FACULTY OF ARTS AND SOCIAL SCIENCES
SCHOOL OF THE ARTS AND MEDIA

ARTS2038  THE NOVEL
Session 2, 2013
A Level 2 course within the English major
6 units of credit

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Staff contact details
Course convenor: Dr. Grace Hellyer
Email: grace.hellyer@unsw.edu.au
Consultation hour: to be announced

Office for School of the Arts and Media (SAM)
Ph: 9385 4856
Email: sam@unsw.edu.au
Address: School Office, 312, Level 3, Robert Webster Building

Lecturers:
Dr. John Attridge
Tutor
Dr. Grace Hellyer

**Times and venues of lectures and seminars**
Lectures: Monday 3-4, Biomedical Theatre B; Tuesday 11-12 Electrical Engineering G24.
Tutorials: Friday 11-12 in Webster 137, Thursday 11-12 in Webster 138, and Thursday 12-1 in Webster 138.

**Textbooks**
Gaskell, *North and South* (Norton)
Hardy, *Jude the Obscure* (Norton)

**Summary of the Course**
The course introduces students to selected major English novels from the eighteenth and nineteenth centuries, considering how novels responded to the social contexts in which they were produced. We will explore novelists’ development of new techniques of literary realism and their adaptation of older narrative forms such as romance and epic. The course will include consideration of various formal features of the genre, and their use in creating narratives of self and society. Students will be encouraged to engage critically with arguments by historians and literary critics that the novel functioned as a vehicle for social, economic and national ideologies.

**Aims of the course**
The course aims to enrich students’ understanding of a major genre of English literature. It will offer historical perspectives on the emergence of the novel as a new literary form in the eighteenth century and its achievement of cultural dominance in the nineteenth century. It will enable students, through close readings of selected texts, to identify and critically discuss the major formal and thematic features of the genre in both centuries. It will also introduce students to key texts on the theory of the novel.

**What you will learn in this course (learning outcomes)**
Upon successful completion of this course, students will be able to:
1. Understand and critically evaluate historical arguments about ‘the rise of the novel’ and ‘the age of the novel’.
2. Identify and critically discuss formal and thematic features of the English novel in the eighteenth and nineteenth centuries.
3. Engage with theoretical statements about the form and function of the novel as a
genre.

4. Write and speak about the novel using a technical vocabulary, procedure for handling evidence, process for constructing arguments, and style of presentation that are appropriate to the academic discipline of English.

How this course fits into pathways of progression within the English major

This course in the history and theory of the novel in English builds upon the introduction to literary genres and movements provided by our two gateway English courses. In keeping with the rationale for the second level of the English major, ‘The Novel’ will deepen students’ understanding of genre as one of the most important categories for organizing English literature and our knowledge of it.

Graduate Attributes

This course helps to develop the following graduate attributes of the English major:

1. Skills in literary analysis through close reading of texts in English
2. Knowledge of the main periods and branches of English literature
3. Ability to relate literary texts to the contexts in which they were produced
4. Ability to reflect upon one’s own practice as a literary critic within the discipline of English
5. Ability to make and justify aesthetic judgments about texts

Rationale for course content and philosophy of teaching

The novels to be studied have been selected on the basis of their aesthetic achievement and quality, their importance in relation to both English literary tradition and English society and culture, and their exemplification of a wide range of narrative techniques. Secondary readings have been chosen with the aim of introducing students to several different scholarly approaches to the novel, but also improving their understanding of a wide range of aspects of this literary genre and the cultures and traditions within which it was produced and read.

The teaching methods used and the assessment components you are required to complete have been developed to reflect a philosophy of learning and teaching which • fosters an engaging and inclusive learning experience,
• promotes dialogical teaching through tutorial discussions
• seeks to give every student a stake in, and an opportunity to contribute to, the course as a forum for learning.

Teaching methods used

The lectures provide background information about historical, theoretical and interpretative issues. They also provide students with examples of how to read texts and analyze them in relation to various contexts. Tutorials provide an opportunity not only for group discussion but also for independent thinking. Their function is to help students develop strategies for responding to the novels as i) aesthetic artifacts, ii) sites of meaning and iii) products of particular historical and cultural conditions. By referring to and engaging with critics who express views different from their own, lecturers in the course seek to encourage students to think critically and independently. Lectopia will be available as a revision tool, and will be linked to the Blackboard module for this course.
Tutorial attendance is compulsory; university regulations stipulate that you must attend at least 80% of classes in order to qualify to pass the course. In order to pass this course you must also make a serious attempt at ALL assessment tasks.

How you should engage with the course
You are expected to
• read the course textbooks
• come to class on time
• listen attentively to lectures, absorb the information provided, and think independently about it
• develop your own critical perspectives on the literary texts and on a range of recommended secondary readings
• come to tutorials with the book, prepared to talk about it
• complete all assessment tasks on time and within the word limit.

Course schedule

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<tr>
<th>Week</th>
<th>Lecture</th>
<th>Tutorial</th>
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| One 29 Jul | 1. Introduction to the course  
2. What is a novel? | No tutorial |
| Two 5 Aug | 1. Realism in the eighteenth century. 
2. Moll Flanders | Reality and the Novel |
| Three 12 Aug | 1. Moll Flanders 
2. Moll Flanders | Moll Flanders |
| Four 19 Aug | 1. Joseph Andrews 
2. Tristram Shandy | Joseph Andrews |
| Six 2 Sept | 1. Tristram Shandy 
2. Tristram Shandy | Tristram Shandy |
| Seven 9 Sept | 1. The 19th century novel: romance and realism 
2. Frankenstein | Comparative discussion of 18th century novels |
| Eight 16 Sept | 1. Frankenstein 
2. Frankenstein | Frankenstein |
| Nine 23 Sept | 1. Wuthering Heights 
2. Wuthering Heights | Frankenstein |
| | MID-SEMESTER BREAK 
Sept 30-Oct 8 | |
| Ten 8 Oct | 1. The Condition of England Novel 
2. North and South | Wuthering Heights |
| Eleven 14 Oct | 1. North and South 
2. Jude the Obscure | North and South |
| Twelve 21 Oct | 1. Jude the Obscure 
2. Romance and realism at the end of the century | Jude the Obscure |
| Thirteen 28 Oct | No lecture | Comparative discussion of 19th century novels |

Recommended Readings
In addition to the critical readings included in the Norton editions, the following books are recommended:


**Assessment**

Week by week class presentations with reading notes submitted 3 days beforehand.  
Worth: 20%
Learning outcomes 2, 3, and 4. Graduate attributes 1, 3, 5, and 6.

Comparative analysis of two works of literary criticism. Word length 1250.  
QU: ‘Choose two critical responses to either *Moll Flanders* or *Joseph Andrews* included in the Norton Critical Edition. How does each response embody the critical practice of the writer and/or reflect the historical context in which it was produced?’  
Due Monday 19th August (week 4)  
Worth: 25%
Learning outcomes 1, 2, and 3. Graduate attributes 4 and 6.

Major essay: Questions available in week 7. Word length 2500. Due Thursday, October 31st (week 13)  
Worth 55%.  
Learning outcomes 1, 2, 3, and 4. Graduate attributes 1, 2, 3, 4, 5, and 6.

**Resources for students**
For information on Academic Honesty and Plagiarism, Essay-Writing Resources, Late Work, Submission of Assignments, and other relevant School and University Policies, please consult the site “Essential Information for All EMPA students at the following address https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/

**Course evaluation and development**
Towards the end of session, you will be asked to provide feedback on your experience of this course, and your opinion of its content and the modes of teaching used. We value student responses highly, as they help us to improve our courses. When student feedback is well thought out, it is taken very seriously and suggestions implemented wherever possible. So, when it is time for you to provide your response to the course this year, please take the time to complete the survey thoughtfully.