

SCHOOL OF ENGLISH, FILM, THEATRE, AND MEDIA STUDIES

ENGL 209 THE NOVEL

Second Trimester, 2007

‘The person, be it gentleman or lady, who has not pleasure in a good novel, must be intolerably stupid.’
Jane Austen, *Northanger Abbey*, ch. 14

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Texts and Course Objectives:

Jane Austen, *Pride and Prejudice*, 1813 (Oxford World’s Classics); *Emma*, 1816 (Oxford World’s Classics); Charlotte Brontë, *Jane Eyre*, 1847 (Oxford World’s Classics); Charles Dickens, *Great Expectations*, 1861 (Oxford World’s Classics); Joseph Conrad, *Under Western Eyes*, 1911 (Penguin); E.M. Forster, *Howards End*, 1910 (Penguin); *A Passage to India*, 1924 (Penguin); D.H. Lawrence, *Women in Love*, 1920 (Penguin).

The course covers the classic English novel from Jane Austen to D.H. Lawrence, with special attention to eight novels. You have the opportunity to make a somewhat broader study of Jane Austen and E.M. Forster if you wish. You are required to study all these texts, each of which is the subject of at least three lectures and one tutorial session.

The course aims to enhance:

- your knowledge and enjoyment of the texts
- your ability to read with insight and pleasure
- your knowledge of the English novel
- your ability to analyse and to shape the analysis into coherent discussion.

Lectures, Tutorials and Exam

Lectures take place at 11 a.m. on Mondays, Wednesdays and Fridays in HM 206.

Tutorials take place weekly, beginning in the second week. Tutorial lists will be posted on the English notice-board in the corridor near HM 206, as will any additional information.

There is a final examination (3 hours) during the examination period at the end of the trimester.

Workload

200-level English courses are designed on the assumption that students will be able to commit an average of 15 hours a week, including lectures, tutorials, and non-contact reading, research and writing. However, novels require substantial reading time, and you may need to devote more time to the pleasure of reading than in some other courses.

General

- (a) Every effort is being made to provide a course as rewarding as its subject-matter deserves. Well-intentioned and constructive comment from students is always welcome.
- (b) A novel course inevitably involves a considerable amount of reading. You are therefore urged always to keep well ahead with your reading. Though tutors are aware of the pressure of work, you should always aim to have read each novel before the designated tutorials.
- (c) The texts themselves are your highest priority. Critical reading is valuable, but must be subordinate. Abridged texts are not acceptable. Texts must be brought to the tutorials.
- (d) Book supplies are sometimes problematic. All books should be bought or ordered early in the trimester.
- (e) Course notices (e.g. tutorial list and examination timetable) will be posted on the English noticeboard in the corridor near HM 206.
- (f) This course does not use Blackboard.

Mandatory Course Requirements

To pass the course you will need to attend at least 8 of the tutorials, complete the specified course work and perform satisfactorily in the exam.

Assessment

‘A woman, if she have the misfortune of knowing any thing, should conceal it as well as she can.’
Northanger Abbey, ch. 14

Assessment is by final examination (3 hours), or by a combination of this examination and course work, whichever is in the student’s favour. The course work is given equal weighting with the exam (50% each). The course work requirement is two essays (25% each).

Two essays are required. **Due dates** are:

Essay 1: 17 August 2007
Essay 2: 12 October 2007

You are encouraged to submit essays early, especially if this helps you to avoid conflict with the demands of assessment in other courses.

The two essays are designed to develop your skills of close discussion of the detail of texts and your skills of discussion and argument on a larger scale. You will not be able to write on the same text twice in the course work, but you will be able to write on these texts again in the exam.

Text books may not be taken into the end-of-year examination.

Assignments

You are required to write one comparative essay and one study of a single text. You may choose which you do first.

Each essay should be no longer than 1,700 words (work that is too long may be returned for rewriting)

Requests for extensions should be made **in advance** using the form available from English Administration. Late work submitted without an extension is unlikely to be commented on and may be penalised a grade per week [e.g., A- to B+, C+ to C].

Assignment one

Either (comparative essay): choose a passage each from two of the set novels. Compare and contrast the passages so as to show some of the similarities and differences between the two novels.

Each passage should be about a page long. Either supply xerox copies or identify the passages clearly by their opening and closing words, the chapter they come from and page references to the editions set for the course. At least one of the passages must be one that has not been discussed in lectures or tutorials.

Or: write an essay on one of the following topics:

Jane Austen, *Pride and Prejudice*

“Pride,” observed Mary, who piqued herself upon the solidity of her reflections, “is a very common failing, I believe. By all that I have ever read, I am convinced that it is very common indeed; that human nature is particularly prone to it, and that there are very few of us who do not cherish a feeling of self-complacency on the score of some quality or other, real or imaginary. Vanity and pride are different things, though the words are often used synonymously. A person may be proud without being vain. Pride relates more to our opinion of ourselves, vanity to what we would have others think of us.”

(*Pride and Prejudice*, chapter 5)

Write an essay on pride in *Pride and Prejudice*.

Jane Austen, *Emma*

Why she did not like Jane Fairfax might be a difficult question to answer; Mr. Knightley had once told her it was because she saw in her the really accomplished young woman, which she wanted to be thought herself; and though the accusation had been eagerly refuted at the time, there were moments of self-examination in which her conscience could not quite acquit her. (*Emma*, 2:2)

Write an essay on Emma, with particular attention both to her ‘moments of self-examination’ and to ways in which she might be compared with Jane Fairfax and one other female character in *Emma*.

Charlotte Brontë, *Jane Eyre*

When his first-born was put into his arms, he could see that the boy had inherited his own eyes, as they once were—large, brilliant, and black. On that occasion, he again, with a full heart, acknowledged that God had tempered judgement with mercy.

My Edward and I, then, are happy: and the more so, because those we most love are happy likewise. (*Jane Eyre*, final chapter)

How apt are these words as a conclusion to the story of Jane and Rochester?

Joseph Conrad, *Under Western Eyes*

‘How can you tell truth from lies?’ [Razumov] queried in his new, immovable manner.

‘I don’t know how you do it in Russia,’ I began, rather nettled by his attitude.

He interrupted me.

‘In Russia, and in general everywhere—in a newspaper, for instance. The colour of the ink and the shapes of the letters are the same.’ (*Under Western Eyes*, 2: 5)

Write an essay on truth and lies in *Under Western Eyes*.

Assignment two

If you have not done the comparative essay for assignment one, do the following: choose a passage each from two of the set novels, including at least one of *Great Expectations*, *Under Western Eyes*, *Howards End*, *A Passage to India*, *Women in Love*. Compare and contrast the passages so as to show some of the similarities and differences between the two novels.

Each passage should be about a page long. Either supply xerox copies or identify the passages clearly by their opening and closing words, the chapter they come from and page references to the editions set for the course. At least one of the passages must be one that has not been discussed in lectures or tutorials.

If you did the comparative essay for assignment one, write an essay on one of the following topics:

Joseph Conrad, *Under Western Eyes* (see previous page for topic)

Charles Dickens, *Great Expectations*

[Magwitch:] 'He's a gentleman, if you please, this villain.' (*Great Expectations*, Chapter 5)
Discuss some of the ways in which Dickens develops the relationship between 'gentleman' and 'villain' in *Great Expectations*.

E. M. Forster, *Howards End*

Only connect! That was the whole of her sermon. Only connect the prose and the passion, and both will be exalted, and human love will be seen at its height. Live in fragments no longer. Only connect, and the beast and the monk, robbed of the isolation that is life to either, will die. (*Howards End*, chapter 22)

Discuss Margaret's philosophy of 'only connect' as compared to Henry's adage 'concentrate'. Describe the ways in which the opposing elements of prose and passion frame and shape the text, paying particular attention to the symbolic qualities of objects, characters, and settings.

E. M. Forster, *A Passage to India*

'Aziz, don't chatter. We are having a very sad talk.'... [Aziz] lay in a trance, sensuous but healthy, through which the talk of the two others did not seem particularly sad—they were discussing as to whether or no it is possible to be friends with an Englishman. Mahmoud Ali argued that it was not, Hamidullah disagreed, but with so many reservations that there was no friction between them. (*A Passage to India*, chapter 2)

Less explicit than the call to Krishna, [Ghalib's poem] voiced our loneliness nevertheless, our isolation, our need for the Friend who never comes yet is not entirely disproved. (Chapter 9)

'Can you always tell whether a stranger is your friend?'

'Yes.'

'Then you are an Oriental.' He unclasped [Ralph's hand] as he spoke. Those words—he had said them to Mrs Moore at the beginning of the cycle, from which, after so much suffering, he had got free. Never be friends with the English! Mosque, caves, mosque, caves. And here he was starting again. (Chapter 36)

Write an essay on friendship in *A Passage to India*.

D. H. Lawrence, *Women in Love*

How apt a title is 'Women in Love' for *Women in Love*?

ENGL 209 PROGRAMME 2007

Monday, Wednesday, Friday, 11 a.m., HM 206

July	9	Introduction	
	11	Jane Austen: introduction	
	13	Jane Austen: language	
	16	<i>Pride and Prejudice</i>	
	18	<i>Pride and Prejudice</i>	
	20	<i>Pride and Prejudice</i>	
	23	<i>Emma</i>	
	25	<i>Emma</i>	
	27	<i>Emma</i>	
	30		
August	1	<i>Jane Eyre</i>	
	3	<i>Jane Eyre</i>	
	6	<i>Jane Eyre</i>	
	8	<i>Jane Eyre</i>	
	10	<i>Under Western Eyes</i>	
	13	<i>Under Western Eyes</i>	
	15	<i>Under Western Eyes</i>	
	17		Essay 1 due 17 August

Mid-Trimester Break: 18 August – 2 September

September	3	<i>Great Expectations</i>	
	5	<i>Great Expectations</i>	
	7	<i>Great Expectations</i>	
	10	<i>Great Expectations</i>	
	12	<i>Howards End</i>	
	14	<i>Howards End</i>	
	17	<i>Howards End</i>	
	19	<i>A Passage to India</i>	
	21	<i>A Passage to India</i>	
	24	<i>A Passage to India</i>	
26	<i>A Passage to India</i>		
28			
October	1	<i>Women in Love</i>	
	3	<i>Women in Love</i>	
	5	<i>Women in Love</i>	
	8	<i>Women in Love</i>	
	10	<i>Women in Love</i> , review	
	12		Essay 2 due 12 October

‘Facts are such horrid things!’

Jane Austen, *Lady Susan*, letter 32.

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University’s policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under ‘About Victoria’ on the VUW home page at www.vuw.ac.nz.

Student and staff conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University’s life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at: www.vuw.ac.nz/policy/studentconduct

The Policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/staffconduct

Academic grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:

www.vuw.ac.nz/policy/academicgrievances

Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one’s own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University’s website:

www.vuw.ac.nz/home/studying/plagiarism.html

Students with Impairments (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

telephone: 463-6070

email: disability@vuw.ac.nz

The name of your School’s Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contact is **Dr Allison Kirkman, Murphy Building, room 407**. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at: www.vuw.ac.nz/st_services/

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at education@vuwsa.org.nz) is located on the ground floor, Student Union Building.