding of the influences of Victorian ideas on contemporary debates about gender, race, class, culture, technology, ethics, identity, progress and civilisation
- Understand nineteenth-century transformations of concepts of genre and literary value that invigorate debate in the modern academy

Research Essay

Due: **Week 13**

Weighting: **45%**

Research Essay, 3000 words. For further details of topics and requirements, see the unit's iLearn site.

On successful completion you will be able to:

- Demonstrate the capacity to read and respond to a range of Victorian literary texts
- Apply analytical and research skills to both past and present cultural literary debates
- Communicate historical and theoretical concepts in both oral and written form
- Develop a greater understanding of the influences of Victorian ideas on contemporary debates about gender, race, class, culture, technology, ethics, identity, progress and civilisation
- Understand nineteenth-century transformations of concepts of genre and literary value that invigorate debate in the modern academy

Delivery and Resources

Unit Requirements and Expectations

It is expected that students will listen to weekly audio lectures, read set primary texts, participate thoroughly in online discussion and submit all items of assessment. It is also imperative that students participate in the weekly discussion forums.

Unit Webpage and Technology Used and Required Online units can be accessed at <http://ilearn.mq.edu.au>. PC and internet access are required. basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please contact teaching staff for any further, more specific requirements. Consult the OUA website for more detailed information on technology requires: <https://www.open.edu.au/getting-started/studying-through-oua/computer-requirements>.

Required Reading

You will need to acquire copies of the following novels and texts. Lectures will be based on the editions indicated, but you may use any other scholarly editions if you prefer:

Charles Dickens, *Oliver Twist*. Norton Critical Edition. Ed. Fred Kaplan.

Emily Brontë. *Wuthering Heights*. Norton Critical Edition. Ed. Richard J. Dunne.

George Eliot. *Middlemarch*. Oxford World's Classics. Ed. David Carroll.

Wilkie Collins. *The Moonstone*. Oxford World's Classics. Ed. John Sutherland.

Arthur Conan Doyle. *A Study in Scarlet*. Penguin Classics. Ed. Iain Sinclair.

Rudyard Kipling. *Kim*. Norton Critical Edition. Ed. Zohreh T. Sullivan.

Stephen Greenblatt, et. al. *The Norton Anthology of English Literature*. Vol. E. The Victorian Age (This volume contains hard copies of most of the poems set for study on the unit as well as a variety of additional texts that will augment your study of Victorian Literary Culture).

Unit Schedule

Weekly Schedule

Week 1	Introduction to Victorian Literary Culture
Week 2	Charles Dickens, <i>Oliver Twist</i>
Week 3	Poetry: Rebellion and Transgression
Week 4	Emily Bronte, <i>Wuthering Heights</i>
Week 5	Report
Week 6	Poetry: Love and Commerce
Week 7	George Eliot, <i>Middlemarch</i>
Week 8	Poetry: Art and the Politics of Representation

Week 9	Wilkie Collins, <i>The Moonstone</i>
Week 10	Poetry: Madness, Dreams, and Delirium
Week 11	Poetry: Sex, Transcendence, and Death
Week 12	Arthur Conan Doyle, <i>A Study in Scarlet</i>
Week 13	Rudyard Kipling, <i>Kim</i>

Policies and Procedures

Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extension Request

Special Consideration Policy and Procedure **(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)**

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of

Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We

want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Communicate historical and theoretical concepts in both oral and written form
- Engage in creative critical discussion of the unit content with peers and tutors, to respond to others' points of view, and to argue a critical position

Assessment tasks

- Online Discussion
- Report
- Critical Essay
- Research Essay

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Demonstrate the capacity to read and respond to a range of Victorian literary texts
- Apply analytical and research skills to both past and present cultural literary debates
- Develop a greater understanding of the influences of Victorian ideas on contemporary debates about gender, race, class, culture, technology, ethics, identity, progress and civilisation
- Understand nineteenth-century transformations of concepts of genre and literary value that invigorate debate in the modern academy
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Assessment tasks

- Online Discussion
- Report
- Critical Essay
- Research Essay

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Demonstrate the capacity to read and respond to a range of Victorian literary texts
- Apply analytical and research skills to both past and present cultural literary debates
- Communicate historical and theoretical concepts in both oral and written form
- Develop a greater understanding of the influences of Victorian ideas on contemporary debates about gender, race, class, culture, technology, ethics, identity, progress and civilisation
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Assessment tasks

- Online Discussion
- Report
- Critical Essay
- Research Essay

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate the capacity to read and respond to a range of Victorian literary texts
- Apply analytical and research skills to both past and present cultural literary debates

- Develop a greater understanding of the influences of Victorian ideas on contemporary debates about gender, race, class, culture, technology, ethics, identity, progress and civilisation
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Assessment tasks

- Online Discussion
- Report
- Critical Essay
- Research Essay

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Demonstrate the capacity to read and respond to a range of Victorian literary texts
- Apply analytical and research skills to both past and present cultural literary debates
- Communicate historical and theoretical concepts in both oral and written form
- Develop a greater understanding of the influences of Victorian ideas on contemporary debates about gender, race, class, culture, technology, ethics, identity, progress and civilisation
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Assessment tasks

- Online Discussion
- Report
- Critical Essay

- Research Essay

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Apply analytical and research skills to both past and present cultural literary debates
- Understand nineteenth-century transformations of concepts of genre and literary value that invigorate debate in the modern academy
- Engage in creative critical discussion of the unit content with peers and tutors, to respond to others' points of view, and to argue a critical position

Assessment tasks

- Online Discussion
- Report
- Critical Essay
- Research Essay

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Demonstrate the capacity to read and respond to a range of Victorian literary texts
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- Communicate historical and theoretical concepts in both oral and written form
- Engage in creative critical discussion of the unit content with peers and tutors, to respond to others' points of view, and to argue a critical position

Assessment tasks

- Online Discussion

- Report
- Critical Essay
- Research Essay

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Demonstrate the capacity to read and respond to a range of Victorian literary texts
- Develop a greater understanding of the influences of Victorian ideas on contemporary debates about gender, race, class, culture, technology, ethics, identity, progress and civilisation
- Engage in creative critical discussion of the unit content with peers and tutors, to respond to others' points of view, and to argue a critical position

Assessment tasks

- Online Discussion
- Report
- Critical Essay
- Research Essay

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Develop a greater understanding of the influences of Victorian ideas on contemporary debates about gender, race, class, culture, technology, ethics, identity, progress and civilisation
- Engage in creative critical discussion of the unit content with peers and tutors, to

respond to others' points of view, and to argue a critical position

Assessment tasks

- Online Discussion
- Report
- Critical Essay
- Research Essay