

Syllabus

English 204.01: History of British Literature II
Loyola Marymount University, Fall 2014, MWF 1:00-1:50pm, UH 3218

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Office Hours: Mondays and Wednesdays 3:00-5:00pm

Course Description and Objectives:

This course focuses on British literature from Romanticism through Modernism. We will look at the three major literary and cultural movements that occurred during this time--Romanticism (1789-1832), Victorianism (1832-1914), and Modernism (1914-1945)—as well as make a short foray into Postmodernism (1945-present). While this course aims to show the breadth and depth of these movements, we cannot, in one semester, come close to “surveying” 200+ years of literature. The texts we will read should be thought of as representative examples of a rich and complex literary and cultural tradition.

Since this course is a lower-division requirement for English majors and minors, it is in part designed to prepare you for future work in the department’s program. Specifically, this course is designed to:

- enhance your ability to read critically, especially the “close reading” of specific texts.
- enhance your ability to write well, especially the creation of logical arguments about literature.
- enhance your ability to articulate verbally your ideas about literary representation and interpretation, especially within a growing awareness of the relationship between literature and historical context.

Required Course Materials:

Damrosch, David, et. al., eds. *The Longman Anthology of British Literature, Volume 2*. 4th ed. New York: Longman, 2010. ISBN 9780205655199
Gibaldi, Joseph. *The MLA Handbook for Writers of Research Papers*. 7th edition. New York: Modern Language Association, 2009. ISBN 9781603290241
Shelley, Mary. *Frankenstein*. 1818. Ed. Susan Wolfson. New York: Pearson Longman, 2007. ISBN 9780321399533

Please purchase the editions I have specified here. It’s difficult to have good discussion if we have different editions, with different page numbers.

Recommended Course Materials:

An English handbook, such as *The Little, Brown Handbook* or *The Everyday Writer*.
A good dictionary, such as *Merriam-Webster’s Collegiate Dictionary*.

Grade Breakdown:

Participation	15%
Research Exercise	15%
5-7 Page Paper	25%
Midterm Exam	20%
Final Exam	25%

Course Requirements:

Participation: You are expected to have completed each reading assignment before the class for which it is assigned. You should bring your texts and writing materials to every class, and you should come prepared with notes on and questions about the readings for the day. Participation in class discussions is required and constitutes 15% of your course grade, so regular attendance is important.

If you miss a class, you are responsible for finding someone else in the class to catch you up; in other words, I will not repeat lecture material for you, but I will discuss what happened in class if it is evident that you've made an effort to get notes from another student first. I do not distinguish between excused and unexcused absences, except in very unusual circumstances, so you should save your absences for dire emergencies (death in family, illness, work commitments). Coming to class late or leaving early counts as a partial absence. If you miss more than four classes, there will be a significant reduction in your participation grade.

Around mid-term, I will give you a progress report about your participation, which will look like this:

Mid-term Progress Report--Participation Grade
English 204

Student _____

To this point, your participation earns the grade of _____. If your participation continues at the same level for the rest of the semester, you will earn the grade of _____.

Criteria for grading participation:

A= Regular attendance (no more than 4 absences) and frequent participation in class discussions and other activities.

B= Regular attendance (no more than 4 absences) and consistent participation in class discussions and other activities.

C= Regular attendance (no more than 4 absences) and occasional participation in class discussions and other activities.

D= Irregular attendance (more than 4 absences) and rare participation in class discussions and other activities.

F= Extremely irregular attendance (more than 4 absences) and rare or no participation in class discussions and other activities.

Research Exercise: You will do a short research exercise, to learn how to find and use outside sources for your 5-7 page paper. I will give you more details about this assignment at mid-semester, and the assignment is due at the beginning of class on Monday, October 20.

5-7 Page Paper: You will write a 5-7 page paper, double-spaced and typed. The paper may be on any topic that interests you involving readings and concepts covered in this course, but your topic must be approved by me. A statement of your paper topic (typed, at least one paragraph) is due Monday, October 20. You must also submit a progress report (2 pages, typed), detailing

how you are constructing your argument, on Friday, November 14. You are required to use outside research for this paper, and you must follow MLA style in terms of formatting. The paper is due in class on Wednesday, December 3. If you do not complete all aspects of the assignment (statement of topic, progress report, final draft), you will not get credit for the paper.

Exams: There will be 2 exams: a mid-term and a final. See class schedule for exam dates. No make-up exams, and no early exams. The exam format is as follows:

Format for Mid-term and Final Exam

No notes for any section of the exam. No texts for Parts I and II. You will be allowed to use your text, but not your notes, for Part III. It is ok if you have some notes written in the margins of your text, but it is not ok to have possible outlines for the essays or anything that looks like a possible essay written in your text.

Part I: Identification of Terms (3 points each)

Match correctly the following 10 terms.

Part II: Identification of Passages (10 points each)

Identify 2 of the following 4 passages by author and title. Then, make two major points about the passage. In making these points, analyze specific words and/or phrases used in the passage and explain the significance of these words or phrases in relation to the larger passage.

Part III: Analysis of Literary Texts/Essay (50 points)

Use the texts we've discussed in class to answer one of several essay questions about the broad themes of these texts, in their historical context.

Grading Scale and Criteria:

The grading scale is based on the grading system approved by LMU. I will assign numerical grades for all major assignments, and I will use the final grade sheet attached to this syllabus to figure final grades. The numerical/letter grade correlation is as follows: 94-100=A, 90-93=A-, 87-89=B+, 84-86=B, 80-83=B-, 77-79=C+, 74-76=C, 70-73=C-, 60-69=D, and 0-59=F. See attached handouts for details about the grading criteria for the major assignments in the course.

Late Assignments:

Expect deductions for late assignments. I deduct 10 points per 24 hours; for example, a paper that earns 90 points and is a day late will drop to an 80. No papers will be accepted via email, and no double submissions (same project submitted for another class) allowed.

Electronic Equipment and Visitors in the Classroom:

No cell phones, pagers, CD players, tape recorders, or other electronic equipment in the classroom. If you want to bring a laptop to class, record lectures, or bring a guest to class, you must get my approval first.

Plagiarism:

Plagiarism is the act of presenting someone else's ideas or words as your own. It is a serious academic offence and may result in a failing grade for the assignment, a failing grade for the course, and/or university disciplinary action. For more details about the university's policy on this issue and other forms of academic dishonesty, see the Undergraduate Bulletin. If you are unsure about how to integrate others' ideas or words into your work without plagiarizing, consult your English handbook and/or come talk to me. I'll be glad to help you avoid plagiarism!

Drop policy:

If you do not want a "W" on your record and want a full tuition refund, you must drop the course before the end of the first week of classes. From week 2-10, you may drop, but you will receive a "W" and will not receive a full tuition refund.

Resources for Students:

Tutoring Center: The Tutoring Center is located in the Academic Resource Center, on the second floor of Daum Hall. Experienced tutors are available to help students who wish to improve their writing. For an appointment, call 338-2847.

Advising: For questions about the undergraduate English curriculum, see an adviser in the English department. If you are an English major and you haven't talked to an adviser yet, you should do so as soon as possible. BCLA also has Student Ambassadors, who can help with certain aspects of advising.

Disability Support Services: Persons with disabilities are welcome in this classroom. If you have a disability and need specific accommodations, please register with DSS and then come talk to me. DSS is located in the Academic Resource Center, Room 224 in Daum Hall. The phone number is 338-4535.

Class Schedule

The workload expectations for this course follow LMU's credit-hour policy. In a three-credit course, students are expected to spend at least 2.5 hours per week in class and at least 6 hours per week studying outside of class. The dates and activities listed below are subject to change, but I will do all I can to keep us on schedule. You are responsible for noting any changes in the syllabus. Except for *Frankenstein*, all page numbers refer to *The Longman Anthology*. Although I have not included page numbers for the historical and biographical notes that precede the assigned readings, you should always read them as part of the assignment. Whether you read these notes before or after you read the assignment is up to you; there are good arguments for both approaches.

Romanticism

Week 1:

M, 8/25: Introduction to the Course

W, 8/27: Romantic Social Issues

"The Romantics and Their Contemporaries" (3-29)

F, 8/29: Writings about the French Revolution

“The Rights of Man and the Revolution Controversy” (104)
Burke: “Reflections on the Revolution in France” (109-18)
Wollstonecraft: “A Vindication of the Rights of Men” (119-26)

Week 2:

M, 9/1: No Class—Labor Day

W, 9/3: Romantic Poetry

Wordsworth: “Simon Lee” (373-76), “Lines Written a Few Miles above Tintern Abbey” (390-94)

Remember to read the biographical notes about authors! In this case, you should read the biographical note about Wordsworth.

F, 9/5: Romantic Poetry

Coleridge: “Rime of the Ancyent Marinere” (567-77)

Week 3:

M, 9/8: Romantic Poetry

Coleridge: “Rime of the Ancyent Marinere” (577-82)

W, 9/10: Romantic Prose

Shelley: *Frankenstein*, Volume 1 (3-64)

F, 9/12: No Class—Work on reading for next week.

Week 4:

M, 9/15: Romantic Prose

Shelley: *Frankenstein*, Volume 2 (64-115)

W, 9/17: Romantic Prose

Shelley: *Frankenstein*, Volume 3 (115-96)

Victorianism

F, 9/19: Victorian Social Issues

“The Victorian Age” (1049-1073)
Mayhew: “Watercress Girl” and “A Boy Crossing-Sweeper” (1108-13)

Week 5:

M, 9/22: Victorian Fiction

Dickens: Stave 1, "A Christmas Carol" (1376-88)

Discuss research exercise assignment

W, 9/24: Victorian Fiction

Dickens: Staves 2-3, "A Christmas Carol" (1388-1412)

F, 9/26: Victorian Fiction

Dickens: Staves 4-5, "A Christmas Carol" (1412-25)

Week 6:

M, 9/29: Meet in Special Collections, on third floor of the library. We will be looking at special items related to the reading we have been doing in this class.

W, 10/1: Victorian Poetry

Patmore: "Angel in the House" (handout)

Tennyson: "Lady of Shalott" (1181-85)

Barrett Browning: "To George Sand: A Desire" and "To George Sand: A Recognition" (1144-45)

F, 10/3: Victorian Drama

Wilde: *The Importance of Being Earnest*, Act I (1829-44)

Week 7:

M, 10/6: Victorian Drama

Wilde: *The Importance of Being Earnest*, Acts II and III (1844-69)

W, 10/8: Review for Midterm

F, 10/10: No Class—Autumn Day

Week 8:

M, 10/13: Part I and II of Midterm in class.

W, 10/15: Part III of Midterm in class.

F, 10/17: No class—extra office hours 1:00-1:50pm. Feel free to come see me and discuss any last-minute questions about the research exercise.

Week 9:

M, 10/20: Research exercise and statement of paper topic due.

Modernism

- W, 10/22: Modernist Social Issues and Modernist Poetry
 “The Twentieth Century” (1923-38 only; we’ll read the rest of it when we get to Postmodernism)
 Eliot: “The Love Song of J. Alfred Prufrock” (2287-91)
- F, 10/24: Modernist Poetry
 Eliot: *The Waste Land* (2298-2310)
- Week 10:
- M, 10/27: Finish discussion of *The Waste Land*
- W, 10/29: World War I Poets
 Brooke: “The Soldier” (2136-37)
 Owen: “Dulce Et Decorum Est” (2160-61)
 Sassoon: “The Glory of Women” (2131)
- F, 10/31: Modernist Fiction
 Woolf: *Mrs. Dalloway* (2338-62; stop at break toward bottom of page)
- Week 11:
- M, 11/3: Modernist Fiction
 Woolf: *Mrs. Dalloway* (2362-81; stop at bottom of page)
- W, 11/5: Modernist Fiction
 Woolf: *Mrs. Dalloway* (2382-2402; stop at bottom of page)
- F, 11/7: Modernist Fiction
 Woolf: *Mrs. Dalloway* (2402-2422; stop at break toward top of page)
- Week 12:
- M, 11/10: Modernist Fiction
 Woolf: *Mrs. Dalloway* (2422-2437)
- W, 11/12: Irish Independence
 “Speeches on Irish Independence” (2163-65)
 “Proclamation of the Irish Republic” (2169-70)
 Yeats: “Easter 1916” (2181-83)
 Black 47: “James Connolly” (handout)

Postmodernism

- F, 11/14: The End of Empire
 “The Twentieth Century” (1938-48)
 Progress Report due
- Week 13:
- M, 11/17: Postmodern Drama
 Beckett: *Endgame* (2579-95; stop at bottom of page)
- W, 11/19: Postmodern Drama
 Beckett: *Endgame* (2595-2613)
- F, 11/21: Postcolonial Voices
 Gordimer: “What Were You Dreaming?” (2655-60)
- Week 14:
- M, 11/24: Postcolonial Voices
 Walcott: “A Far Cry from Africa” (2662)
 Bennett: “Back to Africa” and “Colonization in Reverse” (handouts)
- W, 11/26: No Class—Thanksgiving
- F, 11/28: No Class—Thanksgiving
- Week 15:
- M, 12/1: No Class—extra office hours 1:00-1:50pm. Feel free to come see me to discuss any last-minute questions about paper.
- W, 12/3: Paper due at the beginning of class. Course evaluations and review for final exam in class.
- F, 12/5: No Class—study for final.

The final exam will be held on Thursday, Dec. 11, 2:00-4:00 pm. If you currently work or have other commitments at this time, please make arrangements now to be available for the full two hours on this day.

**Molly Youngkin
Grading Criteria
English 204**

Below are the grading criteria for the 5-7 page paper. I also use similar criteria for the essay questions on the exams, but I modify it to reflect the exam setting (i.e., shorter time given to write the essay and no need for MLA format, though in-text citations are expected). Below, when I refer to the paper's thesis, I am referring to the main statement of your argument, which I expect to see early in the essay. When I refer to the argument, I mean the way in which the thesis is developed in the rest of the essay, through clear statements about where the argument is going at key points in the essay. Finally, when I refer to supporting evidence, I mean the specific examples from the text you are using to flesh out your argument. If you have not written this type of paper before, feel free to come talk to me about how to go about it.

A= All material required for the assignment is present. The paper's thesis goes way beyond the obvious, and the argument presents a precise, informed, incisive, and satisfying critical investigation of the topic. The implications of the thesis are fully developed through the use of supporting evidence. The ideas within the essay are well-organized, and the language used in the essay is appropriate to the audience. The essay is written in MLA format, with in-text citations and a Works Cited page.

B= All material required for the assignment is present. The paper's thesis goes beyond the obvious, and the argument presents a clear and accurate investigation of the topic. There is some strong supporting evidence for the thesis, but the ideas may not be fleshed out as fully as they might be, or some readings may not be as precise as they could be. The ideas within the essay are well-organized, and the language used in the essay is appropriate to the audience. The essay is written in MLA format, with in-text citations and a Works Cited page.

C= All material required for the assignment is present. The essay has a thesis and details to support that thesis. The argument is adequate, but does not fully explore the implications of the topic or does not present a critical viewpoint that goes very far beyond the obvious. The supporting evidence for the argument may be adequate but not as fully developed as it could be and less convincing than it could be. The ideas within the essay are appropriately organized, and the language used in the essay is appropriate to the audience. The essay is written in MLA format, with in-text citations and a Works Cited page.

D= Material required for the assignment may be missing. The essay has a weak thesis, and details to support the thesis are not developed adequately. The thesis does not go beyond the obvious or is more descriptive than analytical. Supporting evidence for the thesis may be missing or is so far off-base to be unconvincing. The ideas within the essay are not well-organized, and the language used in the essay may not be appropriate to the audience. The essay may lack items related to MLA format.

F= Material required for the assignment may be missing. The essay has a very weak thesis or no thesis, and details to support the thesis are not developed adequately or are missing. The thesis does not go beyond the obvious or is more descriptive than analytical. Supporting evidence for the thesis may be missing or is so far off-base to be unconvincing. The ideas within the essay are not well-organized, and the language used in the essay may not be appropriate to the audience. The essay may lack items related to MLA format.

**Molly Youngkin
Grade Calculation Sheet
English 204**

Student _____

	Numerical Value		Percentage Weight	=	Total Weight
Research Exercise	_____	x	____.15____	=	_____
Midterm Exam	_____	x	____.20____	=	_____
Final Exam	_____	x	____.25____	=	_____
5-7 page Paper	_____	x	____.25____	=	_____
Participation	_____	x	____.15____	=	_____
			Numerical Total		_____
			Final Grade		_____

Final Grade Scale

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
60-69	D
0-59	F

Directions

1) Fill in the appropriate numerical value for each assignment; 2) Multiply that value by the percentage weight in the second column; 3) Add the amounts in the “total” column; 4) Use the “final grade scale” to calculate your final letter grade.