Department of English, University of Waterloo

English 200B, Section 5: Survey of British Literature 2

Winter 1996

Instructor: Linda Warley
Office: HH 251 ext. 5379
Class meetings: Tuesdays and Thursdays 4:00-5:30, AL 207
Office hours: Thursdays 1:30-3:00

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 undertake a close analysis of some representative works by some of the major
writers from the Romantic period to the present
• to situate the literary texts in relation to the historical, aesthetic, and theoretical
developments characteristic of each period
• to think critically about the ideas and issues raised by the literary texts
• 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 analyzing the primary works. In general, we will not cover the background readings in
any detail during class time; however, you are expected to be familiar with this material
both for the purposes of discussion and for completing assignments.

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

Note: Given that some of you may already own The Norton Anthology of English
Literature: Major Authors, you may use it as the course anthology; 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.

Recommended
MLA Handbook for Writers of Research Papers
Assessments

In-class test 20% February 1, 1996
Term paper 40% March 19, 1996
Final examination 40% Winter exam period

The in-class test will consist of questions about the Romantic period to which you will be asked to write short answers. The term paper (topics are attached) is to be 1500-2000 words long (6-8 typed pages). The final examination will cover material studied throughout the course and will be in three parts: explanation of terms and concepts; analysis of a sight poem; and an essay question.

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 requesting an extension (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.

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, 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)

Jan 4 Introduction: Course outline and introduction to the Romantic Period


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


18 Percy Bysshe Shelley, “Mont Blanc” (666-69)

23 Shelley, “Ode to the West Wind” (676-78)


Feb 1 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

6 Introduction to the Victorian Age; Thomas Carlyle, from Past and Present “Democracy” (965-70)

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

15  Robert Browning, “My Last Duchess” (1190-92)

20, 23  Reading week—no classes

27, 29  Charlotte Brontë, Jane Eyre

III. The Twentieth Century

Background reading: The Twentieth Century (1683-91); Author notes: W.B. Yeats (1859-63); Virginia Woolf (1915-16); T.S. Eliot (2136-39); Katherine Mansfield (2183-84); George Orwell (2227-28)

Mar  5  Siegfried Sassoon, “The Rear Guard” (1832-33), Wilfred Owen, “Anthem for Doomed Youth” (1843), “Dulce et Decorum Est” (1845-46)

7  W.B. Yeats, “The Second Coming” (1880-81), “Leda and the Swan” (1884)

12  Virginia Woolf, from A Sketch of the Past (1990-1997)

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

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

19  Term Paper due

21  George Orwell, “Shooting an Elephant” (2228-33)

26, 28  Kazuo Ishiguro The Remains of the Day

Apr  2  Review
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Term Paper Topics

Instructor: Linda Warley  
Due Date: March 19, 1996  
Length: 1500-2000 words (6-8 typed pages)  
Value: 40%

Instructions: This assignment will permit you to explore in greater depth some of the major themes and aesthetic features of the literature studied. Your essay should develop an argument that is clearly stated as a thesis, provide appropriate textual evidence to substantiate your argument, and be written in engaging, concise, and error-free prose. 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*.

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

1. Analyze the importance of social class in any *single* literary work from any period.

2. Construct a detailed textual analysis of any *two* poems from the *same* period (though not necessarily by the same poet). In your essay, you must demonstrate how matters of form, style, and technique shape meaning(s). You should also take the aesthetic theories of the period into account and consider both similarities and difference between the two poems.

3. With specific reference to *one* literary text from any period, explore the nature and function of the narrator. Your essay should offer a detailed description of the narrative perspective and demonstrate how the narrator shapes our understanding of the text.

4. Explore the literary treatment of internal or external space (or the relationship between the two) in a work by *one* writer from any period. Remember that “space” can refer to both natural and built environments.

5. Analyze how the language of science and technology informs the language of literature in works by *two* writers from two *different* periods.