

English 5760
Studies in Victorian Literature:

VICTORIAN HAUNTINGS

University of Utah
Spring 2025
3 Credits
Tues & Thurs 10:45am-12:05pm
BUC 210

Professor J. Straley
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Heinrich Fuseli, *The Nightmare* 1781

Course Objectives

This course explores both what haunted the Victorians and how the Victorians continue to haunt us. Our survey begins with the gothic, a genre filled with eerie estates, malevolent strangers, unreliable narrators, and textual fragments; such conventions may seem trite, but through them, gothic novels interrogate the fraught relationships between past and present, home and abroad, and self and others. Enhancing this exploration, our reading will expand to genres that adopt and transform these tropes: realist novels, detective fiction, fairy tales, ghost stories, etc. We will ask how the anxieties exposed by the gothic are further complicated by changing conceptions of family, nation and empire, urbanization, capitalism and social mobility, and science, technology and modernity. We will closely attend to literary form and analyze textual challenges to how we understand character, construct truths, and conceive the unknowable. Fostered by some of the wackiest specimens of Victorian writing, our discussions will explore how literature positions the individual within culture, mediates the connection between the personal and the political, and situates the dynamic present within intermingled streams of contested histories and divergent futures.

Learning Outcomes

In this course, students will:

- Fine-tune close reading skills, attending to how linguistic play, formal experimentation, and other localized details create and complicate the meanings of literary texts;
- Contextualize the mutual influences of literature and history, particularly the ways in which literary genres both reflect and shape cultural movements;
- Present, discuss, and collaboratively tease out intertextual ambiguities that traverse and connect literary works and aesthetic trends across the 19th century and around the globe;
- Develop original analyses through successive stages, from sharing close readings and posing interpretive questions to writing sustained, evidence-based arguments.

Texts for Purchase

Please buy only THESE editions of the following:

Emily Brontë, *Wuthering Heights* (Penguin: ISBN 9780141439556)

Wilkie Collins, *The Woman in White* (Penguin: ISBN 978-0141439617)

Charles Dickens, *Great Expectations* (Oxford: ISBN 9780199219766)

Shorter readings will be uploaded or linked on Canvas.

Requirements and Grading

Participation and Discussion	15%
Short Response Assignments	15%
Essay #1	20%
Essay #2	20%
Essay #3	30%

A >93%; A- 90-93%; B+ 87-89%; B 83-86%; B- 80-82%; C+ 77-79%; C 73-76%; C- 70-72%; D+ 67-69%; D 63-66%; D- 60-62%; E <59%. Participation points deducted for routinely missing class.

University Policies and Resources

Academic Misconduct

It is expected that students comply with University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: [Policy 6-410: Student Academic Performance, Academic Conduct, and Professional and Ethical Conduct](#).

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code: *"...Includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."*

For details on plagiarism and other important course conduct issues, see the U's [Code of Student Rights and Responsibilities](#).

Americans With Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. All written information in this course can be made available in an alternative format with prior notification to the [Center for Disability & Access](#) (CDA). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the [Instruction & Evaluation regulations](#). In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should never be made publicly available. In addition, recordings must be destroyed at the conclusion of the course. If you will need accommodations in this class, or for more information about what support they provide, contact:

Center for Disability & Access

801-581-5020

disability.utah.edu

65 Student Services Building

201 S 1460 E

Salt Lake City, UT 84112

Safety at the U

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message. For more safety information and to view available training resources, including helpful videos, visit safeu.utah.edu. To report suspicious activity or to request a courtesy escort, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

dps.utah.edu

1735 E. S. Campus Dr.

Salt Lake City, UT 84112

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to university officials:

Title IX Coordinator & Office of Equal Opportunity and Affirmative Action

801-581-8365

oeo.utah.edu

135 Park Building

201 Presidents' Cir.

Salt Lake City, UT 84112

Office of the Dean of Students

801-581-7066

deanofstudents.utah.edu

270 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

To file a police report, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

dps.utah.edu

1735 E. S. Campus Dr.

Salt Lake City, UT 84112

If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide free, confidential, and trauma-informed support services to students, faculty, and staff who have experienced interpersonal violence. To privately explore options and resources available to you with an advocate, contact the Center for Student Wellness; see more information below.

Student Wellness

Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student's ability to succeed and thrive in this course and at the University of Utah. Please feel welcome to reach out to your instructor or TA to handle issues regarding your coursework. For helpful resources to manage your personal wellness and counseling options, contact:

Counseling Services

801-581-6826

counselingcenter.utah.edu

Student Services Building

201 South 1460 East, Rm 426

Salt Lake City, UT 84112

Center for Student Wellness

801-581-7776

wellness.utah.edu

2100 Eccles Student Life Center

1836 Student Life Way

Salt Lake City, UT 84112

Preliminary Reading and Assignment Schedule

Week One

1/7 – Introduction

1/9 – Browning, “My Last Duchess” and “Porphyria’s Lover” (1842)

Week Two

1/14 – Brontë, *Wuthering Heights* (1847)

1/16 – Brontë, *Wuthering Heights*

Week Three

1/21 – Brontë, *Wuthering Heights*

1/23 – Brontë, *Wuthering Heights*

Week Four

1/28 – Brontë, *Wuthering Heights*

1/30 – Nightingale, Excerpt from *Notes on Nursing* (1859)

Seacole, Excerpt from *The Wonderful Adventures of Mary Seacole* (1857)

Week Five

2/6 – Collins, *The Woman in White* (1859)

2/8 – Collins, *The Woman in White*

Week Six

2/13 – Collins, *The Woman in White*

2/15 – Collins, *The Woman in White*

2/16 – Essay #1 Due

Week Seven

2/20 – Collins, *The Woman in White*

2/22 – Collins, *The Woman in White*

Week Eight

2/27 – Dickens, *Great Expectations* (1861)

2/29 – Dickens, *Great Expectations*

Week Nine

3/5 – Dickens, *Great Expectations*

3/7 – Dickens, *Great Expectations*

Week Ten: Spring Break

Week Eleven

3/19 – Dickens, *Great Expectations*

3/21 – Dickens, *Great Expectations*

Week Twelve

3/26 – Rossetti, “Goblin Market” (1862)

3/28 – Clifford, “The New Mother” (1882)

3/29 – Essay #2

Week Thirteen

4/2 – Le Fanu, *Carmilla* (1872)

4/4 – Le Fanu, *Carmilla*

Week Fourteen

4/9 – Conan Doyle, “The Adventure of the Speckled Band” (1892)

4/11 – Croker, “The Dâk Bungalow at Dakor” (1893)

Tagore, “The Hungry Stones” (1895)

Week Fifteen

4/16 – Lee, “Dionea” (1890)

4/18 – Levy, “The Recent Telepathic Occurrence at the British Museum” (1886)

Wells, “The Stolen Body” (1898)

Week Sixteen

4/22 – Lear, “The Scroobious Pip” (1888)

Final Exam Week

4/29 – Essay #3 Due