General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number: English 98T
Course Title: Victorian Masculinities
Indicate if Seminar and/or Writing II course: Seminar

1. Check the recommended GE foundation area(s) and subgroup(s) for this course

   Foundations of the Arts and Humanities
   • Literary and Cultural Analysis
   • Philosophic and Linguistic Analysis
   • Visual and Performance Arts Analysis and Practice

   Foundations of Society and Culture
   • Historical Analysis
   • Social Analysis

   Foundations of Scientific Inquiry
   • Physical Science
     *With Laboratory or Demonstration Component must be 5 units (or more)*
   • Life Science
     *With Laboratory or Demonstration Component must be 5 units (or more)*

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.
   This seminar will explore the cultural construction of masculinity in the Victorian era through the close analysis of representative literary texts

3. "List faculty member(s) who will serve as instructor (give academic rank): Dustin Friedman, teaching fellow; Professor Joseph Bristow, faculty mentor

   Do you intend to use graduate student instructors (TAs) in this course? Yes  No  x

3. Indicate when do you anticipate teaching this course:

   2011-2012   Fall    Winter    XX    Spring
   Enrollment   Enrollment Enrollment Enrollment

3. GE Course Units
   Is this an existing course that has been modified for inclusion in the new GE? Yes  No  x
   If yes, provide a brief explanation of what has changed.

Present Number of Units:  Proposed Number of Units: 5
3. Please present concise arguments for the GE principles applicable to this course.

- **General Knowledge**: Students will learn how to apply general humanities methods (including close reading, historical analysis, cultural analysis, and literary theory) to a particular subject of inquiry: the construction of masculinity in the Victorian era.

- **Integrative Learning**: In the course of examining this topic, students will bring to bear the insights of historical and cultural analysis, psychological and sociological theory, as well as feminist and LGBT studies.

- **Ethical Implications**: Through an examination of the construction of gender during a particular historical period, students will learn how to be critically self-aware of how current constructs of gender normativity affect our personal and political behaviors.

- **Cultural Diversity**: By learning to critique cultural constructions of gender, students will become familiar with the insights of feminist and LGBT students. Also, students will learn how gender affects and is affected by racial and colonial ideologies.

- **Critical Thinking**: Students will learn how to assess the complex relations among literary texts, cultural ideologies, and historical analysis through a variety of critical methods.

- **Rhetorical Effectiveness**: Through in-class presentations on secondary critical articles, and the writing of an extensive final essay, students will have extensive opportunities to practice and refine their rhetorical skills.

- **Problem-solving**: For their final essay, students will learn how to formulate, refine, and research a research question in the humanities, focused on the topic of Victorian masculinity.

- **Library & Information Literacy**: In the course of research and writing their final essay, students will learn how to evaluate evidence in the humanities, and familiarize themselves with the various historical databases used in literary studies.

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**A) STUDENT CONTACT PER WEEK (if not applicable write N/A)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>N/A</td>
</tr>
<tr>
<td>Discussion Section</td>
<td>3</td>
</tr>
<tr>
<td>Labs</td>
<td>N/A</td>
</tr>
<tr>
<td>Experiential (service learning, internships, other)</td>
<td>N/A</td>
</tr>
<tr>
<td>Field Trips</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**A) TOTAL Student Contact Per Week**

3 (HOURS)

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**B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Review &amp; Preparation</td>
<td>N/A</td>
</tr>
<tr>
<td>Reading</td>
<td>9</td>
</tr>
<tr>
<td>Group Projects</td>
<td>N/A</td>
</tr>
<tr>
<td>Preparation for Quizzes &amp; Exams</td>
<td>N/A</td>
</tr>
<tr>
<td>Information Literacy Exercises</td>
<td>N/A</td>
</tr>
<tr>
<td>Written Assignments</td>
<td>2</td>
</tr>
<tr>
<td>Research Activity</td>
<td>1</td>
</tr>
<tr>
<td>Description</td>
<td>Duration</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>(B) TOTAL Out-of-class time per week</td>
<td>12 (HOURS)</td>
</tr>
<tr>
<td>GRAND TOTAL (A) + (B) must equal at least 15 hours/week</td>
<td>15 (HOURS)</td>
</tr>
</tbody>
</table>
VICTORIAN MASCULINITIES

Dustin Friedman

The literature of the Victorian era presents us with a number of men who might strike us today as eccentric, bizarre, and perverse. This course will examine changing ideas about masculinity in British fiction, poetry, and nonfiction prose during the latter half of the nineteenth century. We will begin by looking at how early Victorian writers expressed their anxieties about the changing material and intellectual conditions of the period, and continue by looking at how later writers adapted, altered, transformed, or jettisoned these tropes in their attempts to define relations between men and between men and women in a rapidly transforming society. How did changes in Britain’s politics, economics, religion, science, technology, and imperial ambitions affect ideologies of masculinity? What specifically literary methods did Victorian writers use to mediate and reflect upon gender? How does our understanding of canonical Victorian literature change when we focus on masculinity as a contested form of identity? What does it mean to claim that gender has a history? These are some of the questions that will guide our examination of the strange world of the Victorian man.

READING LIST

Emily Brontë, Wuthering Heights
H. Rider Haggard, She
Robert Louis Stevenson, Strange Case of Dr. Jekyll and Mr. Hyde
Bram Stoker, Dracula
Oscar Wilde, Picture of Dorian Gray
A course reader containing literary, critical, and theoretical texts

COURSE REQUIREMENTS

1. Final paper on a topic you will choose in consultation with me, including prospectus, rough draft, and final draft of 10-12 pages (50%): Your paper grade will include four components: a meeting with me that must occur before fifth week, where we will discuss potential paper topics (5%); a prospectus due in sixth week (5%); a rough draft due in eighth week (10%); and a final draft due at the end of class (30%). We will discuss the specific requirements of your prospectus and rough draft during your paper topic consultation. Both of these documents will be circulated and critiqued among your classmates.

2. Class presentations (20%): Each member of this seminar is expected to deliver at least one short presentation on a theoretical or critical text from our course reader. This presentation should explicitly relate the issues introduced in the critical text to the assigned literature for the week.

3. Class participation (20%): Active participation by all students is one of the most important components of a successful seminar. A lack of participation during class, repeated tardiness or unexcused absences will severely hurt your participation grade. Come to class on time, having read the material, ready to discuss it and ask questions about it.

4. Participation in class-wide academic mini-conference (10%): At the end of this quarter, our class will hold a mini-conference, titled “Victorian Masculinity in Context.” You will give a short presentation of your final paper for our class, and answer a series of questions from me and from your classmates. More information will be given later in the quarter.
READING SCHEDULE

**Week One: Masculinity in Crisis**
Discussion of Course Goals and Definition of Key Terms
John Tosh, *Manliness and Masculinities in Nineteenth-Century Britain* (excerpt)

**Week Two: Romantic Masculinity**
Emily Brontë, *Wuthering Heights* (1847)

**Week Three: Masculinity and Feminine Desire**
Emily Brontë, *Wuthering Heights*

**Week Four: Scientific Masculinity**
Robert Louis Stevenson, *Strange Case of Dr. Jekyll and Mr. Hyde* (1886)

**Week Five: Imperial Masculinity**
H. Rider Haggard, *She* (1887)

**Week Six: Aesthetic Masculinity**
***Prospectus Due***
Oscar Wilde, *The Picture of Dorian Gray* (1891)

**Week Seven: Queer Masculinity**
Oscar Wilde, *The Picture of Dorian Gray*

**Week Eight: Gothic Masculinity**
***Rough Draft Due***
Bram Stoker, *Dracula* (1897)

**Week Nine: Masculinity and the New Woman**
Bram Stoker, *Dracula*

**Week Ten: Victorian Masculinities in Context**
***Final Paper Due***
Class-wide academic mini-conference

**Final: 10-12 pp. paper due**
New Course Proposal

English 98T
Victorian Masculinities

Course Number: English 98T
Title: Victorian Masculinities
Short Title: VICTORIAN MASCULINITY
Units: Fixed: 5
Grading Basis: Letter grade only
Instructional Format: Seminar - 3 hours per week
TIE Code: SEMT - Seminar (Topical) [T]
GE Requirement: Yes
Major or Minor Requirement: No

Requisites: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.

Course Description: Seminar, three hours. Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Examination of changing ideas about masculinity in British fiction, poetry, and nonfiction prose during latter half of 19th century. Letter grading.

Justification: Part of the series of seminars offered through the Collegium of University Teaching Fellows

Syllabus: File English 98T syllabus.doc was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information: Professor Joseph Bristow is the faculty mentor for this seminar.

Grading Structure: final paper - 40%; class presentation - 20%; class participation - 20%; class-wide academic mini-conference - 20%

Effective Date: Winter 2012
Discontinue Date: Summer 1 2012
Instructor: Dustin Friedman Teaching Fellow

Quarters Taught: Fall Winter Spring Summer
Department: English

Contact: CATHERINE GENTILE cgentile@oid.ucla.edu

Routing Help

ROUTING STATUS
Role: Registrar's Office
Status: Processing Completed

Role: Registrar's Publications Office - Hennig, Leann Jean (lhennig@registrar.ucla.edu) - 56704
Status: Added to SRS on 6/20/2011 10:14:33 AM
Changes: Description
Comments: Edited course description into official version.

Role: Registrar's Scheduling Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441
Status: Added to SRS on 6/8/2011 6:27:04 PM

Changes: Short Title

Comments: No Comments

Role: FEC School Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 65282
Status: Returned for Additional Info on 6/7/2011 11:37:42 AM
Changes: No Changes Made
Comments: Routing to Registrar's Office

Role: FEC Chair or Designee - Mclendon, Muriel C (mclendo@history.ucla.edu) - 53918
Status: Approved on 6/7/2011 8:21:28 AM
Changes: No Changes Made
Comments: No Comments

Role: L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 65282
Status: Returned for Additional Info on 6/6/2011 5:37:34 PM
Changes: No Changes Made
Comments: Routing to Vice Chair Muriel McClendon for FEC approval

Role: CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998
Status: Approved on 6/6/2011 10:34:58 AM
Changes: No Changes Made
Comments: on behalf of Professor Kathleen Komar, chair, Collegium of University Teaching Fellows.

Role: Initiator/Submitter - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998
Status: Submitted on 6/6/2011 10:34:04 AM
Comments: Initiated a New Course Proposal

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Comments or questions? Contact the Registrar's Office at cims@registrar.ucla.edu or (310) 206-7045