**English 212: British Literature (Romantics to Present)**

**Wednesday 6:30-9:00 pm, CCC 128**

**Instructor: Dr. Dejan Kuzmanovic, dkuzmano@uwsp.edu**

**Office: Collins Classroom Center 427 (346-4719)**

**Office Hours: Wed 3:30-5:30, Thu 11:00-12:00, and by appointment**

**COURSE DESCRIPTION**

English 212 is a survey of British literature from approximately 1785 until the late twentieth century. We will study representative literary texts in all major genres in order to explore the richness and diversity of British literary tradition. The course combines in-class discussions, D2L activities, and lectures on varied topics in British political, intellectual, and literary history.

We will pay close attention to literary forms and concepts but also look at the ways in which literary texts reflect and impact a variety of historical events and cultural issues, such as industrialization, class, religion, science, gender, sexuality, imperialism, wars, and others.

**LEARNING OBJECTIVES**

**This course meets the General Education Program Humanities requirement (GEP: HU)**.

Upon the completion of the course, students will be able to:

* Demonstrate an ability to approach literary works critically and to express their interpretations and aesthetic evaluations of them in a clear and supported manner.
* Identify and analyze how culturally specific beliefs, values, and events shape literary works, as well as how literary works impact the culture in which they are produced.
* Engage a variety of worldviews critically and ethically by making an imaginative leap outside of their own perspective to consider experiences and positions different from theirs.
* Identify and describe various literary concepts and approaches to the study of literature.

**REQUIRED READINGS**

* Stephen Greenblatt (ed.), *The Norton Anthology of English Literature: Volumes D-F*.

(9th ed.), W. W. Norton, 2012. ([http://www.wwnorton.com/college/english/nael/)](http://www.wwnorton.com/college/english/nael/) – **rental**

* Mary Shelley, *Frankenstein* – You may use any published edition of the novel or read it online at <https://www.gutenberg.org/files/84/84-h/84-h.htm>.
* Required readings also include my PowerPoint lectures and occasional handouts.

**REQUIREMENTS AND GRADING POLICY**

% of the course grade

Test 1: Romantic Literature 25%

Test 2: Victorian Literature 25%

Test 3: Twentieth-Century Literature 25%

Daily Work Grade (D2L reports, quizzes, attendance, discussion) 25%

**TESTS**

The tests will consist of multiple-choice questions, identification of passages, and mini essays. They will be based on information in your books as well as on lectures and class discussions, so you should take notes. You will receive detailed instructions before each test, and we will do some practicing in class. Test 1 will focus on Romantic literature (1786-1830), Test 2 on Victorian literature (1830-1901), and Test 3 on the 20th-century literature. Each test is scheduled for a particular date, and you may not take it on a different day, unless I preapprove it.

**DAILY WORK GRADE**

**This grade will be based on D2L reports, in-class writing, and pop-up reading quizzes. Attendance and participation in discussions will also have an impact on this grade.**

**You are strongly encouraged to attend the class regularly, keep up with the readings, complete all homework assignments, and actively participate in class discussions**.

**D2L Reports:**

Since I want to encourage you to read throughout the week and not wait for the day of the class, there will be **two sets of readings assigned for each week**. You should complete the first set of readings **by Monday** and **post your comments in D2L by 11:30 pm**. Then complete the second set of readings before class on Wednesday. All readings of the week will be discussed in class.

There will be **11 one-page D2L reports**, but only 10 will count toward the grade. These reports are time-specific, and late work will be downgraded (or not accepted if very late). Each report will respond to a specific prompt posted in D2L. The purpose is to help you express your own views about the readings, prepare you for class discussion, and help you do well on the tests.

For each report you can earn up to 3 points.

3 points: Excellent work. The student fully understood the reading and responded to the assignment thoughtfully and clearly. The report could serve as a model for other students.

2 points: Good work, on par with most students in the class. The student understood the reading fairly well and responded to the assignment correctly, without too many confusing statements.

1 point: Below average work. The students understood the reading partially and responded to the assignment with some accuracy, but in an under-developed, confusing, or vague manner.

**Quizzes:**

There will also be **11 quizzes (or short in-class writings)** based on the week’s reading, but only 10 will count for the grade. They will test your basic comprehension of the readings and should be easy to do if you read all assigned texts attentively. You can earn 2 points for each of them (2 points: full accuracy; 1 point: partial accuracy; 0 points: incorrect answers or guesswork).

**Daily Work Grade (D2L Reports + Quizzes)** will be determined in the following manner:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 46-50 A | 40-42 B+ | 31-33 C+ | 22-24 D+ | 0-15 F |
| 43-45 A- | 37-39 B | 28-30 C | 19-21 D |  |
|  | 34-36 B- | 25-27 C- | 16-18 D- |  |

**Attendance and Participation:**

Irregular attendance will make it harder for you to understand the readings and prepare for tests. Active participation in class discussions and other activities will make both much easier, so come to class prepared and ready to ask questions and exchange ideas. You will need a notebook for lecture notes, your own thoughts about the readings, and various in-class exercises.

Students whose participation in discussions is both frequent (quantity) and productive (quality) will receive up to 5 extra points, potentially raising their Daily Work Grade two categories up.

Students who miss classes will lose points as follows:

1st absence no penalty 2nd absence 5 points deducted

3rd absence 10 points deducted 4th absence 20 points deducted

Four absences lead to 35 points deducted, which means that your Daily Work Grade will be F.

**5 or more absences will lead to failing the course. I can only excuse absences due to medical emergency or official university business, and that would require written documentation.**

If you miss a class, you should obtain the assignments and handouts from me or from D2L. Also, read a classmate’s notes to see what you missed. Check D2L and your e-mail regularly for any updates, and always feel free to email me with quick questions or to make an appointment.

**ACADEMIC RESPONSIBILITIES AND RIGHTS**

**Plagiarism, cheating, and other forms of academic misconduct are serious violations.** Please familiarize yourself with UWSP Student Academic Standards and Disciplinary Procedures (<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf> ). If you are unsure whether certain action is appropriate or not, please feel free to talk to me about it.

**All members of the campus community have the right to be free from physical or verbal harassment of any kind.** Become familiar with UWSPCommunity Bill of Rights and Responsibilities (<http://www.uwsp.edu/dos/Documents/CommunityRights.pdf>) and be aware of Bias/Hate Incident Reporting Form (<http://www.uwsp.edu/dos/Pages/Bias-Hate-Incident.aspx>), which can be used to report (anonymously, if preferred) any bias/hate incidents a student experiences or witnesses, such as sexual assault and blatantly racist or homophobic behavior. Bullying of any kind is unacceptable at UWSP, and it is your right and duty to report it.

**The classroom should be a safe space for all students**, which requires appropriate classroom conduct. Showing respect for every individual – regardless of their age, sex, race, ethnicity, religious or political opinions, gender identity, sexual orientation, and other forms of difference – is essential for everyone’s success and wellbeing. Treat others as you would like to be treated!

In accordance with the American with Disabilities Act, UWSP provides accommodations allowing people with disabilities to participate in and benefit from all its programs and services. I am committed to **accommodating students with a documented disability**. For the procedure and paperwork, please contact UWSP Disability Services (Learning Resource Center, Room 609, [datctr@uwsp.edu](mailto:datctr@uwsp.edu), <http://www.uwsp.edu/disability/Pages/toQualifyForDisabilityServices.aspx>).

**Please turn off all electronic devices** unless you use them for the sole purpose of taking notes. Texting, emailing, or Web browsing in class is not allowed. Being inattentive will adversely affect your Daily Work Grade. Also, students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor.

**TENTATIVE SCHEDULE**

**All readings must be completed before the assigned date.** Pop-up quizzes and in-class activities may be based on any reading(s) assigned for that day. Literary texts themselves matter the most, but reading biographical and editorial notes is also highly recommended.

**Please always bring the readings to class.** All readings are in *The* *Norton Anthology*, except for *Frankenstein*. At times we may study in class short texts that are not listed in the schedule. They might be on the tests, so if you miss a class, take a look at a classmate’s notes.

**UNIT 1 – ROMANTIC LITERATURE (Volume D)**

# As you can during weeks 1-5, read “The Romantic Period: Introduction” (3-20), the Romantic Period Timeline (28-30) and the bios of the authors whose works you will be reading.

# **Week 1 (9/5): Romantic Reaction to the Enlightenment and Neoclassicism**

In-class reading: William Blake, *Songs of Innocence and of Experience*

**Week 2: Romantic Politics & Poetics: Social Revolution and Literary Innovation**

Read by 9/10: William Wordsworth, “Michael” (320-330)

Read by 9/12: S. T. Coleridge, “The Rime of the Ancient Mariner” (parts 1-4; 443-51)

In-class reading: William Blake, *Songs of Innocence and of Experience*

**Week 3: Romantic Themes: Nature, Beauty, and Imagination**

Read by 9/17: Mary Shelley, *Frankenstein*, through Chapter IV

Read by 9/19: Mary Shelley, *Frankenstein*, through Chapter VIII

In-class reading: William Wordsworth,“Lines” [“Tintern Abbey”]

**Week 4: Romantic Individualism and Gothic Fiction**

Read by 9/24: Mary Shelley, *Frankenstein*, through Chapter XIII

Read by 9/26: Mary Shelley, *Frankenstein*, through Chapter XVII

In-class reading: Percy Bysshe Shelley, “Ode to the West Wind”

**Week 5: Romantic Yearning and Melancholy**

Read by 10/1: Mary Shelley, *Frankenstein*, through Chapter XXIII

Read by 10/3: Mary Shelley, *Frankenstein*, through the end

In-class reading: John Keats,“Ode on a Grecian Urn” (930-931)

**Week 6 (10/10): TEST 1** (no new readings, but bring to class Volume E: The Victorian Age)

Lecture: The Victorian Age: Industrial Revolution and Social Reforms

**UNIT 2 – VICTORIAN LITERATURE (Volume E)**

# As you can during weeks 6-11, read “The Victorian Age” (1017-1035) and the authors’ bios.

**Week 7: Victorian Debates about Religion and Science**

Read by 10/15: Lord Alfred Tennyson, *In Memoriam*

Introduction and introductory poem (1186-1188)

Poems 8, 21, 50, 54, 55, 56, 108, 118, 120, 123, 129, 130

(various pages between 1192 and 1233)

Read by 10/17: Thomas Henry Huxley, “Agnosticism and Christianity” (1458-1462)

In-class reading: Lord Tennyson, “Ulysses” & Robert Browning, “My Last Duchess”

**Week 8: Victorian Debates about Gender Roles and Identities**

Read by 10/22: Christina Rossetti, “Goblin Market” (1496-1508)

Read by 10/24: The “Woman Question” (1607-1614 & 1630-1636)

In-class reading: Elizabeth Barrett Browning, *Aurora Leigh*, from Books 1 & 2

**Week 9: Victorian Debates about the Duality of Human Nature**

Read by 10/29: R. L. Stevenson, *Strange Case of Dr. Jekyll and Mr. Hyde* (1677-1708)

Read by 10/31: R. L. Stevenson, *Strange Case of Dr. Jekyll and Mr. Hyde* (1709-1719)

Matthew Arnold, from *Culture and Anarchy* (1418-1425)

**Week 10: Satirical Critique of Victorian Values and Genres**

Read by 11/5: Oscar Wilde, *The Importance of Being Earnest* (1733-1777)

Read by 11/7: Walter Pater, from *Studies in the History of the Renaissance* (1538-1545)

In-class reading: Decadent poetry by Oscar Wilde and Ernest Dowson

**Week 11 (11/14): TEST 2** (no new readings, bring to class Volume F: The Twentieth Century) **Lecture: Modernist Sense of Crisis**

In-class reading: World War I Poetry

**Week 12: NO CLASS on November 21! Happy Thanksgiving!**

**UNIT 3 – TWENTIETH-CENTURY LITERATURE (Volume F)**

# As you can during weeks 13-15, read “The Twentieth Century and After” (1887-1913) and the authors’ bios.

**Week 13: Modernist Experimentation: Subjectivity, Flux, Fragmentation**

Read by 11/26: Virginia Woolf, “Modern Fiction” (2150-55), *Mrs Dalloway* (2155-2182)

Read by 11/28: T. S. Eliot, “The Love Song of J. Alfred Prufrock” (2524-2527)

**Week 14: Ghosts of the Past: New Freedom and Lingering Prejudice**

Read by 12/3: Virginia Woolf, “Professions for Women” (2272-2276)

Katherine Mansfield, “The Daughters of the Late Colonel” (2567-2581)

Read by 12/5: E. M. Forster, “The Other Boat” (2122-2142)

**Weeks 15:** **Recent Voices: Cultural Diversity, Racism, and Immigration**

Read by 12/10: Nadine Gordimer, “The Moment before the Gun Went Off” (2789-2793)

Read by 12/12: Hanif Kureishi, “My Son the Fanatic” (3032-3041)

**FINAL EXAM (TEST 3): Wednesday, December 19, 7:15-9:15 p.m.**