ENGL460A: British Literature, 1885-1918  
Autumn 2012

Instructor: David Shakespeare
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Classes: Tuesdays and Thursdays, 10:00—11:20

Course Description: 
This period is one of great change, as the stable, high Victorian period gave way to the chaos of World War I. To reflect the diversity of the times, we will study texts from a variety of genres. Themes to be explored include attitudes toward progress and empire, the relationship of an individual to his or her nation, and especially the relationships between and representation of genders. Furthermore, we will devote some time to discussing the genre of the texts for consideration using recent arguments about the function and importance of genre.

Course Objectives: 
As this course is an advanced-level English course, it is assumed that students are fairly comfortable in applying rudimentary critical terminology to the exploration of literary works. We will therefore proceed largely in the manner of a seminar, with discussions occupying a significant amount of in-class time. With the intention of helping students to improve their verbal communication and presentation skills, students should be prepared to share their ideas with the class, both in class discussions as well as in a verbal presentation of a sustained, formal argument. Finally, as with other English classes, the course places a stress upon accomplishments in written interpretation and argumentation, with an aim to strengthen students’ communication skills.

Required Texts: (available at the UW bookstore) 
460A Autumn 2012 Coursepack 
*The Man Who Would Be King and Other Stories* by Rudyard Kipling 
*The Island of Doctor Moreau* by H. G. Wells 
*Under Western Eyes* by Joseph Conrad 
*Man and Superman* by G. B. Shaw 
*The Importance of Being Earnest* by Oscar Wilde 
A Selection of Poetry (available online)

Grade Distribution: 
In-Class Participation  10% 
Responses to Criticism 10% 
Essay 25% 
Seminar Presentation  5% 
Seminar Paper 20% 
Final Exam 30%
In-Class Participation (10%):
While some of the material will be delivered in a lecture format, student participation will be essential to the development of your own ideas and the ideas of your peers. Please come to class with the material read and be prepared to offer your ideas or questions during discussion periods. Consistent, thoughtful commentary will be required to achieve a high score on this part of the grade, though consistent attendance and some commentary will be sufficient for partial marks. Furthermore, a full grade here requires that you give your attention to the person speaking (i.e. use of phones or laptops is not permitted in class, unless you are using your computer for taking notes).

Responses to Criticism (2 @ 5% each, totalling 10%):
Early in the semester, students will be given a selection of critical statements on each of the first two prose fictions (i.e. by Kipling and Wells). Students will select one statement for each text and respond to the ideas of the critic. Each paper will be about 2 double-spaced, typed pages in length. More details (and the statements) will follow as we approach the assignments.

Essay (25%):
This assignment is an argumentative essay that investigates one or two of the texts on the early part of the course. The essay will require some research into secondary critical material, and will be 6 to 8 double-spaced, typed pages in length. More detailed instructions will follow.

Seminar Presentation (5%):
Students will present a paper to the class featuring an interpretation and argument about a short story or poem to be covered during that class. A sign-up sheet will circulate as we enter the second half of the course; only one student will focus on one text, and the emphasis will be on a close reading of that text. The presentation should be about ten minutes in length—about 4 ½ to 5 double-spaced, typed pages—with some questions and discussion to follow. Students will be graded on their delivery of the argument and the ability to answer a question from the instructor.

Seminar Paper (20%):
Shortly following the spoken presentation, students will turn in a revised paper, which may correct any errors present in the verbal iteration, or incorporate any new ideas that occur to them coming out of the discussion about the story or poem they have discussed. The paper will remain the same length as the spoken presentation, but the final version will allow students to refine their arguments.

Final Examination (30%):
An examination to be written during the December examination period (6 December to 20 December) will be the final component of the course, and will cover all material from the course. Without official medical documentation, there will be no possibility of a deferral.

COURSE POLICIES:
* Course assignments will not be accepted after the due date, except in legitimate and documented circumstances. Any requests for extensions must be made in writing, one week prior to the due date, outlining the extraordinary circumstances necessitating additional time.
* In-class assignments (midterm and the final examinations) must be written at the assigned time, unless prior arrangements have been made.
* Grades in this course will be earned during the term. I will not alter final grades after the course is over.
UNIVERSITY POLICIES:
Note for Students with Disabilities:
“The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.”

Plagiarism and Academic Offences:
“Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more information.]
Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.
Discipline: A student is expected to know what constitutes academic integrity to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the undergraduate associate dean.
For information on categories of offenses and types of penalties, students should refer to Policy 71, Student Discipline, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm.
Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals, http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.”

CLASS SCHEDULE: (subject to change with due notice)

Week 1
September 11  Introduction
September 13  “The Man Who Would Be King”

Week 2
September 18  “The Man Who Would Be King”; “The White Man’s Burden” by Rudyard Kipling
September 20  The Island of Doctor Moreau

Week 3
September 25  The Island of Doctor Moreau
September 27  The Island of Doctor Moreau

Week 4
October 2  Under Western Eyes
October 4  Under Western Eyes

RESPONSE TO CRITICISM #1 DUE
RESPONSE TO CRITICISM #2 DUE
Week 5
October 9  Under Western Eyes
October 11 Under Western Eyes

Week 6
October 16  Man and Superman
October 18  Man and Superman

Week 7
October 23  Man and Superman
October 25  Man and Superman

Week 8
October 30  The Importance of Being Earnest
November 1  The Importance of Being Earnest  Essay Due

Week 9
November 6 “The Sphinx without a Secret” by Oscar Wilde; “A Cross Line” by George Egerton
November 8 “Virgin Soil” and “A Nocturne” by George Egerton  Seminars Begin

Week 10
November 13 “The Story of a Panic” and “The Point of It” by E. M. Forster
November 15 “Neutral Tones” and “The Darkling Thrush” by Thomas Hardy; “A Northern Suburb” by John Davidson; and “Loveliest of Trees, the Cherry Now” by A. E. Housman

Week 11
November 20 “[Maids, not to you my mind doth change]”, “[A girl]”, “Unbosoming”, and “Eros” by Michael Field
November 22 “Among School Children”, “Sailing to Byzantium”, “Byzantium”, and “The Circus Animals’ Desertion” by W. B. Yeats

Week 12
November 27 “In a Station of the Metro”; “Portrait d’une Femme”; and “Further Instructions” by Ezra Pound; “Preludes” by T. S. Eliot; and “Strange Meeting” by Wilfred Owen
November 29 Conclusion

December 6-20  Final Examination