

General Education Course Information Sheet

Please submit this sheet for each proposed course

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

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

Foundations of the Arts and Humanities

- Literary and Cultural Analysis x
- 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	<u> </u>	Winter	<u>XX</u>	Spring	<u> </u>
		Enrollment	<u> </u>	Enrollment	<u> </u>	Enrollment	<u> </u>

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
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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 to 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.

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

1. Lecture:	N/A	(hours)
2. Discussion Section:	3	(hours)
3. Labs:	N/A	(hours)
4. Experiential (service learning, internships, other):	N/A	(hours)
5. Field Trips:	N/A	(hours)

(A) TOTAL Student Contact Per Week **3** **(HOURS)**

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

1. General Review & Preparation:	N/A	(hours)
2. Reading	9	(hours)
3. Group Projects:	N/A	(hours)
4. Preparation for Quizzes & Exams:	N/A	(hours)
5. Information Literacy Exercises:	N/A	(hours)
6. Written Assignments:	2	(hours)
7. Research Activity:	1	(hours)

(B) TOTAL Out-of-class time per week

12

(HOURS)

GRAND TOTAL (A) + (B) must equal at least 15 hours/week

15

(HOURS)

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 MASCULNTY

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 Summer 1 2012

Date

Instructor

Name

Title

Dustin Friedman

Teaching Fellow

Quarters Taught

Fall

Winter

Spring

Summer

Department English

Contact

Name

E-mail

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 - McClendon, Muriel C (mcclendo@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