

Roman prose and satire. If we keep to schedule, we will finish with Augustine's *Confessions*, selections actually. So our conclusion will bring us from the ancient world to the rise of the West, from the epic journey to the inward struggle to master the self, from the lyrics of Sappho to the lamentations of the fallen. We will work quickly, but thoroughly and systematically. We will define and refine key terms and ideas. We will develop themes and questions. We will work toward some comprehensive thoughts about our literature and the cultures that come with it. Lots of reading, but when it is this good, who doesn't ask for more?

Now the basics: two papers, a midterm and a final, some shorter activities, and lots of dialogue in class. The final will be comprehensive.

CATEGORY 1

EH 381, Victorian Literature and Culture (Cat. 1)

Ullrich, TTH 12:30-1:50

The Victorians have a terrible problem with PR. Often simplified as repressive, Victorian England was a time of impressive cultural change. The Victorian era was the first era to call into question institutional Christianity on a large scale. Many distinctively "modern" innovations and cultural concepts made significant strides during this time period, including democracy, feminism, unionization of workers, socialism, Marxism. This is the age of Darwin, Marx, and early Freud, as well as Queen Victorian, the Oxford Movement, and Utilitarianism.

This course is designed as a survey of the major Victorian writers and the cultural events which transformed the era. The course covers the time period from 1832-1900. Victorian literature excels in three traditional literary genres: prose, poetry, and fiction. We will examine, in particular, the dramatic monologue, the prose essay, and the novel, this last the pre-eminent genre of the period.

The cultural context of the Victorian period—the era's many transformations—is also an important topic of investigation. Like all literary periods, the Victorian Era is rich, diverse, and complicated. Thus, we will focus on the literature and culture of the era, not theoretical criticism. As always, the primary goals of this course are to introduce the student to the pleasures and rigors of reading, to develop the skills necessary to be able to appreciate sophisticated works of literature, to ask the reader to become engaged the text, and to participate in the class by voicing thoughtful, informed opinions.

Requirements include regular attendance and class participation, individual assigned worksheets on the specific texts, midterm, research paper, and in-class presentation.