

**ENGL 444 – Pirates, Fags and New Women: Victorian and Edwardian
Adolescent Fiction
1/3, 2009**

Trimester Dates Teaching: March 2 – June 5. Examination and study period: June 8 – July 1.

Class Hours Seminars in VZ 808 from Mon. 10am – 1pm

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

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.

Course Content

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.

Learning Objectives

At the end of the course students should:

- have a familiarity with all the set texts;
- have a familiarity with some of the magazines for adolescents;
- have a familiarity with a selection of critical writings concerning these works;
- be able to construct their own discussion of the central issues involved.

Set Texts

Thomas Hughes, *Tom Brown's Schooldays*; Rudyard Kipling, *Kim*; Robert Louis Stevenson, *Treasure Island*; J.M. Barrie, *Peter Pan*; Rider Haggard, *King Solomon's Mines*; L.D. Meade, *A Sweet Girl Graduate*; Amy Levy, *The Romance of a Shop*; Jessy Vaizey, *Tom and Some Other Girls*; and Olive Schreiner, *Story of an African Farm*.

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 not 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 10, the second on May 22.

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 means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as 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, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

Students with Disabilities

The contact for students with disabilities enrolled in English courses is Charles Ferrall.

General University Requirements

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* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

Timetable

Week One – 2 March – Introduction. No reading required.

Week Two - 9 March - *Tom Brown's Schooldays*

Week Three - 16 March - *Kim*

Week Four - 23 March - *A Sweet Girl Graduate* - Research presentation

Week Five – 30 March – *The Romance of a Shop*

Week Six – 6 April – *Treasure Island* – Research presentation

Mid-Semester Break

Week Eight – 27 April – *Peter Pan* – Research presentation

Week Nine – 4 May – *King Solomon's Mines* – Research presentation

Week Ten – 11 May – *Tom and Some Other Girls* – Research presentation

Week Eleven – 18 May – *The Story of an African Farm*

Week Twelve – 25 May – Conclusion. No Reading Required.

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 of 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.*
 ---. Ed. *Imperialism and Juvenile Literature*