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

**Wednesday 6:00-8:30 pm, CCC 114**

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

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

**Office Hours: Tuesday 5-6, Wed 3:15-5:15, 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)** 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 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/)

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

* Mary Shelley, *Frankenstein* (Dover Thrift Edition) – **purchase** 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%

Daily Work Grade (attendance, in-class discussions, reading quizzes) 20%

D2L Assignments 20%

**TESTS**

The tests will consist of multiple-choice questions (including identification of quoted passages) and mini-essay responses. They will be based on the information in your books as well as on lectures and class discussions, so you should take notes. You will receive more specific instructions before each test. 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 that is preapproved.

**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 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.

There will be frequent **pop-up reading quizzes**, usually with a few simple and factual questions. These quizzes will gauge your preparation for a particular class, so they cannot be made up later.

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.**

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.

**D2L ASSIGNMENTS**

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 careful 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.

**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 because it will distract both you and others from class activities. Being inattentive will adversely impact your Daily Work Grade. Also, 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.** 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 page numbers refer to *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)**

# 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 1/30: William Blake, *Songs of Innocence and of Experience* (118-130)

Read by 2/1: William Wordsworth, “Michael” (320-330)

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

Read by 2/6: William Wordsworth,“Lines” [“Tintern Abbey”] (288-292)

Read by 2/8: Percy Bysshe Shelley, “Ode to the West Wind” (791-793)

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

**Weeks 4 & 5: Romantic Individualism and Gothic Fiction**

Read by 2/13: Samuel Taylor Coleridge, “The Rime of the Ancient Mariner” (443-459)

Read by 2/15: Mary Shelley, *Frankenstein*, through Chapter VIII (1-60)

Read by 2/20: Mary Shelley, *Frankenstein*, Chapters IX-XVII (61-108)

Read by 2/22: Mary Shelley, *Frankenstein*, Chapters XVIII-XXIV (108-166)

**Week 6 (3/1): 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 7: Victorian Debates about Religion and Science**

Read by 3/6: Thomas Henry Huxley, “Agnosticism and Christianity” (1458-1462)

Lord Alfred Tennyson, *In Memoriam*: introduction and introductory poem (1186-1188) and poems 8, 21, 50, 54, 55, 56 (1192-1207)

Read by 3/8: Lord Alfred Tennyson, *In Memoriam*: poems 108, 118, 120, 123, 129, 130 (various pages between 1227 and 1233) & “Ulysses” (1170-1172)

Robert Browning, “My Last Duchess” (1282-1283)

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

Read by 3/13: Elizabeth Barrett Browning, *Aurora Leigh*, from Books 1 & 2 (1138-1150)

The “Woman Question” (1607-1614 & 1630-1636)

Read by 3/15: Christina Rossetti, “Goblin Market” (1496-1508)

We might watch a film based on Virginia Woolf’s *Orlando*.

**NO CLASS on March 22! Enjoy Spring Break! Have fun! Be safe!**

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

Read by 3/27: Matthew Arnold, from *Culture and Anarchy* (1418-1425)

R. L. Stevenson, *Strange Case of Dr. Jekyll and Mr. Hyde* (1677-1695)

Read by 3/29: R. L. Stevenson, *Strange Case of Dr. Jekyll and Mr. Hyde* (1695-1719)

**Week 10 (4/5): TEST 2** (no new readings, but bring to class Volume E: The Victorian Age) **Lecture: Late-Victorian Aestheticism and Decadence**

**Week 11: Satirical Critique of Victorian Values and Genres**

Read by 4/10: Oscar Wilde, *The Importance of Being Earnest* (1734-1756)

Read by 4/12: Oscar Wilde, *The Importance of Being Earnest* (1757-1777)

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

**Week 12: Ghosts of the Past: New Freedom and Lingering Prejudice**

Read by 4/17: Virginia Woolf, “Professions for Women” (2272-2276)

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

Read by 4/10 E. M. Forster, “The Other Boat” (2122-2142)

**Week 13: Crisis and Experimentation in Modernist Poetry**

Read by 4/24: Voices from World War I (2016-2018)

Rupert Brooke, bio & “The Soldier” (2018-2019)

Siegfried Sassoon, bio, “’They’” (2023-2024), “Glory of Women” (2025)

Wilfred Owen, bio & “Anthem for Doomed Youth” (2034-2035),

“Dulce Et Decorum Est” (2037), “Strange Meeting” (2038-2039),

“Owen’s Letter to His Mother” & “Preface” (2041-2042)

Read by 4/26: T. S. Eliot, “The Love Song of J. Alfred Prufrock” (2524-2527)

**Week 14**: **Modernist Experiments in Fiction: Subjectivity, Flux, Fragmentation**

Read by 5/1: Virginia Woolf, “Modern Fiction” (2150-2155), *Mrs Dalloway* (2155-2162)

Read by 5/3: Virginia Woolf, *Mrs Dalloway* (2162-2182)

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

Read by 5/8: Nadine Gordimer, “The Moment before the Gun Went Off” (2789-2793)

Read by 5/11: Hanif Kureishi, bio & “My Son the Fanatic” (3032-3041)

**FINAL EXAM (TEST 3): Wednesday, May 17, 7:15-9:15 p.m.**