English 451A: Victorian Poetry & Poetics

Time: MWF 11.30 Place: HH 150 Office hours: HH 223, MWF 3 - 5; TR 10-4

       Robert Browning, Selected Poems. Penguin
       Alfred Tennyson, Selected Poems. Penguin
       Matthew Arnold, [Poems: edition to be announced]
       Fowler, Aaron, McArthur, The Little Brown Handbook

Assignments: Oct 7 Essay 1 20
             Oct 21 Midterm exam 25
             Nov 18 Essay 2 25
             Dec Final Exam 30
             100

Lecture Schedule

Mon Sept 12 Introduction
         14 Tennyson: Ulysses, Tithonus, The Lotus Eaters
         16 Oenone, Locksley Hall
Mon Sept 19 Tiresias, The Ancient Sage, Demeter and Persephone
         21 Lucretius
         23 The Palace of Art, The Lady of Shalott
Mon Sept 26 - Fri Sept 30 In Memoriam
Mon Oct  3 - Fri Oct 7 Maud
         Mon Oct 10 Thanksgiving
         12 Browning: Porphyria’s Lover, Soliloquy of the Spanish Cloister
         14 The Bishop Orders His Tomb, Abt Vogler
Mon Oct 17 How It Strikes a Contemporary; A Grammarian’s Funeral
         19 Essay on Shelley
         21 Mid-term Exam
Mon Oct 24 One Word More; Childe Roland To the Dark Tower Came
         26 An Epistle According to Karshish...; Cleon
         28 A Death in the Desert
Mon Oct 31 Arnold: Dover Beach, In Harmony with Nature
Wed Nov  2 The Forsaken Merman, The Buried Life
         Nov  4 Rugby Chapel
Mon Nov  7 Switzerland
         9 A Summer Night; The Scholar Gypsy.
         11 Hopkins: Spring, Pied Beauty
Mon Nov 14 God’s Grandeur, The Windhover
         16 Hurrahing in Harvest, As Kingfishers Catch Fire
         18 Spring and Fall, The Caged Skylark
Mon Nov 21 The Candle Indoors, To Seem the Stranger Lies My Lot
         23 No Worst, There is none; I wake and Feel the Fell of Dark
         25 My own Heart...; Thou Art Indeed Just, Lord
Mon Nov 28 - Dec 2 The Wreck of the Deutschland
Mon Dec  5 Lantern Out of Doors
The course will be in lecture format, although student questions are encouraged and the Socratic method prevails. Students are expected to master the content of each poem before the lecture as the basis for a consideration of thematic elements and issues of literary technique.

Note on avoidance of academic offences: All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offence, to avoid committing academic offences, and to take responsibility for their academic actions. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offences and types of penalties, students are directed to consult the summary of Policy #71 which is supplied in the Undergraduate Calendar (section 1; on the Web at http://www.adm.uwaterloo.ca/infocat/UW/policy_71.html). If you need help in learning how to avoid offences such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your TA or course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean.

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, http://www.adm.uwaterloo.ca/infocat/Policies/policy70.html.

See also:

Plagiarism includes the direct or indirect unacknowledged use of ideas which are not one’s own in order to gain academic credit. Examples include the use of ghost writers, or of essays taken in part or whole from print or online sources. If in doubt, ask the instructor.

**Arts degree worth effort, study says**

OTTAWA — Holders of arts degrees are more likely to have good jobs and prospects of better pay than most students in other disciplines, contrary to common wisdom.

A study to be released today by the Social Sciences and Humanities Research Council indicates that students in social sciences and the humanities — often the butt of the jokes of fellow students — may actually get the last laugh.

It suggests those who end their education with a bachelor of arts degree have a better chance of moving up the ladder and end up with management positions that eventually yield better pay.

The findings contradict the widely held notion than graduating with no specific skills lessens a person’s chance of finding good employment.

Robert Allan’s findings do indicate those who enrol in specific-skill programs like nursing start their careers with higher pay.

But they tend to stagnate — both in pay and position — in their 30s and 40s, while arts graduates soar.

“Humanities and social sciences graduates have the highest rate of growth in income in their 30s and 40s. It’s higher than engineering, it’s higher than nursing, it’s higher than plumbing,” Allan, a professor of economics at the University of British Columbia, said in an interview.

The key, said Allan, is in what an arts degree gives students: analytical abilities and good reading, writing and basic computer skills.

In other words, a good chunk of what one needs to survive in the workplace.

The study involved comparisons of Statistics Canada figures on employment, education and income for 25-29-year-olds.

It indicates that between their 20s and 50s, men who graduate in humanities and social sciences see income rise by 78 per cent and 106 per cent respectively, compared to 47 per cent for community college graduates. The average increase for university graduates in all fields is about 76 per cent over the same period.

More than 50 per cent of women who hold management jobs started their career with an arts degree, the study also found.