

HUMN-365: Art and Nature in Early Industrial England

Winter 2017: T/F 1:20-3:25 pm
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Office Hours: M/R 12:30-2:30 pm

University Course Description

In this interdisciplinary course we explore, from a humanities perspective, questions regarding art and nature within the social, political, and technical contexts of the period of pre-turbine steam power in England (1770 to 1900). Students interpret paintings and works of poetry and fiction, paying special attention to how those works reflect, and have a role in shaping, ideas and attitudes regarding industrialization and the natural world. In doing so, they develop a sensitivity to the hardships and struggles of people who are disempowered or marginalized within a stratified, industrial society.

Section Description

This section of HUMN-365 will investigate the rise of industrialization in England from several key vantage points. The core of the course will examine the height of the “Condition-of-England” industrial novels of the 1840s and 1850s—many of which achieved widespread popularity while exploring key issues related to the Chartist movement. Another primary focus will be Romantic poetry and painting of the period, both of which called into the question the effects of increased industrialization through a renewed engagement with the natural world. Finally, the course will consider the relationship between industrialization and the rise of science fiction. During the semester, students should gain critical perspective on the variety of ways in which British novelists, poets, and painters responded to unprecedented industrialization, as well as an understanding of the ethical implications of such representation. Moreover, students should better understand how these initial responses underwrite contemporary ideas of industrialized culture.

Course Objectives

According to Kettering University’s standards, by the end of a Humanities upper-level elective students will be able to:

- 1) Analyze and interpret salient features of creative and/or rhetorical artifacts.
- 2) Integrate knowledge of the historical, cultural, and/or social context into their analyses.
- 3) Frame questions about the course subject matter.
- 4) Recognize and discuss the ethical dimensions of the course subject matter.
- 5) Develop insightful, coherent, and substantial arguments in writing (at least 8 pages).
- 6) Engage with credible secondary sources (such as scholarship or journalism) in writing.
- 7) Communicate effectively orally and in writing.

Required Texts (Texts are required in these particular editions. All other readings will be provided online for students.)

Dickens, Charles. *Hard Times*. Broadview, 1996. ISBN: 9781551110752

Gaskell, Elizabeth. *North and South*. Oxford UP, 2008. ISBN: 9780199537006

Morris, William. *News From Nowhere*. Broadview, 2002. ISBN: 9781551112671

Final Grade Calculation

Final grades will be calculated according to the following distribution:

Argumentative Reading Responses	10 %
Parts-to-Whole Analysis Essay	15 %
Representational Ethics Essay	20 %
Reading Quizzes	10 %
Midterm Exam	10 %
Final Exam	20 %
Participation	15 %

Grading of Course Performance

All work will be graded on a 100-point scale. At the end of the semester, final grades will be assigned according to the following criteria:

A	94-100	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	F	63 and below
C+	77-79		

Assignment Overview

The requirements, expectations, and grading criteria for a particular assignment or exam will be described on a separate assignment sheet. Assignments may be summarized as follows:

Argumentative Reading Responses: a brief argumentative analysis (300 words) of a single passage from one of the weekly assigned texts

Parts-to-Whole Analysis Essay: a sustained and compelling argument (1,200 words) about one passage (no more than two pages) from a course text that demonstrates writing ability, interpretive skill, and the usage of textual evidence while exploring the ways this passage supports, challenges, complicates, or undermines key themes of the entire work

Representational Ethics Essay: an analysis (1,800 words) of the ethics of artistic representation of industrialization, drawing on two course texts as evidence

Reading Quizzes: brief, unannounced quizzes at the beginning of course sessions to verify student reading and comprehension

Midterm Exam: an essay exam (one hour) in which students demonstrate proficiency in reflecting on the course's themes and texts by answering several prompts

Final Exam: an essay exam (two hours) in which students demonstrate proficiency in reflecting on the course's themes and texts by answering several prompts

*Note: Late work will not be accepted. Students must complete the Parts-to-Whole Analysis Essay, Representational Ethics Essay, and exams in order to receive a passing grade in the course.

Participation

Because HUMN-365 requires students to encounter unfamiliar texts, genres, and historical concepts, participation is essential for students to receive full benefits of the course. Therefore, students are required to participate throughout the semester on a regular basis and bring the current course text to each session. Expected types of participation include: contributing to course discussions, asking incisive questions, responding respectfully to classmates' ideas, and approaching all course texts with enthusiasm. Students should also refrain from using cellphones or laptops. Therefore, students should bring print copies of the readings listed for a particular session. Participation will be assessed midway through the course and at the end of the semester. Additionally, students may ask for an assessment of their participation score at any point during the semester.

Attendance

Students are required to attend all sessions of HUMN-365. However, students are granted two no-questions-asked absences to account for emergencies, illnesses, etc. Missed individual conferences also count as an absence. Beginning with the third missed session, students will receive a penalty of five points for each absence. For example, a final grade of 90 would be lowered to 80 in the event of four total absences. The professor does not discriminate between excused and unexcused absences; therefore, students must use their two no-questions-asked absences wisely.

Office Hours/Email Communication

Office hours will be held between 12:30 and 2:30 pm on Monday and Thursday. Students are encouraged to visit office hours with questions, concerns, or course-related topics for discussion. If students would like to meet at another time, they should contact the professor via email in order to set up an appointment. Students should feel free to email the professor at other times with any questions or concerns they may have. The professor checks his email inbox every weekday at 6 pm. In order to receive an answer on a particular day, students must email the professor before this time. Finally, students can contact the professor by phone in cases of emergency at (906) 360-3604.

Submission of Work

All documents should be submitted in hard copies at the beginning of the course session. All student work will be returned (typically within a week) with grades and comments.

Ethics in the University and Academic Integrity

Kettering University values academic honesty and integrity. Cheating, collusion, misconduct, fabrication, and plagiarism are serious offenses. Each student has a responsibility to understand, accept, and comply with the University's standards of academic conduct as set forth in our statement, "Ethics in the University," and "Academic Integrity" as well as policies established by individual professors. For more information, refer to the Student Life section of the current Undergraduate Catalog. This information is also noted in the Student Handbook.

Plagiarism

Academic dishonesty will not be tolerated in HUMN-365. As such, students should not repurpose the ideas or language of others in course assignments. Cases of plagiarism may lead to failure of the assignment or course. Students can and should ask the professor for help or clarification related to citations at any point in the semester. However, they should seek this guidance before submitting their work.

Students with Documented Disabilities

The University will make reasonable accommodations for persons with documented disabilities. Students need to register with the Wellness Center every term they are enrolled in classes. To be assured of having services when they are needed, students should contact the Wellness Center during the first week of each term. Note that it is the student's responsibility to arrange accommodations with each professor. For more information on "Disability Services," refer to the Student Life section of the current Undergraduate Catalog. This information is also noted in the Student Handbook.

Academic Assistance

In addition to your professors, academic assistance with class work and writing is available from the Academic Success Center (ASC) at (810) 762-7995 or academicsuccess@kettering.edu.

Course Schedule

Students are expected to complete the listed readings before the designated date. Assignments should be submitted at the beginning of the class session.

Unit I: Romantic Perspectives on the Rise of Industrialization

- 1/10 (T) Course Introduction
- 1/13 (F) William Blake, "The Chimney Sweeper" (1789); "The Chimney Sweeper" (1794)
"Poverty Knock" (19th century)
- 1/17 (T) William Wordsworth, "Composed upon Westminster Bridge, September 3, 1802" (1807)
John Constable, *Dedham Vale* (1802); *Mill at Gillingham, Dorset* (1826)
Robert Southey, excerpt from *Colloquies on the Progress and Prospects of Society* (1829)
Thomas Babington Macaulay, excerpt from "A Review of Southey's *Colloquies*" (1830)
- 1/20 (F) Caroline Norton, *A Voice From the Factories* (1836): Stanzas I-XXIX
- 1/24 (T) Caroline Norton, *A Voice From the Factories* (1836): Stanzas XXX-LIX
***Argumentative Reading Response #1 Due**
- 1/27 (F) J. M. W. Turner, *The Scarlet Sunset* (c. 1830-40); *Rain, Steam, and Speed - The Great Western Railway* (1844)
Elizabeth Barrett Browning, "The Cry of the Children" (1842)

Unit II: Chartism and the Condition-of-England Novel

- 1/31 (T) Thomas Carlyle, excerpt from *Chartism* (1840): *Hard Times*, 346
 J. S. Mill, excerpt from *Principles of Political Economy* (1846): *Hard Times*, 360
 Josephine M. Guy, excerpt from *The Victorian Social-Problem Novel: The Market, the Individual, and Communal Life* (1996)
- 2/3 (F) & *No Class
 2/7 (T) *Individual Meetings with Professor (Parts-to-Whole Analysis Essay Ideas)
 *Argumentative Reading Response #2 Due at Meeting
- 2/10 (F) *Midterm Exam
 Charles Dickens, *Hard Times* (1854): Book the First
 Harriet Martineau, *The Factory Controversy: A Warning Against Meddling Legislation* (1855): *Hard Times*, 386
- 2/14 (T) Charles Dickens, *Hard Times* (1854): Book the Second
 *Parts-to-Whole Analysis Essay Due
- 2/17 (F) Charles Dickens, *Hard Times* (1854): Book the Third
 Samuel Palmer, *Going Home at Curfew Time* (1864)
- 2/21 (T) Andrew Ure, “The Philosophy of Manufactures” (1836): *Hard Times*, 352
 Elisabeth Gaskell, *North and South* (1855): 5-104
- 2/24 (F) Elisabeth Gaskell, *North and South* (1855): 105-56
 William Bell Scott, *Iron and Coal* (1861)
- 2/28 (T) Elisabeth Gaskell, *North and South* (1855): 157-289
- 3/3 (F) *No Class
- 3/7 (T) Elisabeth Gaskell, *North and South* (1855): 289-436
 William Powell Frith, *The Railway Station* (1862)
 Sir Edwin Landseer, *Man Proposes, God Disposes* (1864)

Unit III: Industrialization and the Emergence of Science Fiction

- 3/10 (F) Friedrich Engels, excerpt from *The Condition of the Working Class in England in 1844* (1845): *Hard Times*, 366
 Edward Bellamy, excerpt from *Looking Backward, 2000-1887* (1888): *News From Nowhere*, 304
 Leona Toker, “*Hard Times* and a Critique of Utopia: A Typological Study” (1996)
- 3/14 (T) William Morris, *News From Nowhere* (1890): Chapters I-XVI; “Trellis” woodblock printed wallpaper (1864); “Acanthus” wallpaper (1875); “Sunflower” wallpaper (1879)
- 3/17 (F) Alfred Sisley, *Meadow* (1875); *Rest Along the Stream. Edge of the Wood* (1878)
 Florence Dixie, excerpt from *Gloriana; or, the Revolution of 1900* (1892); *News From Nowhere*, 311
 *Representational Ethics Essay Due
- 3/21 (T) William Morris, *News From Nowhere* (1890): Chapters XVII-XXXII
- TBA *Final Exam