ENGL 444 – Pirates, Fags and New Women: Victorian and Edwardian Adolescent Fiction

School of English, Film, Theatre and Media Studies

Class Hours Fri 1-4..

Seminars: Von Zedlitz 808

Student Consultation Time: Students may make an appointment with either of the two lecturers to discuss any aspect of the course at any mutually convenient time.

Staff

Lecturers: Dr Charles Ferrall, VZ 904, Ext. 6804; Charles.Ferrall@vuw.ac.nz.
Dr Anna Jackson, VZ 918, Ext. 6840; Anna.Jackson@vuw.ac.nz

Course Aims

The Victorians and Edwardians had a very different conception of adolescence to our own. In this course students will read a number of canonical texts for or about adolescents and place them in their historical and social context. Students will also be required to read a number of magazines for adolescents such as the *Boys' and Girls' Own Papers* at the Dorothy Neale White collection in the National Library.

Set Texts

Thomas Hughes, *Tom Brown's Schooldays;* Rudyard Kipling, *Kim;* Robert Louis Stevenson, *Treasure Island*; J.M. Barrie, *Peter Pan;* Mark Twain, *Huckleburry Finn*; Louisa May Alcott, *Little Women;* George Egerton, *Keynotes and Discords*; Olive Schreiner, *Story of an African Farm*; L.D. Meade, *A Sweet Girl Graduate*.

Assessment

There will be two essays set during the course worth 25% each and a final 3-hour examination worth 50%. Students will be expected to write exam questions on at least three of the writers on whom they have <u>not</u> written essays. The exam is open-book.

It is important that your essays are considered, well-planned pieces of writing, and not drafts. You are assessed on your ability to control material, handle ideas, write concisely and directly, and relate your critical views to specific textual locations. Essays should be approximately 2500 words.

Essays

Students are expected to come up with their own essay topics in consultation with one of lecturers.

The first essay is due on April 11, the second on May 23.

Mandatory Requirements

The minimum course requirements that must be satisfied are submission of both essays, sitting the final examination and attendance at all of the seminars.

Workload

You should expect to spend, on **average**, about 15 hours per week on work for this course (**apart** from time in class). **Please note that this is a rough guideline only**. Some students might have to put in more time, others less. The time commitment will be greatest in the weeks immediately prior to essay submission dates.

Return of Written Work

Work that has been handed in on time will normally be marked within two weeks. Students need to make an appointment with the lecturers to receive their work back.

Attendance

Attendance at all of the seminars is mandatory. Students who need to miss a seminar for whatever reason will need to contact one of the lecturers in advance.

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. Plagiarism is prohibited at Victoria.

The University defines plagiarism as follows:
Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.
Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:
·   an oral or written warning
·   suspension from class or university
·   cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at: www.vuw.ac.nz/home/studying/plagiarism.html.

Students with Disabilities
The contact for students with disabilities enrolled in English courses is the English Department administrator, ext. 6800.

Statute on Conduct

If you have any problems with your course (such as too much work compared with other similar courses, poor teaching quality, unfair assessment, or poor feedback on assignments), you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Departmental Chairperson or the Associate Dean (Students) for your faculty. The University has a well-developed, independent procedure for dealing with academic grievances and complaints of this nature. These procedures are set out in Part 5 of the Personal Courses of Study Statute in the Calendar.

More generally, the University is also concerned to 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 environment of safety and respect. To this end, it has put in place a comprehensive Statute on Conduct. This Statute is printed in the Calendar and contains information about what conduct is prohibited and what steps can be taken if there is a complaint. Persons with a complaint or grievance may seek assistance or support from another member of the University community such as the Adviser on Grievance Resolution, Departmental Chairpersons, Counselling staff or Sexual Harassment Contact Support persons. They may also resolve disputes by making use of any of the other informal or formal procedures outlined in the Statute on Conduct.

Timetable

Week One – 29 February – Introduction. No reading required.

Week Two – 7 March – *Kim*

Week Three – 14 March – *Tom Brown's Schooldays*

Week Four – 21 March – **Good Friday – no class**

Week Five – 28 March – *A Sweet Girl Graduate* – Research presentation

Week Six – 4 April – *Little Women* – Research presentation

Week Seven – 11 April – *Treasure Island* – Research presentation

Mid-Semester Break

Week Eight – 2 May – *Peter Pan* – Research presentation

Week Nine – 9 May – *Huckleberry Finn* – Research presentation

Week Ten – 16 May – *Keynotes and Discords* – Research presentation

Week Eleven – 23 May - *Story of an African Farm*

Week Twelve – 30 May – Conclusion

Research presentations

Group research presentations are compulsory but not assessed. However students are encouraged to use this work in their essays and the exam. The membership of these groups and the topic of their presentation will be determined in the first seminar. Research is to be conducted at the Dorothy Neal White Children's Library at the National Library.

1. Look at some school stories in the *Boys' Own Paper* and *Chums* and describe the generic plot.
2. Look at other college novels (eg. Stronach's *A Newnham Friendship*) and compare their openings and/or descriptions of college rooms; or: look at a range of L.T. Meade novels and compare the descriptions of the heroines.
3. Look at a range of Henty novels and describe the generic plot.
4. What in the boys' magazines indicates an adolescent (as opposed to child) audience?
5. What in the girls' magazines indicates an adolescent audience?
6. Or, more broadly, what kind of readership is indicated in terms of class, gender, age?
7. How conservative or how progressive are the magazines and annuals?
8. Check out Bessie Marchant as the girls' equivalent of Henty.
9. Compare *Robinson Crusoe* to a number or Robinsonades.
10. Come up with your own topic.

Students will be given guidance on how to undertake research for these topics.

Secondary Reading

The following texts are recommended and will be held on three day loan:

Sarah Bilston, *The Awkward Age*
Sally Mitchell, *The New Girl*
Kim Reynolds, *Girls Only? Gender and Popular Children's Fiction in Britain 1880 – 1910*
J S Bratton, *The Impact of Victorian Children's Fiction*
Carol Dyhouse, *Girls growing up in Late Victorian and Edwardian England*
Judith Rowbotham *Good Girls Make Good Wives: Guidance for girls in Victorian Fiction*
Rosemary Auchmuty, *A World of Girls*
G.M. Young, *Victorian England :Portrait of an Age.*
Martha Vicinus, *Widening Sphere: Changing Roles of Victorian Women.*
Altick, Richard D, *The English Common Reader: A Social History of the Mass Reading Public, 1800-1900.*
Ariès, Philippe. Centuries of Childhood.
Arnold, Guy. Held Fast for England: G.A. Henty, Imperialist Boys' Writer

Bamford, T.W. Rise of the Public Schools: A Study of Boys' Public Boarding Schools in England and Wales from 1837 to the Present Day.

Bristow, Joseph. *Empire Boys: Adventures in a Man's World*

Chandos, John. *Boys Together: English Public Schools 1800-1864.*

Cunningham, Hugh. *Children and Childhood in Western Society Since 1500.*

Gathorne-Hardy, Jonathan. *The Public School Phenomenon, 597-1977.*

Green, Martin. *Dreams of Adventure, Deeds of Empire*

Hall, G. Stanley. *Adolescence: Its Psychology and its Relations to Physiology, Anthropology, Sociology, Sex, Crime, Religion and Education.* 2 Vols

Heywood, Colin. *A History of Childhood: Children and Childhood in the West from Medieval to Modern Times*

Honey, J.R. de S. *Tom Brown's Universe: the Development of the Victorian Public School*

MacKenzie, John M (Ed.) *Imperialism and Popular Culture*

Mintz, Stephen. Huck's Raft: A History of American Childhood

Moss, Robert F. Rudyard Kipling and the Fiction of Adolescence.

Orwell, George. "Boys' Weeklies". *The Collected Essays, Journalism and Letters of George Orwell. Vol. 1*

Quigly, Isabel. *The Heirs of Tom Brown: The English School Story*

Richards, Jeffrey. *Happiest Days: The Public Schools in English Fiction.*

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