University of Waterloo
Department of English

English 200B: Survey of British Literature 2
Winter 1997

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Course description
This course complements English 200A and represents a broad survey of some of the major authors, works, and issues relevant to three periods of British literature: the Romantic period, the Victorian age, and the Twentieth century. Our focus will be on the trends and developments that are characteristic of each period. We will also undertake close readings of selected literary texts with an eye not only to learning the content and themes of specific works but also to considering the conventions of particular literary forms and the relationship between form and content.

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 interpretation of the primary works. Background readings will inform both our in-class discussions and your assignments. From time to time, you will work with your peers in groups.

Text list

Highly recommended reference works
M.H. Abrahms A Glossary of Literary Terms (or another dictionary of literary terms)
Joseph Gibaldi. MLA Handbook for Writers of Research Papers

Note: These are standard reference works in English studies. English majors in particular should acquire copies of these works early in their programs. All essays must be written and documented according to the guidelines explained in the MLA Handbook.
Assignments
Mid-term test 20%
Essay plan 10%
Essay 30%
Final examination 40%

Assignment due dates
Mid-term test (in class) February 4, 1997
Essay plan February 27, 1997
Draft of essay due in class for peer exchange March 18, 1997
Final draft of essay March 27, 1997
Final examination winter exam period

The mid-term test
The in-class mid-term test will cover only the Romantic period. You will be asked to write short essay answers in response to two questions. There will be a choice of questions.

The essay
The essay consists of a three-step process: formulating a thesis and an essay plan in response to one of the assigned topics (see list attached); preparing a draft of the essay which you will exchange with one of your peers and workshop in class a week later; polishing the final draft. You will hand in both the essay plan and the final draft to be graded.

The essay plan will be assessed according to the following criteria: clarity and strength of the thesis; structure and coherence of the planned discussion; appropriateness of the suggested textual evidence. I will be looking for three things in the final draft: how interesting and persuasive is the argument? how well is the argument carried forward through the presentation and analysis of textual evidence? how well is the essay written?

Here are some grading standards formulated by the Department of English:

“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.
The final exam
The final exam will cover the whole course. There will be three parts: write short responses to selected passages; essay question; identify and define key terms, concepts, names, etc.

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 (i.e. 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 most Departments of English in North America.

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); Mary Wollstonecraft (98-101); William Wordsworth (126-29); Percy Bysshe Shelley (643-46)

Jan.  7  Introduction

      14  Blake, “The Marriage of Heaven and Hell” (53-64)
      16  Mary Wollstonecraft, from A Vindication of the Rights of Woman, “Introduction” and “Chapter two” (101-19)
II. The Victorian Age (1830-1901)

**Background reading:** The Victorian Age (891-910); Author Notes: Thomas Carlyle (910-15); Elizabeth Barrett Browning (1029-30); Alfred, Lord Tennyson (1052-56); Robert Browning (1182-87); editor’s introduction to *Jane Eyre*

Feb. 4  **Mid-term test**
6  Thomas Carlyle, from *Past and Present*, “Democracy” and “The Captains of Industry” (965-74)

11  Elizabeth Barrett Browning, from “Aurora Leigh” (1034-48)
13  Alfred, Lord Tennyson, “The Lady of Shallott” (1059-63)

17-21 **Reading week**

27  Charlotte Brontë, *Jane Eyre*

**Essay plan due**

Mar. 4  *Jane Eyre*
6  *Jane Eyre*

III. The Twentieth Century

**Background reading:** The Twentieth Century (1683-91); Author notes: James Joyce (2003-08); T.S. Eliot (2136-39); Katherine Mansfield (2183-84); Stevie Smith (2221-22); Tony Harrison (2391)

11  James Joyce, “The Dead” (2008-36)
13  T.S. Eliot, “The Love Song of J. Alfred Prufrock” (2140-43)

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

**Essay drafts due in class for peer exchange**

20  **Essay workshop**

25  Jean Rhys, *Wide Sargasso Sea*
27 Wide Sargasso Sea

Essays due

Apr. 1 Stevie Smith, "Is It Wise?" (2222), "Our Bog is Dood" (2222-23), "Pretty" (2226-27)

3 Tony Harrison, "National Trust" (2391-92), "Book Ends" (2392-93), "Turns" (2394)

8 Review and exam preparation
English 200B: Essay Topics

Due Date: March 27, 1997
Length: 1500-2000 words (6-8 typed, double-spaced pages)
Value: 10% for essay plan; 30% for final draft

Instructions: Write an analytical essay in response to one of the following questions. The essay topics/questions are designed in such a way that you are required to compare and contrast works from two different literary periods. You may choose to discuss works by more than one writer from each period, but keep in mind that a strong essay will consist of detailed and in-depth analyses of particular works, and you should avoid paying scant attention to too many writers and texts. As a general rule, you should discuss only those texts on the course syllabus. If you vary from this practice, you must consult with me to gain my prior permission. This is not a research paper; you should develop and articulate your own ideas on these topics. All quotations, paraphrases and other borrowings (from both primary and secondary sources) must be properly documented according to the guidelines and format outlined in the MLA Handbook.

NB: For your own protection, be sure to keep a copy of your essay.

1. Romantic and 20th-century conceptions of human personality seem to be different. How do writers from these periods articulate a sense of human personality in their work? In discussing particular literary works, you should take into account matters of form (e.g. the lyric, the dramatic monologue, the short story, etc.) and language (e.g. poetic devices, narrative perspective, etc.) as well as content.

2. How does one of the following factors—race, gender, or social class—inform literary works from the Victorian and the 20th century periods? How do these social issues shape the meaning of the literary works studied?

3. How do two writers from two different periods (of your choice) represent artists, writers, or visionaries in their work? What is the connection between artist (or writer or visionary) figures and the thematic content of the works studied?

4. How do Victorian and 20th-century writers create a sense of place in their works? In your essay, you should specify how you are defining the concept of “place” (what specific kinds of environments are described in the texts) and develop an argument that considers how representations of specific places contribute to the overall effect and meaning of the works studied. Be sure to both compare and contrast literary treatments of place.

5. How do writers from two different periods make use of 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.