**English 385.1: Major Authors**

**E. M. Forster**

**Tuesday/Thursday 2:00-3:15 pm, CCC 324**

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

Office: Collins Classroom Center 427 (346-4719)

Office Hours: Mon 2:30-3:30, Tue 12:30-1:30, Thu 6:00-7:00, and by appointment

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**COURSE DESCRIPTION:**

This course will explore the writings of Edward Morgan Forster, one of the most important English novelists of the early twentieth century. E. M. Forster’s novels and short stories address post-Victorian transformations in English society, especially as they relate to class differences, colonialism, gender roles, and sexual identities. His narratives belong to the tradition of ironic realism, which exposes biases and follies of individuals and social groups through gentle satire, but they also have elements of subtle formal experimentation typical of modernist writers. He was also an influential voice of political liberalism, expressed in both his fiction and non-fiction.

By studying Forster’s novels, short stories, and a few political essays – through a combination of mini lectures and class discussion – we will examine a particular artistic temperament while also investigating a number of prominent cultural and literary issues of the early twentieth century. This course carries the Communication in the Major designation, which means that written and oral expression of ideas and arguments will play a key role in students’ activities and evaluation.

**LEARNING OBJECTIVES:**

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

* Analyze Forster’s opus critically and develop cogent oral and written arguments about it, based on discipline-specific standards for organizing, supporting, and documenting ideas.
* Examine their own and others’ arguments constructively and provide effective feedback.
* Identify and explain several early-twentieth-century literary and cultural concerns, as well as relate these historically specific concerns to universal and enduring issues relevant today.
* Recognize and apply a range of literary and critical concepts, traditions, and methodologies.

**REQUIREMENTS AND GRADING POLICY:**

* Discussion Paper (10%)
* Three Response Papers (30%; 10% per paper)
* Midterm Exam (20%)
* Research Paper (20%)
* Daily Work Grade (20%)

**REQUIRED READINGS:**

E. M. Forster: *Where Angels Fear to Tread* (purchase)

E. M. Forster, *Maurice* (purchase)

E. M. Forster, *A* *Passage to India* (purchase)

E. M. Forster, *Selected Stories* (purchase)

E. M. Forster, *Howards End* (**rental**)

For the ease of finding passages in class and being (literally) on the same page with the others, you should ideally buy the editions available in the Campus Bookstore. It is especially important to obtain the edition of *Howards End* which is available for rental because it contains additional required readings. There will also be occasional readings in handouts which I will provide.

**DISCUSSION PAPER:**

You will write a two-page paper about the reading assigned for a specific day, with the purpose of engendering class discussion. You should not merely summarize the assigned reading or try to discuss all of it. Instead, focus on a particular aspect of the text (a character, an idea, a passage, a motif, etc.), offer your interpretation of it, and end the paper by posing 2-3 discussion questions.

Based on your discussion questions, you will be in charge of class discussion for 15-20 minutes. Ask specific questions in the paper (not simply “Do you agree with me?”) and prepare follow-up questions and comments that you can use to handle silences and encourage further discussion.

Your grade will be based on the quality of the paper as well as your effort to lead the discussion. Bring or email the paper to me at least an hour before class, and I will make copies for everyone.

**RESPONSE PAPERS:**

Each of the three response papers will be 2-3 pages in length, and for each you will be able to choose one of several offered prompts. Some will be **analytical prompts** (such as analyzing specific characters, scenes, themes, or symbols); others will be **creative prompts** (such as imagining a dialogue between characters from two different texts, rewriting a scene from a different character’s point of view, or writing a letter or diary entry that a character might have written). I want you to practice both kinds of writing, so you may not use the same type of prompt for all three papers. There will be more detailed instructions for each assignment.

**MIDTERM EXAM:**

The exam will consist of multiple-choice questions (including identification of quoted passages) and mini-essay questions. They will be based on the readings, lectures, and class discussions. You will receive more specific instructions in advance of the exam, which is scheduled for a particular day/time, and you may not be able to take it at any other time. The purpose of the exam is to gauge how carefully you read the texts and how well you understood the key issues and ideas covered in class. The exam will not be excessively difficult, and you will do well as long as you read all assigned texts, follow class discussions, and review my PowerPoint lectures.

**RESEARCH PAPER:**

Because this course satisfies the Communication in the Major requirement, your final project will be a research paper rather than a final exam. The paper (approximately 8 pages) should be a formal literary analysis of a specific issue in one of Forster’s novels or stories (not historical or biographical in nature). It must include references to secondary sources (scholarly essays) and proper documentation in the MLA style. You will receive detailed guidelines and several topic suggestions, and there will be small-group peer reviews in my office to discuss your drafts.

Working on the paper will be a process which will take place over several weeks. First you will turn in a research proposal with an annotated bibliography, then a complete or nearly complete draft, and finally the revised version of the paper. You don’t have to wait until November to start thinking about this paper. Begin collecting ideas and notes as early as possible. Excellent papers could be presented at the 2017 Undergraduate Research Symposium (highly recommended!).

**All papers should have titles, be double spaced, printed in a common font (size 10-12) with one-inch margins, and turned in on time. Late papers will be downgraded for tardiness.**

**DAILY WORK GRADE:**

**This grade will be based on** **attendance, in-class discussions, and pop-up reading quizzes. You are strongly encouraged to attend the class regularly, keep up with the readings, complete all homework assignments, and actively participate in class discussions**.

Irregular attendance will make it harder for you to understand the readings and prepare for the exam. 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 need a notebook for lecture notes, your own thoughts about the readings, and various in-class exercises.

There will be frequent **pop-up reading quizzes**, with a few simple and factual questions which anyone who has done the readings will be able to answer correctly. Since these quizzes are meant to gauge your preparation for a particular class, they cannot be made up later.

I will assign your **Daily Work Grade** based on this policy:

**Attendance** **Class** **Participation Reading Quizzes** **Grade**

1-2 absences frequent outstanding (++) A / A-

3 absences occasional good (+) B+ / B / B-

4 absences rare mostly satisfying ($√$) C+ / C / C-

5 absences only when asked mostly unsatisfying (-) D+ / D

6-7 absences F

**More than 7 absences will lead to failing the course**. I can only excuse absences due to medical emergency or official university business, which would require written documentation.

If you miss a class, you should obtain the assignments and handouts from me or from D2L. Take a look at 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, <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 because it will distract both you and others from class activities. Being inattentive will adversely impact your Daily Work Grade.

The English Department policy is that students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor.

**READING SCHEDULE:**

**Please complete all readings before the assigned date and always bring them to class!** Reading quizzes and in-class activities are an important part of your work and will be evaluated. Also, if you do not have the text in front of you, you will not be fully able to follow the lecture or participate in discussion, which will have a negative impact on your Daily Work Grade.

The schedule listed below is specific but tentative. If we have to modify it at any point in the semester, I will notify you in advance. We will be flexible about making changes necessitated by a need to spend more time on some material or by any canceled classes.

9/6 Introductions

9/8 “Albergo Empedocle” (handout)

9/13 *Where Angels Fear to Tread*, I-IV (1-42)

9/15 *Where Angels Fear to Tread*, V-VI (43-78)

9/20 *Where Angels Fear to Tread*, VII-X (79-117)

9/22 “People,” “Notes on the English Character” & “What I Believe” (*Howards End* 294-318)

**Response Paper 1 is due in D2L by 11:30 pm on Saturday, 9/24.**

9/27 *Howards End*, I-VI (1-42)

9/29 *Howards End*, VII-XII (43-79)

10/4 *Howards End*, XIII-XXIII (79-145)

10/6*Howards End*, XXIV-XXXII (145-190)

10/11 *Howards End*, XXXIII-XLIV (190-243)

10/13 “Tolerance” & “The Challenge of Our Time” (*Howards End* 318-325)

 Lionel Trilling, “The Liberal Imagination and *Howards End*” (*Howards End* 318-325)

 Michael Levenson, “Liberalism and Symbolism in *Howards End*” (*HE* 353-365)

**Response Paper 2 is due in D2L by 11:30 pm on Saturday, 10/15.**

10/18 Barbara Rosecrance, “The Ambivalent Narrator of *Howards End*” (*HE* 408-416)

 Perry Meisel, “*Howards End*: Private Worlds and Public Languages” (*HE* 416-425)

10/20 *Maurice*, Part One (1-66)

10/25 *Maurice*, Part Two (67-130)

10/27 *Maurice*, Part Three (131-192)

11/1 *Maurice*, Part Four + “Terminal Note” (193-255)

11/3 **MIDTERM EXAM**

11/8 *A Passage to India*, I-VI (1-63)

11/10 *A Passage to India*, VII-XI (63-132)

11/15 *A Passage to India*, XII-XIX (133-199)

11/17 *A Passage to India*, XX-XXIV (199-257)

**Research Paper Proposal is due in D2L by 11:30 pm on Saturday, 11/19.**

11/22 *A Passage to India*, XXV-XXXII (257-314)

11/24 **No class! Happy Thanksgiving!**

11/29 *A Passage to India*, XXXIII-XXXVII (315-362)

12/1 “The Other Boat” (handout)

**Response Paper 3 is due in D2L by 11:30 pm on Saturday, 12/3.**

12/6-15 The last two weeks will be spent discussing several of Forster’s short stories from *Selected Stories* and developing your research papers. The specific schedule will be determined later, and it will include small-group peer reviews in my office. The exam slot (Friday, 12/16, 10:15-12:15) will be used for peer reviews.

**Research Paper Draft is due in class on Tuesday, 12/13.**

**Research Paper Revision is due in D2L by 5 pm on Thursday, 12/22.**