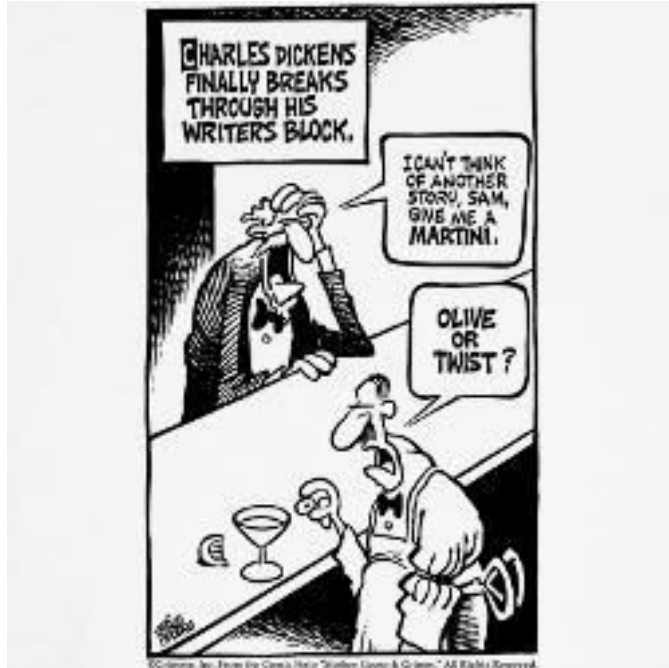


**FALL 2013 | ENGLISH 262: SURVEY OF BRITISH LITERATURE II SEC.1
MWF | 12:30-1:20 | BROOKS HALL, ROOM G25**



Instructor: Maria K. Barron | **Office:** Colson Hall, G07 (Downtown Campus)

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Office Hours: Mondays and Wednesdays 1:30-2:30, or by appointment

Course Description: Over the course of the semester, we will take a journey through the literary history of Great Britain, beginning in the 1760s and ending with the present day. Throughout our journey we will examine poetry, non-fiction, short stories, novels, plays and expository essays. As we pass through the time periods, we will consider how British literature adapts, changes, reverts, recollects, and builds upon itself. We will question how ideas of empire, religion, science, war, gender, sexuality, race and class are considered, contested and praised throughout Britain's literary tradition. After completing this course, you will be able to say "Hey, I read that!"--and also extricate meaning, context, and interpretation from what you have read.

Required Texts:

LONGMAN ANTHOLOGY OF BRITISH LIT.,V.2A By DAMROSCH

EDITION: 5TH 12

PUBLISHER: PEARSON

ISBN: 9780205223169

LONGMAN ANTHOLOGY OF BRITISH LIT.,V.2B By DAMROSCH

EDITION: 4TH 10

PUBLISHER: PEARSON
ISBN: 9780205655267

LONGMAN ANTHOLOGY OF BRITISH LIT.,V.2C By DAMROSCH
EDITION: 4TH 10
PUBLISHER: PEARSON
ISBN: 9780205655311

RETURN OF THE SOLDIER By REBECCA WEST
EDITION: 98
PUBLISHER: PENGUIN USA
ISBN: 9780141180656

REMAINS OF THE DAY By KAZUO ISHIGURO
EDITION: 89
PUBLISHER: RANDOM HOUSE
ISBN: 9780679731726

Course Objectives

Students in this course will

- learn how to read beyond-the-text, analyze a piece of literature contextually and formally
- learn how to write an informed close-reading with supporting textual evidence
- learn literary terminology and apply it accordingly in discussion
- learn the literary history of Great Britain, including canonical and non-canonical works

English Major Program Goals

Upon completing a B.A. in English, a student should be able to:

1. Interpret texts within diverse literary, cultural, and historical contexts.
2. Demonstrate a general knowledge of the social and structural aspects of the English language.
3. Demonstrate a range of contextually effective writing strategies.

Four aspects of Goal 1 are especially important. A student should be able to:

- Identify genre conventions and analyze their effects
- Identify and analyze effects of complexity or ambiguity
- Locate texts in social, economic, political, and literary history
- Connect a text to other literary or cultural texts

Coursework

Students are expected to come to class prepared to discuss the assigned readings. Many of the readings will be long and complicated, and will require extra time and re-reading. One of the most important tenants of this course is become a *better reader*. This means not only reading for

plot and content, but also considering historical and cultural context, formal properties, symbolism, etc.

Assignments

Your grade will be determined by the following criteria:

Quizzes- 5%

Twitter Responses- 5%

Romantic Period Close Reading- 20%

Victorian Period Close Reading- 20%

Modernism and Beyond Close Reading- 20%

Participation- 10%

Final Exam- 20%

Quizzes

Quizzes will be given at random, and will consist of basic questions about the reading. Your lowest quiz grade will be dropped. If you are absent, you may make up three quizzes by scheduling an appointment with me. If you miss more than three classes/quizzes, you will automatically receive a 0 for missed quizzes.

Twitter Responses

I have created a private Twitter account for our class. For each reading, you will tweet some sort of commentary about what you've read---in 140 characters or less. Creativity encouraged.

Close Readings

At the end of each literary period, you will be required to write a 2-3 page close-reading of a text of your choice. More information/prompts will be given closer to the due date of each close reading.

Participation

Students are expected to participate. Coming to class and starting into space does not count as participation! Students should be prepared to heavily discuss readings, ask and answer questions, and offer critically-informed commentary on texts.

Final Exam

Your final exam will be a cumulative test consisting of multiple choice, identification, and essay questions.

Late Work/Assignments

I do not accept late work or assignments. However, if circumstances force you to turn in an assignment late, contact me in advance and we may be able to negotiate an extension. You will then be required to write a one page Touching-Personal-Narrative, in which you make me feel Very Sorry for you.

Social Justice Policy

My classroom is an open, safe environment where everyone will be treated with mutual respect. Any derogatory comments or harassment of others, especially those based on sexual preference, race, class, political views or gender will not be tolerated, and I reserve the right to ask you to leave the classroom if you are being disrespectful.

Electronic Devices

I love gadgets, and encourage you to use your devices to take notes, look up information, and improve your overall learning experience. However, if your devices become a distraction to yourself/and or others, I reserve the right to incarcerate your devices in my “Smart Device Detention Center” for the remainder of the class period.

Students with Disabilities

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services. Also, Accessibility Services has moved to Suite 250 at 1085 VanVoorhis Rd (beside Applebee’s and across from the Mountaineer Station transportation center). The phone number is [304-293-6700](tel:304-293-6700), and email is access2@mail.wvu.edu. Access the website at <http://accessibilityservices.wvu.edu/>.

Writing Center

The WVU Writing Center is a resource that can support you in all aspects of the writing process. It is located in G02 Colson Hall. For more information about the Writing Center refer to page xix in *JAC*.

University Counseling Services

The Carruth Center provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. For more information about its hours, services, and location, see its web site at <http://well.wvu.edu/ccpps>.

Cheating/Plagiarism

The English Department community assumes your honesty and that you will turn in original work. Failing to do so may result in a failing grade for a paper, a failing grade for the course, or a more serious penalty. WVU’s Academic Integrity Policy states:

Faculty, students, and administrators share the responsibility to maintain the University’s academic integrity. It is essential that grades measure the achievement of the individual student. Academic dishonesty includes the following: plagiarism; cheating and dishonest practices in connection with examinations, papers, and projects; and forgery, misrepresentation, and fraud. Cheating and plagiarism are condemned at all levels of University life. Refer to the official University policy on cheating and plagiarism available in the University’s catalogs, and the Academic Integrity/Dishonesty Policy.

It is your responsibility to be fully familiar with the Student Conduct Code which can be found at <http://studentlife.wvu.edu/studentconductcode.html>. If you are at all confused about what is or is not plagiarism, ask!

Schedule of Work (subject to change)

Day/Week	Required Reading	Assignments Due
M 8/19	Introduction to Course and Syllabus Overview	
W 8/21	THE ROMANTICS (BOOK 2A): Intro the Romantic, 7-19. The Picturesque, 34-37, William Gilpin 47-52	Twitter Response @BritLitIIWVU
F 8/23	Maria Jane Jewsbury 57-61, John Ruskin 61-65, Anna Letitia Barbauld, intro 65-66, "The Mouse's Petition to Dr. Priestly," "To a Little Invisible Being..." "To the Poor"	Twitter Response @BritLitIIWVU
M 8/26	Reactions to the French Revolution: Helen Maria Williams 108-113, Edmund Burke 113-122, Mary Wollstonecraft 122-131	Twitter Response @BritLitIIWVU
W 8/28	William Blake, 189-204	Twitter Response @BritLitIIWVU
F 8/30	Abolition of Slavery and the Slave Trade: Olaudah Equiano 229-239, and Mary Prince 239-244	Twitter Response @BritLitIIWVU
M 9/2	NO CLASS! TIS THE DAY OF LABOR!	
W 9/4	William Cowper 256-259, Robert Southey 268-272	Twitter Response @BritLitIIWVU

Day/Week	Required Reading	Assignments Due
F 9/6	Women's Writing: Mary Robinson 289-290, "Ode to Beauty," "The Haunted Beach." Mary Wollstonecraft 302-326	Twitter Response @BritLitIIWVU
M 9/9	Mary Wollestonecraft continued, "The Wrongs of Woman; or Maria" 330-340 "The Wollestonecraft Controversy and the Rights of Woman" 341, Richard Polwhele 344-349, Joanna Baillie, 378-390	Twitter Response @BritLitIIWVU
W 9/11	Literary Ballads: 390-39, Robert Burns, 397-398, "To A Mouse," "Flow gently, sweet Afton," "A Red, Red Rose", William Wordsworth 410-412, "Lines written in early spring," "Lines Written a few miles above Tintern Abbey."	Twitter Response @BritLitIIWVU
F 9/13	Wordsworth Continued, "What is a Poet" 439-442, "The Prelude, Book First" 478-492, "Elegiac Stanzas" 559-560	Twitter Response @BritLitIIWVU
M 9/16	Samuel Taylor Coleridge 624-625, "The Eolian Harp," "The Rime of the Ancient Mariner" (632-649)	Twitter Response @BritLitIIWVU
W 9/18	Lord Byron 708-709 "She walks in beauty" "Don Juan" (781-832)	Twitter Response @BritLitIIWVU

Day/Week	Required Reading	Assignments Due
F 9/20	Percy Bysshe Shelley 868-870, "Mont Blanc," "Ode to the West Wind," Felicia Hemans 930-932, "Evening Prayer, at a Girls' School," "Casabianca" "Indian Woman's Death-Song," "The Homes of England"	Twitter Response @BritLitIIWVU
M 9/23	John Keats 973--975, "On the Grasshopper and Cricket," "La belle dame sans merci," "Ode on a Grecian Urn"	Twitter Response @BritLitIIWVU
W 9/25	Keats continued, "The Fall of Hyperion: A Dream" (1031-1044)	Twitter Response @BritLitIIWVU
F 9/27	THE VICTORIAN AGE (BOOK 2B) 1050-1073, Thomas Carlyle 1074-1081, John Stuart Mill 1113-1115, "The Subjection of Women" (1121-1129).	Twitter Response @BritLitIIWVU
M 9/30	Elizabeth Barrett Browning 1138-1140, "The Runaway Slave at Pilgrim's Point," "Aurora Leigh"	ROMANTIC CLOSE READING DUE IN E-CAMPUS BY CLASS TIME
W 10/2	Alfred Lord Tennyson 1175-1178, "Mariana," "The Lady of Shalott," "The Lotos-Eaters," "Ulysses," "Locksley Hall"	Twitter Response @BritLitIIWVU

Day/Week	Required Reading	Assignments Due
F 10/4	Charles Darwin 1260-1262, "The Voyage of the Beagle," Charles Dickens, "Sunday Under Three Heads" (1293-1296), Charlotte Bronte, from <i>Jane Eyre</i> (1299-1301)	Twitter Response @BritLitIIWVU
M 10/7	Robert Browning 1322-1325, "Porphyria's Lover," "My Last Duchess," "The Bishop Orders His Tomb at Saint Praxed's Church," "Love Among the Ruins,"	Twitter Response @BritLitIIWVU
W 10/9	Emily Bronte 1482-1484, "The night is darkening round me," "I'm happiest when most away," "There are two trees in a lonely field,"	Twitter Response @BritLitIIWVU
F 10/11	Elizabeth Gaskell, "Our Society at Cranford" 1432-1447	Twitter Response @BritLitIIWVU
M 10/14	NO CLASS! TIS THE DAY OF FALL BREAK!	
W 10/16	Charles Dickens, 1373-1376, <i>A Christmas Carol</i>	Twitter Response @BritLitIIWVU
F 10/18	Lewis Carroll 1713-1715, Chapter One from <i>Alice's Adventures in Wonderland</i> , also pages 1720-1726	Twitter Response @BritLitIIWVU
M 10/21	Matthew Arnold 1557-1560, "Dover Beach," Rudyard Kipling 1726-1727, "Without Benefit of Clergy"	Twitter Response @BritLitIIWVU

Day/Week	Required Reading	Assignments Due
W 10/23	Dante Gabriel Rossetti 1611-1612, "Jenny." Christina Rossetti 1642-1644, "Goblin Market"	Twitter Response @BritLitIIWVU
F 10/25	Thomas Hardy, "The Withered Arm" 1447-1466	Twitter Response @BritLitIIWVU
M 10/28	Sir Arthur Conan Doyle, "A Scandal in Bohemia" 1466-1482	Twitter Response @BritLitIIWVU
W 10/30	Oscar Wilde 1818-1821, "Preface" to <i>The Picture of Dorian Gray</i> , <i>The Importance of Being Earnest</i> , pages 1830-1850	Twitter Response @BritLitIIWVU
F 11/1	<i>The Importance of Being Earnest</i> , pages 1850-1870	Twitter Response @BritLitIIWVU
M 11/4	MODERNISM AND BEYOND (BOOK 2C): Introduction, pages 1923-1948, Thomas Hardy 2096-2098, "Hap," "The Darkling Thrush," "The Dead Man Walking"	VICTORIAN CLOSE READING DUE IN E- CAMPUS BY CLASS TIME
W 11/6	"Vorticist Manifesto" (2116-2130)	Twitter Response @BritLitIIWVU
F 11/8	THE GREAT WAR: Siegfried Sassoon 2130-2131, "Glory of Women," "They," "The Rear-Guard," "Everyone Sang." Wilfred Owen 2157-2158, "Anthem for Doomed Youth," "Disabled," "Dulce Et Decorum Est."	Twitter Response @BritLitIIWVU

Day/Week	Required Reading	Assignments Due
M 11/11	Rebecca West, <i>The Return of the Solider</i>	Twitter Response @BritLitIIWVU
W 11/13	William Butler Yeats 2174-2177, "The Lake Isle of Innisfree," "Easter 1916," "Byzantium," "Lapis Lazuli"	Twitter Response @BritLitIIWVU
F 11/15	E.M. Forster 2203-2204, "The Life to Come", D. H. Lawrence 2491-2493, "Odour of Chrysanthemums" 2501-2517	Twitter Response @BritLitIIWVU
M 11/18	James Joyce 2215-2218, from <i>Ulysses</i> , 2257-2279.	Twitter Response @BritLitIIWVU
W 11/20	T.S. Eliot 2284-2287, "The Love Song of J. Alfred Prufrock," "The Waste-Land."	Twitter Response @BritLitIIWVU
F 11/22	Virginia Woolf 2331-2334, "A Room of One's Own" 2442-2477	Twitter Response @BritLitIIWVU
M 11/25	NO CLASS! TIS THE WEEK OF GIVING THANKS!	
W 11/27	NO CLASS! TIS THE WEEK OF GIVING THANKS!	
W 11/29	NO CLASS! TIS THE WEEK OF GIVING THANKS!	
M 12/2	Kazuo Ishiguro, <i>The Remains of the Day</i>	Twitter Response @BritLitIIWVU
W 12/4	Kazuo Ishiguro, <i>The Remains of the Day</i>	Twitter Response @BritLitIIWVU

Day/Week	Required Reading	Assignments Due
F 12/6	Salman Rushdie 2748, "The Courter"	Twitter Response @BritLitIIWVU
M 12/9	Alan Moore and David Lloyd 2812, excerpt from <i>v for Vendetta</i>	Twitter Response @BritLitIIWVU
W 12/11	REVIEW DAY FOR FINAL EXAM	MODERNISM CLOSE READING DUE IN E-CAMPUS BY CLASS TIME
W 12/18	FINAL EXAM, 11:00-1:00 PM	