



Alice Liddell, *Pomona*, Julia Margaret Cameron, 1872

## **English 7740**

British Literature and Culture: Outdoors in the Novel

Spring 2007

Tuesday 6:30

Dr. Alicia Carroll

9044 Haley Center

Office Telephone 844-9044

Office hours: TR 11-12:00 and by appointment

[email:carroal@mail.auburn.edu](mailto:carroal@mail.auburn.edu)

**Course Description:** This course explores the greening of the nineteenth-century British novel within the cultural context of the industrialization of the nation. Our readings will focus on how, as green space in England shrinks, representations of a green nation rise in realist fiction and in popular genres such as the detective novel. Of particular concern in the course will be how fictional representations of the outdoors and the “natural world” help shape what the novel works to construct as both “real” and “natural” in relations between gender identities, between classes, between nations, and between races. Organized thematically the course will pair the study of “green” cultural practices with the production of cultural narratives. For example, we will study the fictional representations of walking, riding, and hunting as they come to represent privilege, poverty, or rebellion in novels like *Mansfield Park* and *Adam Bede*. We will consider several novels (*Black Beauty* and *Eothen*) that feature horses as major characters, and we will ask how these nineteenth-century representations of animals formed identities distinctively English and other. We will consider how the suburbs became settings for mystery in the *Sherlock Holmes* series and ultimately how novels were amongst the first to envision a more sustainable human ecology. Along the way, we will explore the methodologies of cultural studies, ecocriticism, and ecofeminism.

**Objectives:** At the end of the course, you should be more acquainted with critical and theoretical vocabularies and strategies for interpreting and contextualizing literary texts. My goal as well is that you will have gained a body of knowledge about the nineteenth century novel that will prepare you for future teaching and research. To that end, you should have refined your skills of interpretation, synthesis, and discussion. And, you should have learned how to research and write an original seminar paper.

**Requirements:** These include one presentation on a scholarly work from class bibliography; one midterm exam; and one seminar paper. Reading is due on dates indicated. Multiple plots and a love for verbal detail are the hallmark of the nineteenth-century British novel. This is what makes them so long (and so good). I would advise that you make yourself a set reading schedule of two or three hours a day and stick to it. It will pay off!

1. A presentation on a scholarly article or book chapter. In this presentation you should summarize the argument of a scholarly article and create a short (1-2) page handout to share with the class. Be sure to identify the critical or theoretical perspective of the author and discuss how it impacts on his or her discussion. This presentation should both inform the class and provoke discussion about the fiction to be discussed that day. (20%)
2. A brief topic statement and an annotated bibliography from your project's secondary sources by mid-term. You should include up to 10 articles or books. While there may be some "classic" articles or books that you will be using as well as some historical documents etc., sources should be relatively recent, i.e., after 1990. Each text should be listed and should have two or three sentences that summarize the work and its importance to your project. (10%)
3. A seminar paper (20-25 pages or so) paper due at last class (approximately 50% of your final grade). You will receive a handout with guidelines for the seminar paper.
4. One mid-term (20%).

**Required Texts:** (Please note, these editions are required. Hyperlinks below represent online texts. You are responsible for printing out these texts and are expected to bring printouts to class on days text is assigned.)

Austen, Jane. *Mansfield Park*, Norton

Brontë, Emily. *Wuthering Heights*, Bedford St. Martins

Eliot, George. *Adam Bede*, Penguin

A.W. Kinglake, [\*Eothen or Traces of Travel Brought Home from the East\*](#)

Ouida, [\*The Waters of Edera\*](#)

Anna Sewell, *Black Beauty*, Penguin

Hardy, Thomas. *Tess of the d'Urbervilles* Bedford St. Martins

William Morris, *News from Nowhere*, Penguin

**Attendance:**

Outside of illness, attendance at a professional conference, or other extreme moments of personal or professional need, there are no unexcused absences permitted in graduate school.

**Special Accommodations:**

Students who need accommodations are asked to arrange a meeting during office hours the first week of classes or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844-2096.

**Plagiarism:**

Please refer to the *Tiger Cub* for our policy on plagiarism.

**Syllabus:** (Please note: wherever possible, articles below are linked to full text sources. Books, however, are linked to descriptive pages or to reviews. These latter are there just for your information. Book chapters will be copied and distributed in class whenever possible.)

1-9 Introduction: Ecocriticism, Ecofeminism, and Cultural Studies

1-16 Austen, *Mansfield Park*; Donna Landry, "Learning to Ride at Mansfield Park"(handout)

1-23 Eco-Criticism and Eco-Feminism Round Up; [Laurence Buell, "The Ecocritical Insurgency,"](#) [Jonathan Bate, "Culture and Environment from Austen to Hardy";](#) Val Plumwood [\*Feminism and the Mastery of Nature\*](#)

1-30 Brontë, *Wuthering Heights*; "The Name of the Mother in *Wuthering Heights*" pp. 330-358 in our text

2-6 Eliot, *Adam Bede*; Donna Landry, [\*The Invention of the Countryside: Hunting, Walking and Ecology in English Literature, 1671-1831\*](#)

2-13 Discussion of sources and issues in research

2-20 Review for midterm

2-27 **Midterm Exam**

2-28 Mid-Semester 37<sup>th</sup> class day

3-6 A.W. Kinglake, [\*Eothen\*](#); ["Saddle Time," Donna Landry](#); **Annotated Bibliography is Due**

3-13 Anna Sewell, *Black Beauty*, Moira Ferguson, [\*Animal Advocacy and Englishwomen, 1780-1900: Patriots, Nation, and Empire.\*](#)

3-20 Arthur Conan Doyle, *Sherlock Holmes* (text tba), Lynne Hapgood, [\*Margins of Desire: The Suburbs in Fiction and Culture, 1880-1925\*](#)

**3-27 Spring Break**

4-3 Ouida, [\*Waters of Edera\*](#); Val Plumwood, *Feminism and the Mastery of Nature* revisited and Talia Shaffer, [\*The Forgotten Female Aesthetes: Literary Culture in Late Victorian England\*](#)

4-10 Thomas Hardy, *Tess of the d'Urbervilles*; Alicia Carroll, ["Human Milk in the Modern World: Breastfeeding and the Cult of the Dairy in Adam Bede."](#)

4-17 William Morris, *News from Nowhere*; Martin Delveaux, ["O Me! O Me! How I Love the Earth! William Morris's \*News from Nowhere\* and the Birth of a Sustainable Society"](#)

**4-24 Seminar Paper Due**