

Professor Francus
English 635: *The British Novel*
Fall 2013
Tuesdays, 4:00-6:50
G-10 Colson Hall
Office: 227 Colson Hall
Office Hours: Tuesdays and Thursdays, 2:30 – 4:00 and by appointment.
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- August 20 Introduction
- August 27 Defoe, *Moll Flanders*
- September 3 Fielding, *Tom Jones*
 Presentation: Watt, Ian. "Realism and the novel form" and "The reading public and the rise of the novel" from *The Rise of the Novel* (Berkeley: University of California Press, 1956) pp. 9-59.
- September 10 Fielding, *Tom Jones*
 Presentation: McKeon, Michael. "The Destabilization of Social Categories," from *The Origins of the English Novel, 1600-1740* (Baltimore: Johns Hopkins UP, 1987) pp. 131-175.
- September 17 Fielding, *Tom Jones*
 Presentation: Lukacs, Georg. "The Inner Form of the Novel," and "The Historico-Philosophical Conditioning of the Novel and its Significance" from *The Theory of the Novel* (1929; Cambridge: MIT Press, 1983) pp. 70-93.
- September 24 Walpole, *The Castle of Otranto*
 Presentation: Bakhtin, Mikhail. "Epic and Novel," From *The Dialogic Imagination* (1975; Austin: University of Texas Press, 1988) pp. 3-40.
- October 1 Scott, *Waverley*
 Presentation: Jameson, Fredric. "Magical Narratives: On the Dialectical Use of Genre Criticism," from *The Political Unconscious* (1981; Ithaca: Cornell University Press, 1991) pp. 103-150.
- October 8 Thackeray, *Vanity Fair*
 Presentation: Armstrong, Nancy. "The Rise of Female Authority in the Novel," from *Desire and Domestic Fiction* (Oxford: Oxford University Press, 1987) pp. 28-58.
- October 15 Fall Recess

October 22	Thackeray, <i>Vanity Fair</i> Presentation: Genette, Gerard. ““Fictional Narrative, Factual Narrative,” <i>Poetics Today</i> Vol. 11 No. 4 (Winter 1990) pp. 755-774 and “Boundaries of Narrative,” <i>New Literary History</i> Vol. 2 No. 1 (Autumn 1976) pp. 1-13.
October 29	Thackeray, <i>Vanity Fair</i> Presentation: Moretti, Franco. “The Novel: History and Theory,” <i>New Left Review</i> Vol. 25 (July/August 2008) pp. 111-124 and “Style, Inc. Reflections on Seven Thousand Titles (British Novels 1740-1850)” <i>Critical Inquiry</i> Vol. 36 No. 1 (Autumn 2009) pp. 134-158.
November 5	Eliot, <i>Middlemarch</i> Selected Scholarship
November 12	Eliot, <i>Middlemarch</i> Selected Scholarship
November 19	Eliot, <i>Middlemarch</i> Selected Scholarship
November 26	Thanksgiving Recess
December 3	Woolf, <i>Orlando</i> Selected Scholarship
December 10	Smith, <i>White Teeth</i> Selected Scholarship

Schedule changes at the discretion of the instructor, in consultation with the class.

Course Description: This course features eight British novels that have been considered archetypal and influential in the evolution of the genre: the autobiographical novel (*Moll Flanders*), the comic novel (*Tom Jones*), the gothic novel (*The Castle of Otranto*), the historical novel (*Waverley*), the satirical novel (*Vanity Fair*), the social novel (*Middlemarch*), the modern novel (*Orlando*) and the postcolonial novel (*White Teeth*). The class will also review influential scholarship on the novel by Bakhtin, Lukacs, Watt, McKeon, Armstrong, and others. These works provide students with a sense of the flexibility and range of the novel, and a means to assess the development of the genre itself.

Course Objectives:

- To define and evaluate the novel as a genre (in terms of narration, narrative, structure, time, etc.)
- To assess the evolution of the British novel from the 18th century to the present.
- To evaluate theories of the novel.
- To analyze the novel in terms of other genres and modes (epic; prose fiction; non-fiction; satire; comedy; etc.)
- To analyze the status of the novel as a literary form that reflects and shapes culture and ideology.
- To practice advanced research, writing, and presentation skills.

Learning Outcomes:

By the end of this course, students will be able to:

- Evaluate definitions of the novel.
- Analyze the development of the British novel.
- Evince familiarity with the primary scholarship on the novel.
- Develop frameworks for understanding the British novel in light of associated literatures (British poetry, drama, and nonfiction; novels of other cultures)
- Develop advanced research, writing, and presentation skills, according to the conventions of academic discourse.

Course Assignments:

- Option 1: a conference-length essay (~10 pages/3,000 words) due on October 8th
 a second essay, either conference length (~10 pages/ 3,000 words), or an article-length elaboration of your first essay (~20 pages/6,000 words) due on December 13rd
 a presentation (with a peer) on a theorist (sign up required)
 a response paper/reflection statement on the theorist and/or presentation (due one week after the presentation)
- Option 2: a conference-length essay (~10 pages/3,000 words) due on December 13rd
 an annotated bibliography on the subject of the conference-length essay (minimum 10 items on annotated bibliography/~ 4 pages) due on September 24th
 an analysis of the reception history of one of the novels on the syllabus (~5 pages/1,500 words) due on November 5th
 a presentation (with a peer) on a theorist (sign up required)
 a response paper/reflection statement on the theorist and/or presentation (due one week after the presentation)

Students must indicate to the instructor which option they wish to pursue by September 10th.

Submission of Assignments:

- All assignments must include the appropriate heading: name, course title, instructor's name, assignment name, and date. Please include page numbers and your last name in the header on all assignments longer than one page.
- Your papers should be typed (11 or 12 point font), with sufficient space in the margins for comments. (One-inch margins will do). Papers should be double-spaced.
- Your papers should reflect careful reading and thinking about your subject. Do not summarize a work, or subsume your voice to another scholar.
- You may use either The MLA Handbook or The Chicago Manual of Style for formatting and documentation—but whichever one you choose, please use it consistently.
- It is highly recommended that you keep a photocopy or a back-up disk of every assignment that you hand in.
- Hand in papers on time. Late submissions will receive a lower grade unless the student has a viable reason (such as illness, familial emergency) for his/her lateness, and has notified me within 24 hours of the original due date. Your grade will be lowered a fraction for every day your work is late (ex. B to B- for one day late).

Grading Criteria:

- A (90-100) – Excellent work; the assignments for this course have been completed in a professional and timely manner. The written assignments are clearly organized, choose compelling evidence to substantiate the analysis, and engage with the subject at hand in a thoughtful and thought-provoking manner. Written work requires no substantive or stylistic revisions.
- B (80-89) – Good work; the assignments for the course have been completed in a professional and timely manner. The written assignments show substantial engagement with the subject at hand, but the analysis is either partially incomplete, involving weak evidence, or manifests some difficulty with organization. Written work requires substantive revisions, but few or no stylistic ones.
- C (70-79) – Average work; the assignments for the course have been completed, but not necessarily in a professional or timely manner. The written assignments show effort by the student, but the analysis is incomplete, includes inappropriate evidence (or a lack of evidence), or shows significant difficulties with organization. Written work requires significant substantive or stylistic revisions.
- D (60-69) - Less than average work; the assignments for the course have not been completed in a professional or timely manner. The written assignments show a lack of effort on the part of the student, and a lack of engagement with the assignment. Written assignments lack analysis, evidence, and organization; extensive substantive and stylistic revisions are necessary.
- F (<59) – Inadequate work; the assignments for the course have not been completed. Written assignments, when submitted, show a significant lack of effort on the part of the student, and a lack of engagement with the assignment and the subject matter of the course. Such work is marked by the absence of analysis, evidence, and organization; engagement with the course materials is necessary before extensive revisions are even possible.

Academic Dishonesty:

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code at <http://studentlife.wvu.edu/studentconductcode.html>. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me *before* the assignment is due to discuss the matter.

Social Justice Policy:

West Virginia University is committed to social justice. I concur with that commitment and expect to foster a nurturing learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

Accessibility and Accommodation:

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services. Also, Accessibility Services has moved to Suite 250 at 1085 VanVoorhis Rd (beside Applebee's and across from the Mountaineer Station transportation center). The phone number is 304-293-6700, and email is access2@mail.wvu.edu. Access the website at <http://accessibilityservices.wvu.edu/>.