English 2319 British Literature

Instructor: Rachael Mariboho

Course Information: T TH 12:30-1:50, Room 306 Preston Hall
Office: 402 Carlisle Hall
Office Hours: T 11:00-12:00 TH 11:00-12:00, 4:00-5:00
E-mail: rmariboho@yahoo.com This is the best way to reach me

Required Texts & Materials:
James, P.D. The Children of Men
Shelley, Mary Frankenstein Norton Critical Edition

Course Description:
This course will explore how English authors created and/or expanded significant literary genres, movements, and ideology during the nineteenth and twentieth centuries. The authors we will read have influenced many facets of literature, film and the arts. To fully understand the extent of their impact, works will be situated both by literary movement and historical period. Students will be encouraged to explore the literary, artistic, cultural, and historical milieus of the works we will read and to share their discoveries with the other students in the class.

NOTE: This is a READING, WRITING & PARTICIPATION intensive course. I will, however, provide help to those willing to seek it out, including extended office hours, pre-writing help, comments on drafts, etc. If you are not sure if you can keep up with the workload as presented in the schedule, let me encourage you that it is possible; if you are unwilling to keep up with the workload as presented in the schedule, you should consider dropping the course as early as possible, since I cannot drop you.

Purpose of the Course:
To help students recognize that literature does not occur as isolated literary events, but as complex dialogue within cultural and historical contexts. Much of our time will be spent speaking to one another about our common experience of reading fiction and wondering about how to make the best sense of it. I want you to view yourselves as active readers and participants, and as people committed to improving their skills as readers and as writers. Since much of our time will be spent in active debate and conversation, I will expect each student to behave professionally and respectfully in this setting, as well as in all communications that stem from your involvement in this course (i.e. emails, or study group activities).

Requirements:

Response papers: You will write six analytical responses to the course readings (minimum one FULL page). In these papers you will elaborate on what you found particularly interesting or significant about the assigned reading. These responses give you a space to explore your reactions to the reading, discuss an element/theme you find intriguing, or ask questions about the text and/or its historical context. Responses will help you prepare for class discussions and generate ideas for your essays. Be ready to discuss your responses and ideas during class. Use close textual analysis to illuminate your discussion. This assignment will be graded on the originality of your thought and the depth of analysis used to support your position. Summarizing the reading will not satisfy the requirements of this assignment.
Research Project: You will write a five to seven page critical analysis paper on a topic of your own choosing related to one of the texts on this syllabus or another text in the Norton anthology; you may also compare two texts. You will submit a one to two page proposal (see syllabus for dates) introducing the topic and describing the major points you think your essay will use to elaborate that topic. Your paper should not just reiterate subjects or ideas that we have discussed in class. Rather, use class discussions and your reading responses to expand your views on the topic. You will also be expected to incorporate a minimum of two outside sources. As a formal writing assignment, your paper must argue a specific thesis and support that thesis with clearly organized paragraphs containing appropriate examples and textual analysis. Your writing must be free of grammatical errors and should demonstrate stylistic clarity. You must document your sources using MLA style citations and notes. Further details about this assignment will be discussed in class.

Presentations: Each of you will work in pairs and present over an author or time period. Presentations will be given throughout the semester. Further details will be provided in class.

Exams: You will have both a midterm exam (dealing with terms and passages from the first half of the course and an essay section) and a final exam (consisting of terms and passages from the second half of the course and an essay section).

Class participation: Class participation includes: attending class, reading all assigned material, and actively engaging in discussion with your fellow students and your instructor.

Grading:

Response Papers 20%
Mid-Term 15%
Final Exam 20%
Research Project 20%
Presentations 15%
Class Participation 10%

Late Papers: Late papers that have not been cleared with me at least a week beforehand will lose one letter grade for every class period they are late. Late Response Papers will NOT be accepted.

Attendance: You are expected to attend every class session regularly. Failure to do so may affect your participation grade. If you are absent, it is your responsibility to contact another student for an explanation of what was covered. You have 5 absences to do with as you like—use them wisely for the inevitable "stuff" that will mess up your semester: illness, traffic, etc. I DO NOT give excused absences. For every class you miss after your 5 absences, I will lower your course grade by half a letter.

Tardiness: Be on time for class. Three tardies count as an absence.

Odds and Ends: The university sends all its correspondence to you via your UTA email address and so will I. It is your responsibility to check your UTA email account regularly. Students in this class are expected to show respect for their fellow classmates. Please refrain from disruptive behavior such as talking out of turn, insulting other students, etc. Also, cell phones must be turned off in class. If I see you texting, I will count you as absent.

Drop Policy: If you choose to withdraw from this course, you must follow university procedures. It is your responsibility to execute these procedures correctly, and within the
The Writing Center:
The Writing Center, Room 411 in the Central Library, offers tutoring for any writing you are assigned while a student at UT-Arlington. During Spring 2009, Writing Center hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 4 p.m., Friday; and 2 p.m. to 6 p.m., Saturday and Sunday. You may schedule appointments online by following directions available www.uta.edu/owl/appointments, by calling 817 272-2601, or by visiting the Writing Center. If you come to the Writing Center without an appointment, you will be helped on a first-come, first-served basis as tutors become available. Writing Center tutors are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; tutors will not correct your grammar or rewrite your assignment for you, but they will help you become a better editor of your own writing. I encourage each of you to use the Writing Center.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 -- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans With Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As faculty members, we are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Academic Dishonesty: It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

If you are suspected of academic dishonesty, you may be called before the Vice President of Student Affairs to receive disciplinary action. Forms of academic dishonesty include:

Collusion - lending your work to another person to submit as her/his own Fabrication - deliberately creating false information on a works cited page Plagiarism - the presentation of another person's work as your own, (intentional or not)

Please acknowledge the source of any words, phrases, or ideas that you use. If you are not sure how to quote or paraphrase a source, please see me, go to the Writing Center, or check your handbook. Make sure that your written work is all your own.
Course Schedule

NOTE: Have the assigned texts read completely by the first day they are listed. Author’s biographies should be read with their assigned writings. Individual homework assignments and group work will be announced on a daily basis. This syllabus is subject to change; all changes will be announced in class.

Week 1
T 1/20 Introductions; Course Overview

TH 1/22 Creating Beauty in Darkness: Romanticism & the Gothic
"Gothic Excess and Transgression" (Handout)
Horace Walpole The Castle of Otranto (Norton 579-82)
Ann Radcliffe The Mysteries of Udolpho (Norton 594-95)
George Gordon, Lord Byron "Childe Harold's Pilgrimage" (Frankenstein 180-82)

Week 2
T 1/27 Frankenstein Preface, Vol. I & II (7-101)
Percy Bysshe Shelley "On Frankenstein" (185-186)

TH 1/29 Frankenstein Vol. III (103-56)
Reading Response #1 Due

Week 3
T 2/3 The Spirit of the Age: The Romantic Poetic Aesthetic
The Romantic Period (1-16)
William Wordsworth "What is a Poet" (269-73) "I Wandered Lonely as a Cloud" (305-6) "My Heart Leaps Up" (306)
Samuel Taylor Coleridge "Kubla Khan" (447-48)

TH 2/5 Byron "She Walks in Beauty Like the Night" (612)
"They say that Hope is Happiness" (613)
Percy Bysshe Shelley "Mutability" (744) "Ozymandias" (768)
John Keats "When I have fears that I may cease to be" (888)
Reading Response #2 Due

Week 4
T 2/10 Spiritual Influences: Early and Mid-Victorian Poetry
"The Victorian Age" (Norton Vol. E 979-99)
Alfred, Lord Tennyson "Ulysses" (1123-25) "Crossing the Bar" (1211-12)
Gerard Manley Hopkins "God's Grandeur" (1516)

TH 2/12 Transitioning Values: Late Victorian Issues and Anxieties
Robert Louis Stevenson Dr. Jekyll and Mr. Hyde (1645-85)
Reading Response #3 Due
Week 5
T 2/17 Oscar Wilde "Preface to The Picture of Dorian Gray" (1697-98)
The Importance of Being Earnest (1699-1740)

TH 2/19 Mid-Term Review

Week 6
T 2/24 Mid-Term Exam

TH 2/26 Library Day!

Week 7
T 3/3 The Dawning of a New Age: The Emergence of Modernism
"The Twentieth Century and After" (1827-47)
Virginia Woolf "Modern Fiction" (2087-92) "The Mark on the Wall" (2082-87)
"The Death of the Moth" (Handout)

TH 3/5 D.H. Lawrence "Odour of Chrysanthemums" (2245-58)
James Joyce "Araby" (2168-72)
Reading Response #4 Due

Week 8
T 3/10 Out of Africa: A Question of Colonialism
Joseph Conrad Heart of Darkness (1890-1947)
Chinua Achebe "An Image of Africa: Racism in Conrad's Heart of Darkness (2709-14)

TH 3/12 J.M Coetzee "Waiting for the Barbarians" (2839-2848)
Nadine Gordimer "The Moment before the Gun Went Off" (2575-78)
Reading Response #5 Due

Week 9
T 3/17 Spring Break
TH 3/19 Spring Break

Week 10
T 3/24 Exploring Englishness: The Empire Writes Back
"Nation and Language" (2461-62)
Kamau Brathwaite "Nation Language" (2523-27)
Jean Rhys "The Day They Burned Books" (2357-61)
V.S. Naipul "One Out of Many" (2730-52)
Research Project Proposal Due

TH 3/26 Salman Rushdie "English Is an Indian Literary Language" (2540-41)
"The Prophet's Hair" (2854-63)
Reading Response #6 Due
**Week 11**  
**T 3/31** Proposal Discussion  
**TH 4/2** Writing Conferences!

**Week 12**  
**T 4/7** Library Research!  
*Meet at the Library room B20*  
**TH 4/9** Library Research

**Week 13**  
**T 4/14** Research Project Due  
**TH 4/16** *The Children of Men* Reading Day!

**Week 14**  
**T 4/21** *The End of An Age: Imagining Dystopia in the 21st Century*  
P.D. James *The Children of Men* (3-134)  
**TH 4/23** *The Children of Men* (137-241)

**Week 15**  
**T 4/28** *Children of Men* (Film)  
**TH 4/30** *Children of Men* (Film)

**Week 16**  
**T 5/5** Final Exam Review  
**TH 5/7** Class Wrap-up