UNIVERSITY OF WATERLOO
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

English 200B: Survey of British Literature 2

Spring 2004
Room: RCH 306
Time: T, Th 10:30 – 11:50
Office hours: T, Th 2:30 – 4:30

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I. Course Description

Welcome to English 200B! The aim of this course is to give you a broad sense of the history of British literature from the Romantic period to the 20th century and to give you a detailed knowledge of selected literary works and authors representative of each historical period. In this course you will also work on developing your analytical skills and your ability to articulate, using the technical language that is the foundation of literary criticism, how specific literary texts are put together and how they create meanings. We expect that any student in university English courses can identify themes and talk about the overall meanings of texts at this stage in their academic careers. Now your job is to look more closely at how those meanings are produced through specific language choices, as well as to situate those meanings in relation to relevant historical, political, aesthetic, and ideological contexts.

II. Texts and resources

A: Required works

Note: If you choose not to purchase the package, that’s fine, but you will be responsible for acquiring and bringing to class copies of the works studied on that day. Copies of “the big book” version of the Norton Anthology 7th ed. volume 2 will probably be available in the used bookstore, as this book has been ordered in past years. The 6th edition of volume 2 would also supply you with most of the works we’ll be studying. You could use The Norton Anthology of English Literature: Major Authors, but many of the texts we will be studying are not included in that edition. You may also use any edition of Jane Eyre, but keep in mind that it is always helpful to have the same edition as the rest of the class so that we can study together selected passages.
B: Supplementary works

a) Norton has developed a web companion to the Norton Anthology of English Literature. The web site includes additional information about topics covered in the course, including excerpts from other texts not in the anthology, relevant and useful illustrations, and links to other web sites. Here is the url: http://www.wwntonorton.com/nael/. Please consult this web site often.

b) A good dictionary, a writing handbook, and a glossary of literary terms are essential tools in English studies. English majors in particular should acquire these reference works early in their programs. Dictionaries are essential, and you will want to have a copy that you can bring to class. I recommend the Oxford English Dictionary. Thesauri are both tempting and dangerous. As a general rule, if you are not sure what a word means, don’t use it! The Little, Brown Compact Handbook is recommended by the Department of English as a good guide to academic writing. Please note that all royalties earned from the sale of the Handbook go to the department’s scholarship fund. I have also ordered a few copies of The Clear Path: A Guide to Writing English Essays, by Constance Rooke. This is an excellent guide to writing the kinds of essays we write in English studies. It includes practical advice on everything from formulating a thesis to organizing paragraphs to getting the punctuation right. Copies are available in the bookstore. The bookstore also stocks copies of A Glossary of Literary Terms by M.H. Abrams.

c) On my web site (http://www.arts.uwaterloo.ca/~lwarley/) you will find a downloadable document on how to write good essays. Look in the “teaching” section of the web site.

d) The standard style and citation guide in English studies is MLA (Modern Language Association). You must learn and use this style correctly in your writing. Brief explanations with sample citations are in any writing handbook. If you are an English major, I recommend that you buy the MLA Handbook.

III. Schedule of classes

The Romantic Period

Background readings: The Romantic Period (1-17, omit sections on essay, drama, and novel); Author notes: Charlotte Smith (32-33) William Blake (35-39); Mary Wollstonecraft (163-66); William Wordsworth (219-21); Samuel Taylor Coleridge (416-18); Percy Bysshe Shelley (698-701)

May  
4    Introduction
6    Charlotte Smith, selections from her book Elegiac Sonnets, “Written at the Close of Spring” (33), “To Night” (33-34), “On Being Cautioned Against Walking on a Headland Overlooking the Sea, Because it was Frequented by a Lunatic” (34-35)
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<th>Date</th>
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<tr>
<td>25</td>
<td>Percy Bysshe Shelley, “Mont Blanc” (720-23)</td>
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<tr>
<td>27</td>
<td>IN-CLASS TEST</td>
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**The Victorian Period and the 1890’s**

*Background readings:* The Victorian Age (1043-1063); Author Notes: Alfred, Lord Tennyson (1198-1201); Robert Browning (1345-49); Oscar Wilde (1747-49); Rudyard Kipling (1863-64)

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<tr>
<td>June 1</td>
<td>Thomas Carlyle, excerpts from his book <em>Past and Present</em>, “Democracy” and “Captains of Industry” (1110-19)</td>
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<td>3</td>
<td>Alfred, Lord Tennyson, “The Lotos-Eaters” (1208-13); “Ulysses” (1213-16)</td>
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<td>8</td>
<td>Robert Browning, “The Lost Leader” (1355-56), “Andrea del Sarto” (1385-1390)</td>
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<td>10</td>
<td>Charlotte Brontë, <em>Jane Eyre</em></td>
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<td>Charlotte Brontë, <em>Jane Eyre</em></td>
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<td>17</td>
<td>Charlotte Brontë, <em>Jane Eyre</em></td>
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<td>22</td>
<td>Oscar Wilde, <em>The Importance of Being Earnest</em> (1761-1805)</td>
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<td>24</td>
<td>Oscar Wilde, <em>The Importance of Being Earnest</em></td>
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<tr>
<td>July 1</td>
<td>Rudyard Kipling, “The Man Who Would Be King” (1865-88)</td>
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**The Twentieth Century**

*Background readings:* The Twentieth Century (1897-1909); Author notes: William Butler Yeats (2085-88); Virginia Woolf (2141-43); T.S. Eliot (2360-63); Katherine Mansfield (2408-09); Stevie Smith (2450-51); George Orwell (2456-57); Philip Larkin (2564-65)

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ESSAYS DUE


Katherine Mansfield, “The Daughters of the Late Colonel” (2409-23)

Stevie Smith, “Our Bog is Dood” (2451-52), “The New Age” (2453), “Thoughts About the Person from Porlock” (2453-54)

George Orwell, “Shooting an Elephant” (2457-62)

Philip Larkin, “Church Going” (2565-66), “MCMXIV” (2566-67)

Exam preparation

IV. Assignments

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<th>Assignment</th>
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<tr>
<td>In-class test</td>
<td>May 27th</td>
<td>20%</td>
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<tr>
<td>Essay</td>
<td>Due July 8th</td>
<td>30%</td>
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<tr>
<td>Final examination</td>
<td>Spring exam period</td>
<td>50%</td>
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A. In-class test
The test will cover only the Romantic period and will take place in class on May 27th. You will answer questions about a short poem. The poem will not be on the syllabus, but it will be written by one of the authors we are studying in the course. The questions will require you to analyze and interpret aspects of the poem, as well as to comment on its relationship to other works of the Romantic period.

B. Essay
You will choose one of the assigned essay topics and write an analytical essay of no less than 8 pages. Even if you choose one of the more creative essay topics given you must formulate a thesis and focus on the critical analysis of literary works. For more detailed instructions, see section VI below.

Evaluation: The essay will be marked out of 100% with a marking scheme as follows: 20% for formulation and articulation of thesis; 50% for structure, argumentation, and interpretation of textual evidence; 30% for presentation, writing accuracy and MLA documentation.

C. Final Exam
The final exam will cover all of the material studied throughout the course.
V. Policies

1. Attendance and classroom work
   Attendance is mandatory. You are expected to read the assigned course material in advance of the day it is to be discussed in class. And you are expected to participate intellectually in all aspects of the course. Please be aware that I routinely ask randomly chosen students to read aloud in class from the literary works we’re studying.

2. Plagiarism and cheating
   All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offence, to avoid committing academic offences, and to take responsibility for their academic actions. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offences and types of penalties, students are directed to consult the summary of Policy #71 which is supplied in the Undergraduate Calendar (http://www.adm.uwaterloo.ca/infoucal/UW/policy_71.html). If you need help in learning how to avoid offences such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean.

   All suspected cases of plagiarism will be investigated and reported. Proven cases will result in academic penalty, proportional to the extent of the infraction, and could include an official written reprimand from the Associate Dean that will be placed in your file. Please consult the following website for a comprehensive explanation of plagiarism and how to avoid it http://watarts.uwaterloo.ca/~sager/plagiarism.html

   **NOTE: If I have any suspicion at all that the essay you hand in is not wholly your own work I will submit it to Turnitin.com for verification.**

3. Late essays and missed tests and exams
   You are expected to write tests and exams on the scheduled days. Please be aware that I do not grant extensions for essays. The only exceptions to these policies would be for medical or other emergencies, which require adequate official documentation. If you decide to hand in your essay late the penalty is 3% per day, including weekends.

   **Note: I do not accept any essays at all after the last day of classes.**

VI. Essay topics and instructions

   **Instructions:**
   Write an original, thoughtful, and well-organized essay on one of the assigned topics. The essay is to be a minimum of 2000 words (8 double-spaced pages in 10-12 point font with no more than 1 inch margins). Please remember to number your pages, and make sure that your name and the course number are on the first page. As a general rule, discuss in your essay only those texts that are on the course syllabus. If you vary
from this practice, you must gain my prior permission. But please feel free to read ahead of the class schedule and work on texts in this essay that we haven’t yet studied in class. In all cases, it will not be sufficient to simply recycle lecture or anthology material (e.g. the introductions in the anthology or documents on the Internet).

Give your essay a descriptive title that includes the title of the literary work or works analyzed. DO NOT include a separate title page. All page references (or line numbers if you are quoting a poem; or act, scene and line numbers if you are quoting a play and they are given in the text) go in parentheses at the end of your sentence but before the period. Your essay must conform in every way to MLA style. DO include a works cited list, even if you have only quoted from the primary text. Look up how to cite works in anthologies and editions of novels.

The essay is due in class on July 8th. Please hand in both a hard copy and a disk copy of your essay. Please write in or convert your essay to Word 97 or RTF format.

Topics:

1. This is a two-part essay: 1) Create a journal entry of no more than four pages written in the voice of any character, narrator, or speaker of a prose or poetic work. The journal entry should represent further reflection on a particular issue that has been presented in the original text. The journal entry must also be consistent with the character’s or narrator’s or speaker’s diction and style, so you have to pay close attention not only to content but also to language. Quote selectively from the original work, but also use your own imagination to truly inhabit the character’s mind and, as it were, write beyond the original text. Keep in mind, however, that you must be able to substantiate everything you create in terms of the original text. 2) Then write a four to six-page analysis of your journal entry, commenting on why you made certain writing decisions, and stating what you were hoping to achieve. The emphasis is on analysis: do not simply summarize what you have done in the journal entry.

2. Choose one or two stanzas from one of the longer poems and construct a formal analysis of it. The object is to engage in close textual analysis, identifying and considering the overall effect of the poet’s stylistic choices. There are many techniques you might discuss depending on the textual selection, but among these might be tropes, rhyme and meter, diction, line length, punctuation, syntax, tone, etc. Obviously you would not necessarily have to discuss all of these techniques. You should, however, consider the relation of the textual selection to the work as a whole and how formal and stylistic choices construct meanings.

3. Analyze in depth and detail the narrative perspective and rhetorical style of any prose work that we have studied in the course. The purpose of this essay is to look very closely at how narrative works. Issues you might consider (which ones depends on the text you choose) include the following: point of view, tone of voice, reliability and degree of omniscience of the narrator, narrative structure, shifts in narrative
perspective, handling of narrative time, audience addressed, etc. In other words, in this essay you will consider HOW a story is told or an argument made, not just the content of the work.

4. Many of the literary texts we have studied shape ideas about gender. When we think about gender issues in English studies, however, we often focus on depictions of women. Maleness is assumed to be the norm, which means that it can be rather difficult to recognize and to critique constructions of masculinity in literature. But that's what this essay topic asks you to do: analyze how notions of maleness or masculinity are shaped by two literary works in any genre and from any period. Compare and contrast the works analyzed, which means look for similarities and differences in the presentation of ideas about gender. This will involve a close look at character, of course, but you should also look at matters of language. What descriptive words are used? Is there a masculine point of view or sensibility implied by the text? Is there any ambivalence about what it means to be male?

5. Inhabit the personas of two of the authors we have studied (from any period) and construct a dialogue in letters between them. When you choose your writers, you must also choose an appropriate topic for them to discuss. The dialogue should be framed around some point of debate between them. As in topic number one, this essay requires you to pay attention to language as well as to content: try to emulate the styles of the writers you choose. Write a minimum of three letters each.