

**08:169/131:169 Changing Concepts of Women in Literature:
Virgins, Vamps, and Victors, 1800-1900**

Time: MWF 1:30-2:20

Place: 207 EPB

Instructor: Professor Teresa Mangum

Office: 357 EPB

Hours: M 2:30-3:30

Phone: 335-0323

W 2:30-4:30 or by appointment

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Writing Fellows:

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“Writing Fellows” is a peer tutoring program to increase the awareness and importance of writing, revising, and collaborative learning in courses across the disciplines. As Honors students competitively selected for their writing abilities and social skills and trained in a special course to tutor, UI Writing Fellows comment on 6-12 writers' polished drafts and then meet with these writers to discuss approaches to revision.

Required Texts

Charlotte Bronte. *Jane Eyre: An Autobiography*. 1847. Broadview Press

Elizabeth Gaskell. *Mary Barton: A Tale of Manchester Life*. 1848. Broadview Press

Anne Bronte. *The Tenant at Wildfell Hall*. 1848. Oxford UP

George Eliot. *The Mill on the Floss*. 1860. Broadview Press

Thomas Hardy. *Tess of the D'Urbervilles*. 1897. Broadview Press

Susan Hamilton, ed. “*Criminals, Idiots, Women, & Minors*”: *Victorian Writing on Women by Women*. 2nd ed. Broadview Press

Elizabeth Robins, *Votes for Women!* On line at

<http://www.indiana.edu/~letrs/vwwp/robins/votes.html>

(All texts except Robins' play are available at Prairie Lights Bookstore.)

Objectives

Success as an English Major (or in an English course) can be measured by the ability to demonstrate that you are—

rigorous readers

compelling writers

critical thinkers

engaged citizens

effective speakers

In this class, you'll have the opportunity to demonstrate your care as a reader, critical thinker, and speaker through class discussion of texts and your written work. Bringing the issues raised in class to a larger audience via the play should help us to reflect on the ways that literary studies and the humanities can play a crucial role in public life.

Evaluation

Assignment	Dates	%
Paper 1: Character or form analysis <i>Votes for Women!</i>	Sep 28 Draft Oct 12 Final paper	20%
Class Theatre Project Work (see attached)	Done by Oct 25	20%
Paper 2: 7-10 page researched essay that considers what we can learn about one important gender-inflected issue today from one of these novels from the past. This essay should be accompanied by endnotes and bibliography.	Nov 16 Draft Dec 7 Final paper	30%
Proposal and annotated bibliography for Paper 2	Nov 1	10%
Final Portfolio/Presentation (due during the final exam period)	Dec 18 9:45-11:45 am	20%

Syllabus

Week 1

Aug 27 Introduction to course

Aug 29 Overview: women in the nineteenth-century Britain

Note: I'll email class members a list of websites that will provide information on women's history as well as women writers and artists. Please spend at least one hour surfing. In class, I'll offer a 30-minute introduction to the topic, and then I'll ask you to report on your web search and what details especially interested you—that will help us set a collective agenda for our course.

Aug 31 Elizabeth Robins, *Votes for Women!* (the text is available at <http://www.indiana.edu/~letrs/vwwp/robins/votes.html>)

Last 15 minutes: divide into groups and begin developing a list of research questions about the play that your group will explore

Week 2

Sep 3 LABOR DAY

Sep 5 Elizabeth Robins, *Votes for Women!*

Sep 7 Group meetings: scene rehearsals of *Votes for Women!*

Week 3

Sep 10 *Votes for Women!* and read individually assigned on-line articles

Sep 12 *Votes for Women!* Group performances and discussion in class

Sep 14 Meet with Director and Professor of Theatre Arts, Meredith Alexander

Launch Action Research Class Project: From page to stage(d) reading

Conclude with discussion in groups of research assignments

Week 4**Sep 17 Autobiographical Fiction and the Challenges Facing Single Women**

Note: If possible, see the current film *Becoming Jane* before class (about Jane Austen)

Charlotte Bronte, *Jane Eyre*, Introduction through Ch I-IV, 63-99

Selections from “*Criminals, Idiots, Women, & Minors*”: *Victorian Writing on Women by Women*: Frances Power Cobbe, “What Shall We Do With Our Old Maids?” 85-107

Sep 18 *Jane Eyre*, Ch V-XI, 100-59

Appendix C: “Hints on the Governess System,” 567-77

Sep 20 *Jane Eyre*, Ch XII-XX, 160-302

and Appendix C: “Elizabeth Rigby, Review,” 585-599

Week 5

Sep 24 *Jane Eyre*, Ch XXI-XXIX, 303-443

Sep 26 *Jane Eyre*, Ch XXX-XXXVIII, 444-556

Sep 28 Work day in class: From archive to argument

Please bring your “archive” materials, carefully cited notes, images, websites, passages from the play, and more to class. With your group, you’ll make decisions about which of the materials would make an effective presentation and juxtaposition for the program, publicity, and additional materials (depending on your group’s choice of assignment). Your project as a group will be to decide how to develop an argument through the selection and juxtaposition of the evidence you’ve collectively assembled.

****DUE: Draft of Paper 1 to fellows by email due by the beginning of class**

Week 6**Oct 1 Women and Work: Social Realism and the Rise of Industrialism**

Elizabeth Gaskell, *Mary Barton: A Tale of Manchester Life*, Introduction-Ch V, 1-93

Appendix C: Ralph Barnes Grindrod, “The Slaves of the Needle, 535-544

Appendix C: Leon Faucher, “Manchester in 1844,” 532-533

Selections from “*Criminals, Idiots, Women, & Minors*”: *Victorian Writing on Women by Women*, Anna Brownell Jameson, “The Milliners,” 21-25

Oct 3 *Mary Barton: A Tale of Manchester Life*, Ch VI-X, 94-174

Appendix C: Engels, “The Condition of the Working Class in England,” 545-548

Oct 5 *Mary Barton: A Tale of Manchester Life*, Ch XI-XVII, 175-263

Week 7

Oct 8 *Mary Barton: A Tale of Manchester Life*, Ch XVIII-XXIX, 264-382

Oct 10 *Mary Barton: A Tale of Manchester Life*, Ch XXX-XXXVIII, 382-483

Oct 12 Work day in class: From argument to audience

Complete the project by assembling all materials, finalizing program, powerpoint, and other materials for the performance.

****Due: Paper 1**

Week 8

Oct 15 The (Abused) Angel in the House: Domestic Fiction Under Critique

Anne Bronte, *The Tenant at Wildfell Hall*, Preface-X, 1-87

Selections from “*Criminals, Idiots, Women, & Minors*”: *Victorian Writing on Women by Women*, Frances Power Cobbe, “Wife Torture in England,” 132-169

Oct 17 *The Tenant at Wildfell Hall*, Ch XI-XIX, 88-161

Oct 19 *The Tenant at Wildfell Hall*, Ch XX-XXIX, 162-241

Week 9

Oct 22 *The Tenant at Wildfell Hall*, Ch XXX-XXXVIII, 241-334

Oct 24 *The Tenant at Wildfell Hall*, Ch XXXIX-XLIV, 335-380

Oct 26 *The Tenant at Wildfell Hall*, Ch XLV-Conclusion, 381-471

****REMINDER: staged reading Thursday night, Oct 25 at 8:00 pm in MacBride Hall**

Week 10

Oct 29 Female Stories and Bildungsroman Structures

George Eliot, *The Mill on the Floss*, Introduction-end of Book First, 1-168

Oct 31 *The Mill on the Floss*, Book Second, 169-224

Selections from “*Criminals, Idiots, Women, & Minors*”: *Victorian Writing on Women by Women*, Eliza Lynn Linton, “The Girl of the Period,” 172-76

Nov 1 *The Mill on the Floss*, Book Third, 225-291

****Due: Proposal and annotated bibliography for Paper 2**

Week 11

Nov 5 *The Mill on the Floss*, Book Fourth and Fifth, 292-372

Nov 7 *The Mill on the Floss*, Book Sixth, 373-2481

Nov 9 *The Mill on the Floss*, Book Fifth, Book Seventh, 482-518

Week 12

Nov 12 Fallen Women and Social Tragedies

Thomas Hardy, *Tess of the D'Urbervilles*, Introduction-Phase First, 1-84

Selections from “*Criminals, Idiots, Women, & Minors*”: *Victorian Writing on Women by Women*, Margaret Oliphant, “The Condition of Women,” 209-30

Nov 14 *Tess of the D’Urbervilles*, First cont., 84-103

Nov 16 *Tess of the D’Urbervilles*, Phase Second, 104-30

Due to Fellows by email: Rough drafts for final paper

FALL BREAK

Nov 19 Fall break

Nov 21 Fall break

Nov 23 Fall break

Week 14

Nov 26 *Tess of the D’Urbervilles*, Phase Third and Fourth, 131-254

Nov 28 *Tess of the D’Urbervilles*, Phase Fifth and Sixth, 255-392

Nov 30 *Tess of the D’Urbervilles*, Phase Seventh, 393-424

Week 15

Dec 3 In class group work: preparing for trials—what will you need to know?

Dec 5 In class Group work: teams prepare

Dec 7 In class: The “Trials” of Maggie Tulliver and Tess Durbeyfield

****Due: Paper 2**

Week 16

Dec 10 Selections from “*Criminals, Idiots, Women, & Minors*”: *Victorian Writing on Women by Women*, Millicent Garrett Fawcett, “The Emancipation of Women,” 256-67

and Mona Caird, “A Defence of the so-called Wild Women,” 287-305

Dec 12 Reflections on the semester: Sex, Society, Suffrage and *Votes for Women!*

Dec 14 Wrap up—discussion of assignment for final

****Final Examination: Tuesday, December 18 9:45 am-11:45 am**

Piecing together the portfolio: Bring the following materials to construct a portfolio final and be prepared to give the class a 5-minute overview of its contents.

1) First, decide which three works we’ve read this semester you found the most powerful—whether moving, maddening, illuminating, or disturbing.

For **each** of those three works put together a collection of these three artifacts;

-one substantial quotation from the work itself that illustrates or raises a topic, stylistic feature, character, or use of language that compelled you

-one image or substantial quotation from a secondary work that captures an issue in the work that intrigues you

-one to two pages in which you explain the significance of this collection of materials (for each of your three collections)

2) Second, quickly review the “goals for the English major” that we discussed on the first day of class. Then, with those goals in mind, write 1-2 pages of “concluding remarks” in which you offer a self-assessment of what you accomplished in the class this semester.

University Policies

For Students With Disabilities: I would like to hear from anyone who has a disability which may require some modification of seating, testing, or other class requirements so that appropriate arrangements may be made. Please talk with me after class or during my office hours as soon as possible if you have a disability or chronic illness. Also, please contact Student Disability Services, 3101 Burge Hall (5-1462), for a Student Academic Accommodation Request Form and for information about resources on campus.

Student Complaints: If you have concerns about the design or conduct of this course or grading in the course, you should first discuss the matter with me. If we cannot resolve the issue or you feel you cannot discuss the matter with me, see the Undergraduate Director of English, Professor Rob Latham. You can schedule an appointment with him in the Advising Office (308 EPB) by calling 335-0455. If a satisfactory resolution is not reached, the next step is to meet with Professor Jon Wilcox, English Department Chair. His office is in 308 EPB. Make an appointment by calling 335-0454. Any complaints unresolved in the department will be referred to the College of Liberal Arts and Sciences. Full procedures for student complaints appear in the Liberal Arts section of the *Schedule of Courses*.

Statement on Plagiarism: A student who plagiarizes or cheats on any assignment in any course faces penalties that may include an F on the assignment or an F in the course. If I suspect plagiarism or cheating, I am required by collegiate policy to inform the student in writing and to send her or him a copy of the report of the incident. I am also required to submit this notification to the Department of English and to the College of Liberal Arts and Sciences. The College may assign additional penalties, as the incident warrants. The student has the right to request a hearing within the Department and/or within the College.

Student Absences: This class depends heavily on in-class lecture and discussion. Therefore, it is essential that you attend class, read assignments before coming to class, and participate every day as an active, engaged listener, discussant, and writer. **Given that everyone has occasional illnesses or emergencies, I will excuse up to three absences without question. Thereafter, your final grade drops ten points for each unexcused absence.** In the case of emergency or serious illness, please contact me as soon as possible and offer appropriate documentation so that we can discuss your options. You can complete an Explanatory Statement of Absence Class Form, available at the Registration Center, 30 Calvin Hall, and present it to your instructors. A student who is absent for more than five days may request that the Registration Center notify each instructor of the reason for the absence. Instructors may request further documentation of the absence. Also, you may ask clinicians at Student Health (4189 Westlawn, 5-8392) to discuss your illness and possible accommodations with me if you have health problems.