**English 212.2: British Literature (Romantics to Present)**

**Wednesday 6:00-8:30 pm, CCC 128**

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

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

**Office Hours: Mon 5-6, Tue 2-3, Thu 11-12, and by appointment**

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**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 English literary tradition. The course combines in-class discussions, D2L activities, and lectures on varried 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.

In order to focus our discussions of the texts, we will concentrate on these three recurring topics:

 1) Shifting notions of personal identity and its relation to class, ethnicity, gender and sexuality

 2) The relationship between the individual (especially the artist) and the community

 3) Function and value of literature and art in human experience

**LEARNING OBJECTIVES**

**This course meets the General Education Program Humanities requirement (GEP: HU)** or the GDR: HU2 requirement under the old General Education program.

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

* Demonstrate an ability to read carefully, think critically, and speak clearly about particular intelectual, cultural, and aesthetic concepts relevant to the focus of the course.
* 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.
* 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 describe various literary concepts and approaches to the study of literature.

**REQUIRED READINGS**

* Abrams & Greenblatt (eds.), *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/)

All three volumes of this anthology are available for **rental** in the Campus Bookstore.

* Required readings also include my PowerPoint lectures and occasional handouts.

**REQUIREMENTS AND GRADING POLICY % of the course grade**

Test 1: Romantic Literature 20%

Test 2: Victorian Literature 20%

Test 3: Twentieth-Century Literature 20%

Paper (Literary Analysis) 20%

Daily Work Grade (participation, D2L assignments, reading quizzes, etc.) 20%

**TESTS**

The tests will consist of different kinds of questions: multiple choice, explanation of concepts, passage identification, and brief-essay responses. The questions will be based on the information in your book as well as on lectures and class discussions, so you should take notes. You will get more specific instructions before each test. Each test will be scheduled for a particular day/time, and you may not be able to take it at any other time.

**PAPER (due after week 11; specific deadlines will be announced later):**

This paper will be your independent literary analysis of a specific poem/theme/character you will choose from a list I will provide. The paper should go beyond just paraphrasing the information from PowerPoint lectures and handouts. Based on these lectures, D2L discussions, and your own observations, you will develop an original and focused interpretation, showing your knowledge of the historical and literary charcateristics of the period in which the chosen text was written.

The paper must be 3-4 pages in length (750-1,000 words), double-spaced, with 1” margins and a regular 10- or 12-point font. The first page should contain your name and course number in the upper left corner (no need for a separate title page). You will either email me the paper or post it on D2L. You will receive additional instructions and a special schedule for the paper later.

**DAILY WORK GRADE**

**This grade will be based on attendance, in-class participation, reading quizzes, and D2L activities. You are strongly encouraged to attend the class regularly, keep up with the readings, complete all in-class and out-of-class activities, and participate in discussions.**

Irregular attendance will make it harder for you to understand the readings and prepare for the tests. Active participation in class discussions and other activities will make both much easier, so come to class prepared (having read the assigned texts and done your homework) and ready to ask questions and exchange ideas. You will need a notebook for taking lecture notes, writing down your thoughts about the readings, as well as for occasional 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.

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 **on Monday** and **post your comments on 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.

The main purpose of **online assignments** is to encourage you to express your own views about the readings, raise thought-provoking questions, and respond to the ideas and observations of other students. Discussions are not the place to recite the facts you learned from my lectures (leave that for the tests), but carefull reading of primary texts, lectures, and notes will help you make insightful comments. At the same time, the assignments will help you prepare for the tests.

I will assign your **daily work grade** based on this policy:

**Attendance** **Participation in Discussions Quizzes/Papers/D2L Activities** **Grade**

0-1 absences frequent outstanding (++) A level

2 absences occasional good (+) B level

3 absences rare satisfying () C level

 unsatisfying in some categories but satisfying in others D level

4 absences none unsatisfying (-) 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.**

To ensure a high Daily Work Grade, you should keep up with the readings and class activities. If you miss a class, it is your responsibility to obtain the assignments and handouts from me or from D2L. You should also have a look at a classmate’s notes, so you can prepare for the tests.

Check your e-mail regularly because I may communicate with you occasionally in that manner. Feel free to email me with questions, to make an appointment, etc.

**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.

In addition to academic responsibilities, you also have certain **rights as members of the campus community, including the right to be free from physical or verbal harassment of any kind.** You should become familiar with UWSPCommunity Bill of Rights and Responsibilities: <http://www.uwsp.edu/dos/Documents/CommunityRights.pdf>. In addition, there is a Bias/Hate Incident Reporting Form (<http://www.uwsp.edu/dos/Pages/Bias-Hate-Incident.aspx>), which you can use to report (anonymously, if you prefer) any bias/hate incidents you may have experienced or witnessed, 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.

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>).

**Appropriate classroom conduct** **ensures that the classroom is a safe space for all students.** Showing respect for each and 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.

**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.

**TENTATIVE SCHEDULE**

The schedule is specific and detailed for Units 1 and 2. The rest is deliberately vague to allow for flexibility. You will receive specific reading assignments for certain dates later in the semester.

**All readings must be completed before the assigned date**. Each week you will have two sets of readings. The first set must be completed by Monday and the second set by Wednesday.

**D2L assignments, due by 11:30 pm on Monday**, will be based on the first set. Discussions, quizzes and other in-class activities will be based on both sets of readings assigned for that week.

Your main, required readings are literary texts themselves, but reading biographical and editorial notes is also highly recommended since it will help you understand the texts and do well on tests.

**All page numbers refer to *The* *Norton Anthology*. Please always bring the book to class.**

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

# I recommend that, as you can during weeks 1-5, you read “The Romantic Period: Introduction” (3-20), the Romantic Period Timeline (28-30) and the bios of Blake (112-116), Wordsworth (270-272), Coleridge (437-439), Byron (612-616), Shelley (748-751), and Keats (901-903).

# **Week 1: Romantic Reaction to the Enlightenment and Neoclassicism**

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

Read by 2/1: William Blake, *Songs of Innocence and of Experience* (118-135)

Read by 2/3: William Wordsworth,Preface to*Lyrical Ballads* (292-299 & 303-304), William Wordsworth, “Michael” (320-330)

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

Read by 2/8: Samuel Taylor Coleridge, “The Rime of the Ancient Mariner” (443-459)

Read by 2/10: William Wordsworth,“Lines” [“Tintern Abbey”] (288-292)

 Percy Bysshe Shelley, “Ode to the West Wind” (791-793)

 John Keats,“Ode on a Grecian Urn” (930-931)

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

Read by 2/15: The Gothic: Horace Walpole, Ann Radcliffe, and Matthew Lewis

(584-589 & 598-608)

Read by 2/17: Lord George Gordon Byron, Manfred Act I (638-648)

**Week 5 (2/24): 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)**

# I highly recommend that, as you can during weeks 6-10, you read “The Victorian Age” (1017-1035) and the bios of Tennyson (1156-1159), Stevenson (1675-1677), Robert and Elizabeth Barrett Browning (1275-1278 & 1123-1124), Rossetti (1489-1490), and Wilde (1720-1721).

**Week 6: Victorian Debates: Politics, Economy, Religion, and Science**

Read by 2/29: Thomas Henry Huxley, “Agnosticism and Christianity” (1458-1462)

Read by 3/2: Lord Alfred Tennyson, from *In Memoriam* (selections to be determined)

**Week 7: In the First Person: Dramatic Monologue and First Person Narratives**

 Read by 3/7: Robert Browning, “My Last Duchess” (1282-1283)

 Lord Alfred Tennyson, “Ulysses” (1170-1172)

Read by 3/9: R. L. Stevenson, *Strange Case of Dr. Jekyll and Mr. Hyde* (1677-1719)

**Week 8: Changing Gender Identities and Roles in Victorian Culture**

Read by 3/14: The “Woman Question” (1607-1619 & 1626-1634)

 Elizabeth Barrett Browning, from *Aurora Leigh* (1138-1150)

Read by 3/16: Christina Rossetti, “Goblin Market” (1496-1508)

**NO CLASS on March 23! Enjoy Spring Break! Have fun! Be safe!**

**Week 9:** **From Victorian Puritanism to Aestheticism and Decadence**

Read by 3/28: Matthew Arnold, from *Culture and Anarchy* (1418-1425)

Walter Pater, from *Studies in the History of the Renaissance* (1537-1545)

Oscar Wilde (1720-1723) & Ernest Dowson (1883-1884)

 Read by 3/30: Oscar Wilde, *The Importance of Being Earnest* (1734-1777)

**Week 10 (4/6): TEST 2** (no new readings, but bring to class Volume F: Twentieth Century)

 **Lecture: Crisis and Experimentation in Modernist Literature**

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

The reading assignments for the last four weeks are tentative. The final selections and specific deadlines will be determined later in the semester.

**Weeks 11 & 12 (4/13 & 4/20): Crisis and Experimentation in Modernist Literature**

Focus: World War One Poets (selections to be announced later)

 Virginia Woolf, “The Mark on the Wall” and “Modern Fiction” (2145-2155)

T. S. Eliot, “The Love Song of J. Alfred Prufrock”

**Week 13 (4/27):** **Gender and Sexuality in the Modern Age**

Focus: Virgina Woolf, “Professions for Women” (2272-2276)

 Katherine Mansfield, “The Daughters of the Late Colonel” (2568-2581)

 E. M. Forster, “The Other Boat” (2122-2142)

**Weeks 14 & 15 (5/ 4 & 5/11):** **British Literature of the Late Twentieth Century**

 Specific selections and page numbers will be announced later.

**FINAL EXAM (TEST 3): Wednesday, May 18, 7:15-9:15 p.m.**