University of Waterloo  
Department of English  

English 200B: Survey of British Literature 2  
Spring 1996

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Office hours: Tuesdays and Thursdays 12:00 - 1:30

Course Description  
This course complements English 200A and represents a broad survey of some of the  
major authors, works, and trends of three periods of British literature: the Romantic  
Period, the Victorian Age, and the Twentieth Century.

Course Objectives  
• to read and interpret representative works by some of the major writers of British  
literature from the Romantic period to the present  
• to gain an awareness of different artistic forms of literature  
• to situate the literary texts in relation to their historical contexts  
• to write clearly, correctly, and persuasively about the literature studied

Method of Instruction  
The course will be taught as a combination of lecture and class discussion. You are  
expected to read all of the material on the course syllabus in advance and to come to class  
prepared to discuss the assigned readings. Classroom lectures and discussions will focus  
on close reading and interpretation of the primary works. Background readings will  
inform both our in-class discussions and your assignments.

Text list  
Kazuo Ishiguro. The Remains of the Day (Lester & Orpen Dennys)

Note: You may use The Norton Anthology of English Literature: Major Authors as the  
course anthology if you wish; however, you should be aware that some of the texts on the  
course syllabus are not in the Major Authors anthology. It is your responsibility to  
acquire copies of these texts.

Highly Recommended  
M.H. Abrams A Glossary of Literary Terms  
Joseph Gibaldi. MLA Handbook for Writers of Research Papers
**Assignments**

- In-class test 20% June 4, 1996
- Essay 40% July 4, 1996
- Final examination 40% Spring examination period

The in-class test will consist of a sight poem (i.e. one that we have not studied in class) by a Romantic poet which you will be asked to analyze. The term paper (topics are attached) is to be 1500-2000 words long (6-8 typed, double-spaced pages). The final examination will cover material studied throughout the course and will be in two parts: identification and analysis of quotations and essay questions.

**Grading**

"A" papers distinguish themselves by discovering original approaches to the topic and by developing them in well-written prose; "B" papers satisfy assignment requirements in an effective manner, both in building and developing arguments and in writing performance; "C" papers do adequate jobs, but have demonstrable weaknesses in formulating arguments, developing evidence, or in written expression—or they may be overly dependent on secondary sources; "D" papers are barely adequate, with muddled ideas, or with careless use of evidence (including secondary sources); "F" grades usually involve some obvious lapse—the student didn’t read the texts required, did not interpret the assignment in a meaningful way, misused secondary sources, or wrote in a hopelessly illogical, incoherent, and ungrammatical fashion.

**Late Policy**

Since you are only required to write one essay for this course, and since you are given topics and guidelines for completing this assignment on the first day of class, extensions will not be granted. If you have a serious reason for not being able to hand the essay in on the due date (for example a medical or personal emergency), you must contact me immediately. You will be required to produce documentation to substantiate your claim of incapacity. I will accept late essays; however a late penalty will be levied at the rate of 3 percentage points per day, beginning at 5:00 p.m. on the due date and including Saturdays and Sundays. This is a stiff penalty, and it is a lousy way to lose marks. Please make every effort to get your essay in on time.

**Plagiarism**

Presenting the words, ideas, or other intellectual property of someone else as your own is plagiarism. Plagiarism is a grave academic offense, and it will be punished most harshly. You are advised to refer to the University of Waterloo’s Policy #71 (in the Undergraduate calendar 1:9) for a complete statement of how this and other academic offenses will be dealt with. In written assignments, all direct quotations from texts (primary and secondary), all paraphrases of another’s words, and all presentations of another’s ideas must be properly documented. For a detailed description of how to handle borrowed material (including electronic sources), refer to *The MLA Handbook*, which is the standard style guide used in the Department of English.
Schedule of Classes

I. The Romantic Period (1785-1830)

Background reading: The Romantic Period (1-13, omit sections on essay, drama, and novel); Author notes: William Blake (18-22); William Wordsworth (126-29); Percy Bysshe Shelley (643-46); John Keats (766-69); Mary Wollstonecraft (98-101)

May 2 Introduction: Course outline and introduction to the Romantic Period


14 Wordsworth, “Lines composed a few miles above Tintern Abbey” (136-40)

16 Percy Bysshe Shelley, from A Defence of Poetry (753-65), “Ode to the West Wind” (676-78)

21 Shelley, “Mont Blanc” (666-69)

23 Class cancelled


June 4 In-class test

II. The Victorian Age (1830-1901)

Background reading: The Victorian Age (891-910); Author Notes: Elizabeth Barrett Browning (1029-30); Alfred, Lord Tennyson (1052-56); Robert Browning (1182-87); editor’s introduction to Jane Eyre

June 6 Introduction to the Victorian Age; Thomas Carlyle, from Past and Present “Democracy” and “Captains of Industry” (965-74)

11 Elizabeth Barrett Browning, from Aurora Leigh (1034-48)

18 Robert Browning, “My Last Duchess” (1190-92), “Andrea del Sarto” (1222-28)

20 Charlotte Brontë, Jane Eyre

25 Brontë, Jane Eyre

27 Brontë, Jane Eyre

III. The Twentieth Century

Background reading: The Twentieth Century (1683-91); Author notes: W.B. Yeats (1859-63); T.S. Eliot (2136-39); Virginia Woolf (1915-16); Katherine Mansfield (2183-84)

July 2 Siegfried Sassoon, “The Rear Guard” (1832-33); Wilfred Owen, “Anthem for Doomed Youth” (1843), “Dulce et Decorum Est” (1845-46)


4 Term paper due

9 T.S. Eliot, “The Love Song of J. Alfred Prufrock” (2140-43)

11 Virginia Woolf, from A Sketch of the Past (1990-97)

16 Katherine Mansfield, “The Daughters of the Late Colonel” (2184-98)

18 Kazuo Ishiguro, The Remains of the Day

23 Ishiguro, The Remains of the Day

25 Review
200B: Essay Topics

Instructor: Linda Warley
Due Date: July 4, 1996
Length: 1500-2000 words (6-8 typed, double-spaced pages)
Value: 40% of course mark

Instructions: Write a critical essay based on one of the following topics. Each topic permits you to choose which writers and texts you will analyze in your essay; however, it is absolutely crucial that you limit the topic and develop a clear thesis. You are strongly advised to consult with me about your essay before you begin writing. This is not a research paper; you should develop your own ideas on these topics. All quotations, paraphrases and other borrowings must be properly documented according to the guidelines and format outlined in the MLA Handbook.

NB: For your own protection, make sure that you keep a copy of your essay.

1. Assemble an argument in which you explore how one or two writers from any period address social and/or political issues in their work (for example, war or revolution, industrialization and technology, capitalism and class differences, gender roles, and so on). In your essay you should identify and briefly discuss the particular social issue (or issues) raised, but your essay must focus on the literary work (i.e. the language of the text or texts), and consider how writers treat social issues creatively.

2. Analyze the nature and function of the narrator in any prose work by one writer. Your essay should offer a detailed description of the narrative perspective and demonstrate how qualities of the narrator and strategies of narration produce specific effects.

3. Compare and contrast the ways in which any two poets from any period use the device of allusion (for example, to other writers or literary works, or to various mythological systems). In your essay, you should include a definition of allusion and analyze how the device contributes to the overall design and meaning of the works analyzed.

4. Explore the literary treatment of place in the work of one or two writers from any period. The concept of “place” can be variously interpreted (for example, external places such as the natural environment or the city, or internal environments such as houses and rooms). In your essay, you should specify how you are defining the concept of “place” and develop an argument which considers how the representation of “place” contributes to the overall effect and meaning of the work or works studied.

5. Several of the writers we have studied self-consciously address the relationship between art and life. Compare and contrast the ways in which two writers from any period explore this relationship. In your essay you should consider both the thematic content of the works and the formal and stylistic techniques each writer employs.