



# ENGL314

## Dissent, Desire and Decadence in Victorian Literature

S2 Day 2019

*Dept of English*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Unit Convenor

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By appointment

Hsu-Ming Teo

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Credit points

3

Prerequisites

6cp in ENGL units at 200 level

Corequisites

Co-badged status

Unit description

This unit asks the question – what does 'Victorian' mean as a literary and cultural category? Faced with rapid urbanisation, industrialisation, and imperial expansion, nineteenth century writers responded with energy and passion, participating in the construction of an increasingly diverse literary marketplace. This was the period when the novel, poetry, the popular essay and journalism were radically redefining the cultural and public sphere. This was also the age of emerging mass readerships and literary celebrities. Taking a selection of texts as a starting point, this unit explores Victorian literary culture as dynamic, diverse, and self-consciously modern.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

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

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

develop analytical and research skills that can be applied to both past and present

cultural and literary debates

learn to communicate historical and theoretical concepts in both oral and written form

develop a greater understanding of the profound impact on contemporary culture of

Victorian ideas of gender, race, class, popular and high culture, technology, ethics, identity, progress and civilisation

understand the nineteenth century transformations of concepts of genre and literary value that still continue to invigorate modern theoretical and institutional controversies.

develop the ability to engage in informed critical discussion on unit content with peers and tutor(s), to respond to others' points of view, and to argue a critical position

## General Assessment Information

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.

Assignments that are more than 10% over- or under the required length will attract a penalty of at least 10%, depending on the degree of deviation from the stipulated word limit.

*If you have applied for and been given an extension please note that at the top of your essay.*

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Short Essay</u>	35%	No	Midnight Sunday 1 September
<u>Research Essay</u>	45%	No	Midnight Sunday 10 November
<u>Seminar Participation</u>	20%	No	Each teaching week of semester

### Short Essay

Due: **Midnight Sunday 1 September**

Weighting: **35%**

Short essay.

On successful completion you will be able to:

- to develop the capacity to read and respond to a range of Victorian literary texts
- develop analytical and research skills that can be applied to both past and present cultural and literary debates

- learn to communicate historical and theoretical concepts in both oral and written form
- develop a greater understanding of the profound impact on contemporary culture of Victorian ideas of gender, race, class, popular and high culture, technology, ethics, identity, progress and civilisation
- understand the nineteenth century transformations of concepts of genre and literary value that still continue to invigorate modern theoretical and institutional controversies.
- develop the ability to engage in informed critical discussion on unit content with peers and tutor(s), to respond to others' points of view, and to argue a critical position

## Research Essay

Due: **Midnight Sunday 10 November**

Weighting: **45%**

Research essay.

On successful completion you will be able to:

- to develop the capacity to read and respond to a range of Victorian literary texts
- develop analytical and research skills that can be applied to both past and present cultural and literary debates
- learn to communicate historical and theoretical concepts in both oral and written form
- develop a greater understanding of the profound impact on contemporary culture of Victorian ideas of gender, race, class, popular and high culture, technology, ethics, identity, progress and civilisation
- understand the nineteenth century transformations of concepts of genre and literary value that still continue to invigorate modern theoretical and institutional controversies.

## Seminar Participation

Due: **Each teaching week of semester**

Weighting: **20%**

Preparation, active and relevant participation in seminar discussion. This is not an attendance mark.

On successful completion you will be able to:

- to develop the capacity to read and respond to a range of Victorian literary texts
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- learn to communicate historical and theoretical concepts in both oral and written form
- develop a greater understanding of the profound impact on contemporary culture of

Victorian ideas of gender, race, class, popular and high culture, technology, ethics, identity, progress and civilisation

- understand the nineteenth century transformations of concepts of genre and literary value that still continue to invigorate modern theoretical and institutional controversies.
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## Delivery and Resources

There is one seminar per week. Seminars start in week 1. For detailed information about the unit, please see the unit's iLearn site.

**Required reading:** (in the order in which the novels are studied; poetry and novel are taught in alternate weeks):

1. *Charles Dickens, Oliver Twist*
2. Emily Bronte, *Wuthering Heights*
3. Wilkie Collins, *The Moonstone*
4. George Eliot, *The Mill on the Floss*
5. Ella Hepworth Dixon, *The Story of a Modern Woman*

The Victorian Age, Volume E, *The Norton Anthology of English Literature*. I use the Norton Anthology for the poetry (and some prose). Any additional poems will be provided by web link on the iLearn site.

## Unit Schedule

Please see the unit's iLearn site for the Unit Schedule.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)

- [Special Consideration Policy](#) (**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](http://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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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/](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

- to develop the capacity to read and respond to a range of Victorian literary texts
- develop analytical and research skills that can be applied to both past and present cultural and literary debates
- learn to communicate historical and theoretical concepts in both oral and written form
- develop a greater understanding of the profound impact on contemporary culture of Victorian ideas of gender, race, class, popular and high culture, technology, ethics, identity, progress and civilisation
- understand the nineteenth century transformations of concepts of genre and literary value that still continue to invigorate modern theoretical and institutional controversies.
- develop the ability to engage in informed critical discussion on unit content with peers and tutor(s), to respond to others' points of view, and to argue a critical position

#### Assessment tasks

- Short Essay
- Research Essay
- Seminar Participation

### 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**

- to develop the capacity to read and respond to a range of Victorian literary texts
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## **Assessment tasks**

- Short Essay
- Research Essay
- Seminar Participation

## **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**

- to develop the capacity to read and respond to a range of Victorian literary texts
- develop analytical and research skills that can be applied to both past and present cultural and literary debates
- learn to communicate historical and theoretical concepts in both oral and written form
- develop a greater understanding of the profound impact on contemporary culture of Victorian ideas of gender, race, class, popular and high culture, technology, ethics, identity, progress and civilisation
- understand the nineteenth century transformations of concepts of genre and literary value that still continue to invigorate modern theoretical and institutional controversies.



- develop the ability to engage in informed critical discussion on unit content with peers and tutor(s), to respond to others' points of view, and to argue a critical position

## 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

- to develop the capacity to read and respond to a range of Victorian literary texts
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- develop a greater understanding of the profound impact on contemporary culture of Victorian ideas of gender, race, class, popular and high culture, technology, ethics, identity, progress and civilisation
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- develop the ability to engage in informed critical discussion on unit content with peers and tutor(s), to respond to others' points of view, and to argue a critical position

## 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

- to develop the capacity to read and respond to a range of Victorian literary texts
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- learn to communicate historical and theoretical concepts in both oral and written form

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- develop the ability to engage in informed critical discussion on unit content with peers and tutor(s), to respond to others' points of view, and to argue a critical position

## **Assessment tasks**

- Short Essay
- Research Essay
- Seminar Participation

## **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**

- to develop the capacity to read and respond to a range of Victorian literary texts
- develop analytical and research skills that can be applied to both past and present cultural and literary debates
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- develop the ability to engage in informed critical discussion on unit content with peers and tutor(s), to respond to others' points of view, and to argue a critical position

## **Assessment tasks**

- Short Essay
- Research Essay
- Seminar Participation

## 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

- to develop the capacity to read and respond to a range of Victorian literary texts
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- learn to communicate historical and theoretical concepts in both oral and written form
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### Assessment tasks

- Short Essay
- Research Essay
- Seminar Participation

## 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

- to develop the capacity to read and respond to a range of Victorian literary texts
- develop analytical and research skills that can be applied to both past and present

cultural and literary debates

- learn to communicate historical and theoretical concepts in both oral and written form
- develop a greater understanding of the profound impact on contemporary culture of Victorian ideas of gender, race, class, popular and high culture, technology, ethics, identity, progress and civilisation
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- develop the ability to engage in informed critical discussion on unit content with peers and tutor(s), to respond to others' points of view, and to argue a critical position

## **Assessment tasks**

- Short Essay
- Research Essay
- Seminar Participation

## **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**

- to develop the capacity to read and respond to a range of Victorian literary texts
- develop analytical and research skills that can be applied to both past and present cultural and literary debates
- learn to communicate historical and theoretical concepts in both oral and written form
- develop a greater understanding of the profound impact on contemporary culture of Victorian ideas of gender, race, class, popular and high culture, technology, ethics, identity, progress and civilisation
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- develop the ability to engage in informed critical discussion on unit content with peers and tutor(s), to respond to others' points of view, and to argue a critical position

## **Assessment tasks**

- Short Essay
- Research Essay

- Seminar Participation