

English 56B – British Literature Late 18th Century to the Present
Fall 2010, San José State University
T/Th 12-1:15pm, Engineering 232

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COURSE DESCRIPTION

The Romantic poets began a journey through Nature to find themselves. The Victorian novelists recognized social injustice. The Modernists heralded World War I and its destructiveness. The Postmodernists take all of this, revise, repackage and re-sell to the 20th Century reader. In this course, we will read texts that reflect some of the variety of cultural and historical experiences in Great Britain from about 1800 to now. The authors to be studied have been selected for their considerable influence on the future directions of British life and thought and their ability to startle and compel contemporary readers.

STUDENT LEARNING OBJECTIVES

- To recognize and appreciate the importance of major literary genres, subgenres, and periods.
- To understand the relations between culture, history, and texts, including ideological and political aspects of the representation, economic processes of textual production, dissemination and reception.
- To become familiar with the nature of the canon and of canon-formation, including issues of culture, history, race, ethnicity, gender, and sexual orientation.
- To read texts closely and to articulate the value of close reading in the study of literature and rhetoric.
- To explicate texts written in a wide variety of forms, styles, structures, and modes.
- To respond imaginatively to the content and style of texts.

REQUIRED BOOKS & MATERIALS (See Amazon listing)

Norton Anthology of English Literature. Vols. D, E & F. 8th edition. (ISBN: 0393925323)

Brontë, Charlotte. *Jane Eyre*. 3RD edition. New York: Norton, 2001. (ISBN 0393975428)

Burgess, Anthony. *A Clockwork Orange*. New York: Norton, 1986. (ISBN 0393312836)

Cunningham, Michael. *The Hours*. VHPS, 2000. (ISBN 0312243022)

Fforde, Jasper. *The Eyre Affair*. Penguin (ISBN 0142001805)

Gaiman, Neil. *Sandman: Endless Nights*. 2004. (ISBN 140120113X)

Jackson, Shelly, *Patchwork Girl*. Eastgate, 1995. (ISBN 9781884511236) – CD-Rom

Rhys, Jean. *Wide Sargasso Sea*. New York: Norton, 1999. (ISBN 0393960129)

Woolf, Virginia. *Mrs. Dalloway*. Harcourt, 2005. (ISBN 0156030357)

Exam Booklets (for in-class exams & final exam)

Email account & Turnitin.com account

Suggested:

Research Guide for Undergraduates in English & American Literature. MLA, 2006 (ISBN 0873529243)

Hacker, Diana. *A Writer's Reference* (or other writing handbook)

Dictionary (*Webster's* or equivalent college-level)

GRADE DISTRIBUTION

10%	Class Discussion, Participation & 3 Questions
15%	Weekly Response Essays
15%	Mid-Term Exam
20%	Group Presentation & Essay (1000 words)
20%	Final Exam
20%	Final Essay (2000 words)

Class Discussion, Participation & 3 Questions

This course traces the various political, social and cultural upheavals of the nineteenth century as reflected in the novel. Since we will build on our definition of the novel and nineteenth-century culture from the first day of class, your participation in each class meeting is imperative. At the beginning of every class meeting, three questions (handwritten) about the day's readings are due. These questions are meant to help you think about the texts for that day's discussion as well as let me know if you understand the texts. I will collect, read and return your questions without comments except a check mark at the bottom to indicate credit. Keep these questions; they could potentially become an interesting topic for your final essay! You must attend class to receive credit for that day's questions.

In addition to the 3 questions, a student's participation is assessed by his/her contribution throughout the semester. Use the following as guidelines for this portion of your final grade:

- To earn a "C," do the minimum: miss no 3-question submissions, read and prepare assigned readings so you are never at a loss if you are asked a question, but speak only when called upon, do "ordinary," plain-vanilla presentations and responses. This is the "bottom line" for getting a "C" in this part of the course.
- To earn a "B," miss no 3-question submissions, prepare assigned readings thoroughly, initiate discussions about them by asking good questions or suggesting ways to interpret readings, do presentations that reveal that you have done good additional work that you can make both interesting and meaningful to our discussions, and participate actively in those discussions.
- For an "A," take it up another level entirely: miss no 3-question submissions, prepare readings thoroughly, find and talk about connections among them and among other aspects of culture (then and now), take a real leadership role in class discussions, including working actively to get others involved in the talk, make your presentations and responses "sparkle" by bringing to them something really special in terms of your own contributions, interests, skills, and abilities to think in broad even interdisciplinary terms. Most of all, remember that an "A" indicates the very best grade a person can get; that should tell you what sort of work you need to do to earn the grade of "A."

If you miss class, contact a classmate for notes, reading assignments and handouts – or check our Course Website. (Please do not email me to ask “Did I miss anything important?”)

Weekly Response Essays (ICE/OCE)

Every Thursday, we will spend the first 10-20 minutes writing an essay response (ICE) to an assigned question about the current reading assignment. As the semester progresses, this essay may turn into an out-of-class emailed essay (OCE) of approximately 300-500 words. Each essay will receive a grade based on the *quality* of your response. This weekly writing will also allow you to practice your in-class writing skills and prepare you for our essay exams. We will discuss what makes an effective response.

There are no make-ups for an ICE/OCE; you simply receive a zero for that essay. If an OCE is assigned, it needs to be emailed by the date and time specified in order to receive credit; a late OCE will receive a zero. Please be aware that missing even a few of these essays will cause your final grade to drop significantly.

Group Presentation & Short Essay

Everyone will have an opportunity to present in a group on a literary work at some point during the semester. Each group member is responsible for his/her individual accompanying short essay which should be submitted prior to the start of the presentation. Each presentation will be graded on its effectiveness and clarity. To enhance your presentation, you may use handouts, digital information or dramatic performance. The Short Essay will be graded on standard English Department grading policy (see below). Further instructions will be distributed.

Final Essay

You will have several options for the Final Essay, ranging from creative to scholarly. No outside research will be required although you may certainly research primary sources or the historical aspects of a text, individual, theme,

motif, etc. A project proposal will be submitted during the semester and returned with comments. Thorough instructions will be discussed at a later date. My office door is always open to discuss potential topics, give web designing tutorials or workshop a draft.

Mid-term and Final Exams

Each exam will consist of definitions, short answer and essay questions. Portions of the Final Exam will be comprehensive. Keywords defined in lectures and use of the Norton Literature Online site (www.wwnorton.com/college/english/nael/) will aid in studying for these exams.

GRADING POLICY

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU *Catalog* (“The Grading System”). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure. Courses graded according to the A,B,C,NoCredit system shall follow the same pattern, except that NC, for NoCredit, shall replace D or F. In A,B,C,NoCredit courses NC shall also substitute for W (for Withdrawl) because neither NC nor W affects students’ grade point averages.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

For your final grades, 100-90 is an A, 89-80 is a B, 79-70 is a C, 69-60 is a D, and below 60 is an F. Pluses and minuses are the middle of each range. In calculating the final grade, a set number will represent each letter grade; for example, B+ is 87.5, B is 85, and B- is 82.5.

COURSE POLICIES

Course Website – <http://www.sjsu.edu/faculty/harris/>

As we move along in the semester, course materials and updated reading schedules will be posted on the course website. Click on our class title to review the updated schedule, print handouts, visit outside web projects, print copies of lost documents, find the SJSU Writing Center, check my office hours & furlough days, discover local literary events or double-check the meaning of “plagiarism.”

Late Assignments/Essays

Any late 3 questions or ICE/OCE will not be accepted. For all other assignments: If you cannot meet a deadline, you must contact me *at least 72 hours prior* to our class meeting to discuss the situation. If this is not done, for *every day* that an essay is late, you will be penalized one grade step: A becomes A-, A- becomes a B+, etc. The weekend will count as one day. Unless you have prior permission or the assignment specifically requests it, *absolutely no assignment will be accepted via email.*

SJSU Academic Integrity Policy

Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Avoiding Plagiarism

Plagiarism is the unacknowledged use of somebody else's words or ideas and is considered an instance of academic dishonesty that instructors must report. You commit plagiarism by

- buying, stealing, or borrowing a paper;
- hiring someone to write a paper;
- building on someone's ideas without providing a citation;
- or copying from another source or using a source too closely when paraphrasing.

In other words, submit only your own work. To learn how to cite sources accurately and forthrightly, consult your handbook. If you have any questions about when or how to document a source, do not hesitate to ask me for clarification. Turning in plagiarized work may result in immediate failure in the course and could result in dismissal from San José State University. See King Library's definition, the University policy and a plagiarism tutorial: www.sjlibrary.org/services/literacy/info_comp/plagiarism.htm

Plagiarism checks will be performed by asking students to submit various written exercises or essays to Turnitin.com, a service which scans documents for all references to Web sources and other essays. **To sign up for Turnitin use the Class ID 3430185 and Password litrocks.** The instructor reserves the right to revise the requirements and to notify students of such revision in a timely manner.

Classroom Environment

Respect your fellow students and I: Arrive on time (excessive tardiness will effect your participation grade) and do not partake in disruptive behavior. We will all be respectful of each other in both our face-to-face and online communications. If possible, try to arrive early to obtain and set up your laptop. If you are late, wait for an appropriate moment to enter so you do not disturb the class. Turn off cell phones or put them on silent mode during the class period.

Email Protocols

Email is the best possible way to contact me (9am-5pm) and has the added bonus of recording our conversations. When emailing me, please consider it a formal communication: include the appropriate salutation, your name, your question/comment, and be aware of tone. Know that long conversations over email are not fruitful merely because of the limitations of technology. If you have an extended question or dilemma, please visit me during office hours, schedule a phone conference or arrange for an online chat. I will amass a class email list and will occasionally send out information regarding our meetings or the readings. *Please provide an email address that you check daily.*

GENERAL INFORMATION

SJSU Writing Center

Visit me during office hours for help with your writing. For even further help, go to the Writing Center located in Clark Hall, Suite 126. Call for appointments at 924-2308 or go online at www.sjsu.edu/writingcenter. Work with tutors in a one-on-one environment.

Library Liaison

For library research questions, contact Toby Matoush, the English Department's Library Liaison: (408) 808-2096 or toby.matoush@sjsu.edu. King Library has created an extensive and very useful list of the library's resources specifically for English majors: <http://libguides.sjsu.edu/english>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering "roadside assistance" to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/>.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers and laptops are also available in the Martin Luther King Library (<http://www.sjlibrary.org/services/computers/laptop.htm>). A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Dropping and Adding Courses

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Because of the budget cuts, please check with your advisor early and often. Much information is available online at the Advising Hub: <http://www.sjsu.edu/advising/>

Campus Policy on Compliance with Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability. The DRC website is <http://www.drc.sjsu.edu>.

SCHEDULE of READINGS & ASSIGNMENTS

Engl 56B (Fall 2010)

Syllabus subject to change

See www.sjsu.edu/faculty/harris/Courses.htm for most current schedule

All page numbers are the Norton Anthology, Vols. D, E & F (8th edition)

HO = Handout given in class

Online = see our class website for clickable url

PPT = Powerpoint shown in class

Date	Topics	Reading Due	Assignment Due
Thur 8/26	Introductions: You, Me and Managing a Literature Survey Course	Greensheet Policies & Schedule <u>Handouts</u> Hints for Reading Poetry & Fiction (HO) Timeline & Reading Materials (HO)	Student Questionnaire
Refer to Norton Literature Online to contextualize each period www.wwnorton.com/college/english/nael/			
Tues 8/31	Romanticism: Apocalypse & Revolution	<ul style="list-style-type: none"> • Introduction (1-23) • Timeline (23-25) • “The Revolution Controversy” (148-9) • Burke, <i>Reflections</i> (152-157) • Wollstonecraft, Introduction to <i>Vindications of Rights of Woman</i> (170-174) • Barbauld, “The Rights of Woman” (35-36) • Hemans, “Casabianca” (868-70) • British Newspaper Coverage of the French Revolution (Online) <u>Handouts</u> Wollstonecraft’s <i>Vindications</i> Summary (HO)	3 Questions <i>Sign up for Presentations via email by 10am</i>
Thur 9/2	Landscape, Tourism & Beauty	<ul style="list-style-type: none"> • Wordsworth, “I Wandered Lonely as a Cloud” (305), “Lines Written a Few Miles Above Tintern Abbey” (259-262) • D. Wordsworth, <i>Alfoxden & Grasmere Journals</i> (389-402) • Smith, “On Being Cautioned” (41) • Wollstonecraft, <i>Letters Written</i> (196-202) • Coleridge, “The Eolian Harp” (426-28) • Shelley, “Hymn to Intellectual Beauty” (766-68) • Keats, Letter to George & Thomas Keats (942), “Ode on a Grecian Urn” (905) <u>Handouts</u> Table of Contents, <i>Lyrical Ballads</i> (HO)	3 Questions <i>Intellectual Autobiography</i> (400 words, typed, double-spaced) – counts as an In-Class Essay; email to me by 10am
Tues 9/7	No class meeting due to conference		

Date	Topics	Reading Due	Assignment Due
Thur 9/9	Representing the Laboring Classes	<ul style="list-style-type: none"> • Blake, “The Chimney Sweeper” in <i>Sol & SoE</i> (85 & 90), “The Little Black Boy” (84) • Wordsworth, Preface to <i>Lyrical Ballads</i> (262-74) • Coleridge, Chps.13 & 14 of <i>Biographia Literaria</i> (477-483) • Shelley, <i>Defense of Poetry</i> (837-50) • More, “The Sorrows of Yamba” (Online) • Edgeworth, “The Irish Incognito” (228-42) <p><u>Handouts</u> ICE Writing Tips (HO) Shelley’s <i>Defense</i> Comparison (HO)</p>	3 Questions In-Class Essay
Tues 9/15	The Gothic, Satan & Byronic Heroes	<ul style="list-style-type: none"> • “The Gothic & the Development of a Mass Readership” (577-79) • Coleridge, “Rime of the Ancient Mariner” (430-46), “Kubla Khan” (446-49), Illustration (C8); “The Satanic Hero” (490-91) • Robinson, “To the Poet Coleridge” (74) • Byron, “Prometheus” (Online) • “The Nightmare” Painting (C8) <p><u>Handouts</u> Gothic Novel Background (HO)</p> <p><u>Recommended</u> Modern References to Kubla Khan (Online) Lamb, <i>Glenarvon</i> excerpt (Online) Scott, “Wandering Willie’s Tale,” (410-23)</p>	3 Questions
Thur 9/17	Victorian Age: Withering of the Individual	<ul style="list-style-type: none"> • Introduction & Timeline (979-1002) • Dickens, “A Visit to Newgate” (1239-48) • Darwin, <i>Origin of Species</i> (1539-45) • Search <i>Database of Mid-Victorian Wood Engraved Illustrations</i> (1862) using Keyword Search: “reading”; bring 2-3 images to class <p><u>Handouts</u> Transition to the Victorians (HO)</p>	3 Questions In-Class Essay
Tues 9/21	The Angel in the House	<ul style="list-style-type: none"> • Patmore, “Angel in the House” (1585-87) • Tennyson, “Lady of Shalott (1114-19) • Morris, “Defence of Guenevere” (1483-91) • R. Browning, “My Last Duchess” (1255) • E.B. Browning, <i>Sonnets from the Portuguese</i> (1084-85) <p><u>Recommended</u> Ruskin, <i>Of Queens’ Gardens</i> (1587-89)</p>	3 Questions
Thur 9/23	Scribbling Women	<ul style="list-style-type: none"> • <i>Jane Eyre</i> (pub 1847) <p><u>Recommended</u> Eliot, “Silly Novels by Lady Novelists” (1342)</p>	3 Questions Group Presentation on Novel

Date	Topics	Reading Due	Assignment Due
Tues 9/28	Empire of the Sun	<ul style="list-style-type: none"> • continue <i>Jane Eyre</i> <p><u>Recommended</u> Pear's Soap Ad from 1899 (Online) Kipling, "White Man's Burden" (1821) Imperial Views (Online) Chamberlain, <i>The True Conception of Empire</i> (1630-32)</p>	3 Questions
Thur 9/30	"...and reader I married him"	<ul style="list-style-type: none"> • continue <i>Jane Eyre</i> <p><u>Recommended</u> First Report of the Children's Employment Commission (1563-65) Engels, <i>The Great Towns</i> (1565-72) Mayhew, <i>London Labour and the London Poor</i> (1576-77)</p>	3 Questions In-Class Essay
Tues 10/5	Painterly Images of Poetry	<ul style="list-style-type: none"> • Ruskin, <i>Of Pathetic Fallacy</i> (1322-24) • Rossetti, "Goblin Market" (1466-78) • Browning, "Fra Lippo Lippi" (1259-62) <p><u>Recommended</u> Rossetti, "The Blessed Damozel" (1443-47); see accompanying illustration in <i>Rossetti Archive</i> (Online)</p>	3 Questions
Thur 10/7	Decadent <i>Fin de Siecle</i>	<ul style="list-style-type: none"> • Wilde, <i>The Importance of Being Earnest</i> (1698-1740) • Trials of Oscar Wilde (Online) <p>[<i>Optional</i>] Consider testing yourself against the Norton Victorian Period Quiz (Online)</p>	3 Questions In-Class Essay Group Presentation on Play
Tues 10/12	Review for Mid-Term		
Thur 10/14	Mid-Term Exam (Bring exam booklets)		
Tues 10/19	Modernism: Disillusionment with Victorians & The Great War	<ul style="list-style-type: none"> • Introduction & Timeline (1827-50) • <i>Blast</i> (2009-15) • Pound, "In a Station of the Metro" (2008) • Eliot, "Love Song of J. Alfred Prufrock" (2289-93) <p><u>Recommended</u> Yeats, "An Irish Airman Foresees His Death" (Online) Owen, "Anthem for Doomed Youth" (1971)</p>	3 Questions In-Class Essay
Thur 10/21	Modernist Experiments	<ul style="list-style-type: none"> • Woolf, <i>Mrs. Dalloway</i> (pub. 1925) 	3 Questions Group Presentation on Novel
Tues 10/26	Professional Women	<ul style="list-style-type: none"> • continue <i>Mrs. Dalloway</i> <p><u>Recommended</u> Woolf, "Professions for Women" (2152-55)</p>	3 Questions In-Class Essay

Date	Topics	Reading Due	Assignment Due
Thur 10/28	Nation & Language	<ul style="list-style-type: none"> Rhys, <i>Wide Sargasso Sea</i> (pub. 1966) 	3 Questions Group Presentation on Novel
Tues 11/2		Rhys, <i>Wide Sargasso Sea</i> <ul style="list-style-type: none"> Rushdie, "English is an Indian Literary Language" (2540-41) 	3 Questions In-Class Essay
Thur 11/4	Postmodernism: Performing Postmodernity	<ul style="list-style-type: none"> Pinter, <i>The Dumb Waiter</i> (2601-22) 	3 Questions Group Presentation on Play Project Proposal
Tues 11/9	Realizing Postmodern Frankensteins	<ul style="list-style-type: none"> <i>A Clockwork Orange</i> (pub. 1962) 	3 Questions In-Class Essay Group Presentation on Novel
Veteran's Day - No Class Meeting			
Tues 11/16	Magic, Realism, Empire	<ul style="list-style-type: none"> <i>A Clockwork Orange</i> Rushdie, "The Prophet's Hair" (2863-68) 	3 Questions In-Class Essay
Thur 11/18	A New Depthlessness	<ul style="list-style-type: none"> Cunningham, <i>The Hours</i> (pub. 1998) 	3 Questions Group Presentation on Novel
Tues 11/23		<ul style="list-style-type: none"> Cunningham, <i>The Hours</i> 	3 Questions In-Class Essay
Thanksgiving - No Class Meeting			
Tues 11/30	Reflections of Victorians	<ul style="list-style-type: none"> Fforde, <i>The Eyre Affair</i> (pub. 2001) 	3 Questions Group Presentation on Novel
Thur 12/2	21st Century: The Uncontrollable Page	<ul style="list-style-type: none"> Jackson, <i>Patchwork Girl</i> (pub. 1995) <u>Handouts</u> Background & Summary of <i>Frankenstein</i> (HO)	3 Questions Group Presentation on Novel
Tues 12/7	HTML is a Language (?)	<ul style="list-style-type: none"> Jackson, <i>Patchwork Girl</i> "Code," rsgallery (Online) 	3 Questions In-Class Essay
Thur 12/9	What is "Literature?"	<ul style="list-style-type: none"> Gaiman, <i>Sandman: Endless Nights</i> (2004) <i>Electronic Literature Collection</i> Vol. I (Online) [Optional] Consider testing yourself against the Norton 20 th Century Quiz (Online)	3 Questions Group Presentation on Graphic Novel Final Essay/Project
FINAL EXAM: December 14, 9:45am-12pm Bring exam booklets			