I. Introduction and Overview

English 2003 is an introductory survey of British literature from the late eighteenth century to the early twentieth century. Although it is a required course for English majors, it is also suitable as an elective for non-majors or students majoring in other disciplines. There is no prerequisite for English 2003, though previous courses in English, especially English 2001, would be an asset.

The course will include selections from Romantic, Victorian, and early twentieth-century poets; two novels from the nineteenth century and one from the twentieth, and one play from the early twentieth century.

The course is designed to give students a sense of the historical context in which the works were written as well as knowledge and appreciation of the major genres and modes of literature.

II. Texts

A. Required

B. Recommended
1. A good college dictionary (e.g. *The Random House College Dictionary*).
2. The King James Version of the Bible.

III. William

1. Jane Austen
2. William Blake

A. *Songs of Innocence and of Experience*
1) Songs of Innocence
   a) Introduction, p. 1321
   b) The Lamb, p. 1322
   c) The Chimney Sweeper, p. 1324
   d) The Little Black Boy, p. 1325
   e) The Divine Image, p. 1324
   f) The Nurse’s Song, p. 1325

2) Songs of Experience
   a) Introduction, p. 1327
   b) Earth’s Answer, p. 1327
   c) The Nurse’s Song, p. 1329
   d) The Garden of Love, p. 1331
   e) The Chimney Sweeper, p. 1329
   f) London, p. 1332
   g) The Human Abstract, p. 1333
   h) The Tyger, p. 1330

3) The Marriage of Heaven and Hell, p. 1340

3. John Keats

A. Selections from the Letters
   1) To Benjamin Bailey (22 November 1817), p. 1371
   2) To George and Thomas Keats (21 December 1817), p. 1372
   3) To John Hamilton Reynolds (3 February 1818), p. 1374
   4) To John Taylor (27 February 1818), p. 1375
   5) To John Hamilton Reynolds (3 May 1818), p. 1376
   6) To Richard Woodhouse (27 October 1818), p. 1373

B. Selections from the poetry
   1) Endymion, ll. 769-915, pp. 1327-29
   2) Bright Star, p. 1341
   3) The Eve of St. Agnes, p. 1331
   4) La Belle Dame Sans Merci, p. 1341
   5) Ode to Psyche, p. 1343
   6) Ode on a Grecian Urn, p. 1347
   7) Ode to a Nightingale, p. 1345
   8) Ode on Melancholy, p. 1349

4. Robert Browning

   1) My Last Duchess, p. 2045
   2) The Bishop Orders his Tomb at
Saint Francis' Church, p. 2047
3) Andrea del Sarto, p. 2073
4) Fra Lippo Lippi, p. 2081
5) Caliban upon Setebos, p. 2093
6) Childa Roland to the Dark Tower Game, p. 2095
7) Gerard Manley Hopkins
   1) God's Grandeur, p. 2106
   2) The Starlight Night, p. 2107
   3) Spring, p. 2107
   4) Spring and Fall, p. 2107
   5) The Hindhoe, p. 2108
   6) [No Worse? There is None], p. 2103
   7) [Thou Art Indeed Just, Lord], p. 2104
8) Thomas Hardy
   Tess of the D'Urbervilles
9) Joseph Conrad
   Lord Jim
10) Bernard Shaw
    Ban and Superman
11) H.G. Wells
   1) September 1913, p. 2303
   2) Easter 1916, p. 2306
   3) The Second Coming, p. 2303
   4) Leda and the Swan, p. 2312
   5) Among School Children, p. 2313
   6) Sailing to Byzantium, p. 2311
   7) Byzantium, p. 2317
12) T.S. Eliot
    The Waste Land, p. 2311

IV. Assignments and Examinations
1. Assignment I -- a short essay about 4-6 pages in length, worth 20% of the final grade.
2. Assignment II -- an essay about 8-10 pages in length, worth 40% of the final grade.
3. Final Examination -- two hours in length, worth 40% of the final grade.

V. Policies
1. A penalty of half a grade will be imposed on late essays.
2. In order to provide opportunity for improvement, the first essay may be rewritten without penalty. The due dates for rewrites will be the last day of term.
VI. Grading and Assessment of Assignments

1. I will follow the Faculty of Arts grading scale by assigning a letter grade from A+ to F- on your essays. For purposes of averaging, I will use the numerical equivalent assigned to each letter grade from a 95 for an A+ to a 62 for an F-.

2. Besides marginal commentary and internal corrections, I will attach to each essay a summary evaluation sheet, pointing out strengths and weaknesses and offering suggestions for improvement.

3. In the "General Instructions for Preparing Assignments" that follow, I note some of the qualities I look for in a good essay. Since most students who take this course are either in their first or second year of study, I will be grading your essays within that context. The main purpose of my assessment is not to attach a label to your essay, but to provide you with suggestions on how to improve your work.

VII. General Instructions for Preparing Assignments

1. The assigned topics provide you with a central theme or problem which is intended as a focus for your paper.

2. Before you start to write an essay, it is essential for you to do some concentrated thinking about the issues raised by the topic. I suggest you make a list of "random reflections" as a way of surveying your thoughts on the subject. Once you have such a list, try to order these reflections in some coherent manner. Make an outline of the main divisions and subdivisions in your argument. Then, try to keep to your outline as you compose the essay.

3. Limit your analysis and discussion to the topic and avoid introducing peripheral or extraneous material that has little or no bearing on your topic.

4. You must support your analysis or interpretation with evidence from the text(s) in question. This may take the form of a direct quotation or a brief paraphrase or summary. However, try to avoid including summaries for their own sake or evidence that may be either peripheral or redundant.

5. Organize your essay carefully so that it has a central idea or argument and a coherent structure. Make sure that there are adequate transitions between the various paragraphs and sections of your essay and that it ends
with a logical conclusion based on the evidence that you
have provided in support of your argument or thesis.

6. In topics requiring comparisons and contrasts, organize
your essay around points of comparison and contrast
rather than examining each work separately and then
drawing some comparisons. This type of organization will
help you to avoid repetition.

7. Write your essay in a style that is clear, precise and
concise. You should use as few words as necessary to
make your points clearly and precisely. Avoid loose and
rambling sentences and exclude all redundancy and
repetition. Avoid vagueness, ambiguity and awkwardness
in expression. If a sentence seems awkward to you,
rephrase it.

8. After you have completed a rough draft, I suggest you let
it sit for a day or two before beginning revisions. This
is to allow for second thoughts and reconsideration. In
revising make sure that your points are well supported,
that there are adequate transitions between parts of your
essay, and that the essay has a firm conclusion.
Finally, examine the essay for style. Remove all
verbiage, tighten and rephrase sentences, try to vary the
syntactical structure of your sentences, and especially
avoid sentences that string together clauses joined by
the conjunction "and." Needless to say, you should
insure that your sentences are grammatically correct and
that your spelling and punctuation are accurate.

9. I do not insist that your essays be typewritten, though I
would prefer it. If you turn in a hand-written essay,
make it as legible as possible, and please leave a good
margin on the left-hand side for comments.

10. For matters of form, I refer you to W.K. Thomas's
Correct Form in Essay Writing. You are expected to
follow this manual for such matters as the correct form
for quoting from a text, for footnoting, and for
bibliographies.

VIII. Assignment I

Instructions

1. Choose one of the topics listed below.
2. Write an essay of about 4-6 pages in length (double-
spaced typewritten).
3. Weight: 20% of the final grade
4. Due Date: 16 February 1990

1. Jane Austen wrote: "I am going to take a heroine
(Ann) whom no one but myself will much like." Discuss.

2. Mr. Knightley represents the highest values in Jane
Austen's world. Discuss.
3. Write a short essay explaining whether or not you’d like to live in the type of society depicted by Jane Austen.

4. Emma and Jane Fairfax live in a society that offers women a fairly narrow range of choices. Compare the choices of young women today with theirs.

5. Discuss how the two “Holy Thursday” poems represent the system of contraries that inform Blake’s Songs of Innocence and of Experience.

6. Keats’s “To Autumn” seems to provide a resolution to the tensions evident in several of his odes. Discuss.

7. Discuss how “Porphyria’s Lover” reveals characteristic aspects of Browning’s practice in the dramatic monologue.

8. Hopkins recreates the spiritual experience sometimes called the “dark night of the soul” in “Carrion Comfort.” Discuss.

IX. Assignment II

Instructions

1. Choose one of the topics listed below. (If you prefer to work on a different topic, please consult me.)

2. Write an essay about 8-10 pages in length (double-spaced typewritten).

3. Weight: 40% of the final grade

4. Due date: 23 March 1990 (April 1990)

1. Compare and contrast the way the narrators are used in Tess and Lord Jim.

2. Compare and contrast the way Hardy and Shaw make use of theories of evolution in Tess and Man and Superman.

3. Discuss the chief difference in plot, character, and theme between the tragic visions of either Tess or Lord Jim and the comic vision of Man and Superman.

4. Compare and contrast the way the following characters suffer from disabling illusions: Angel Clare, Jim, Tuppy.

5. Both Blake and Yeats had to create their own mythological systems as a way of grappling with reality. Compare major features of their systems and show how they function in some of their poems.