Course Overview
At the beginning of the 20th century, Great Britain was the world's foremost global power. Its vast empire covered nearly a quarter of the planet, and England held dominion over 400 million people. By the end of the 20th century, England's empire had been reduced to just 14 territories. The "story" of the British Empire is just one story about England in the 20th and 21st centuries, however. Global conflicts, especially World War I, left a deep imprint on the British psyche, as did rapid social and cultural shifts that challenged the remaining conservative vestiges of 19th-century Victorianism. In this course, we will take as our focus two themes: love and empire. Through these lenses we will contemplate how "Britain" and being "British" evolved throughout the 20th century, infused with the cultures of an increasingly multicultural population, how it reckoned with its own imperial success (and excess), and its vision of itself in the new millennium.
SNORKELING - You’re familiar with British literature – you've taken a British lit survey course at the undergraduate level – and you're ready to take your knowledge into deeper waters. You want to look below the surface. Snorklers understand that the interplay between literature and history is often key to unlocking meaning. They are keen to explore the ways texts “talk” to each other. They are equipped to look extensively at a text and from multiple angles, both in classroom discussion as well as in their writing.

SCUBA DIVING - You are very comfortable with “the deeps” of literary analysis, from close reading to literary theory, and you’ve taken a few upper-level literature courses before, so you are well acquainted with the rigorous reading and writing loads that such courses demand. You actively seek out extra readings and information, and prefer writing assignments that challenge your skill sets. Scuba Divers are driven by curiosity and are passionate about taking their writing well beyond the shallows.

HOW TO TAKE THIS COURSE

In her excellent syllabus for her US History Survey II course at Worcester University, Dr. Tona Hangen encourages her students to think of her course as the ocean and “to go as deep” as they dare. Using her concept – with some adjustments for our course – I extend the same invitation to you.

WADING - This is your first - and may be your only – upper-level British literature course, or this is your first upper-level literature course, so you want to "stay in the shallows," and you are going to need some "water wings" in the form of additional guidance from the instructor. Waders are used to skimming the surface in their writing, and need to work on plunging into the depths more in their writing.
COURSE POLICIES

ATTENDANCE You are allowed TWO absences without penalty. Fifth and sixth absences each result in an automatic half grade deduction from your final grade. A seventh absence is an automatic fail for the course. It is your responsibility, not mine, to catch you up on material due to an absence. I will not “re-teach” a class you have missed, which would be impossible anyway, since each class is dependent on the input and insights of the class itself. Finally, I follow the university policy for excused absences; this policy only excuses absences for official university business, not illness, doctor’s appointments, court dates, funerals, etc.

LATE WORK I allow one “get out jail free” for late work, which means you can turn in a paper up to three days late without penalty. Otherwise, a paper that is a full day late will be automatically marked down half a grade; two days late is a full grade markdown; and three days late is an automatic “D.” No papers will be accepted after four days.

PLAGIARISM Acts of plagiarism run the gamut from misattributing sources, forgetting to cite sources, and patchworking sources to create paragraphs, to purchasing papers or copying and pasting entire essays. In all of my courses, I expect work that represents original work and the correct use of sources. If at any time you are unsure about how to cite a source or how to incorporate work into your writing, please see me for help. If you do engage in plagiarism that is in violation of the university’s Academic Integrity Policy, you will receive a zero for the assignment and be reported to the appropriate Academic Dean. A second offense is an automatic failing grade for the course, and you will again be reported to your Academic Dean. To see the university’s policy, go to http://www.sfasu.edu/policies/academic_integrity.asp.

DISABILITY SERVICES To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services(ODS) at 468-3004 / 468-1004 (TDD) as early as possible in the semester to receive accommodations in a timely fashion. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Required Texts
Grading Scale

An “A” paper is an exceptional paper that meets all of the requirements of the assignment as outlined by the assignment guidelines. Such a paper has a clearly stated and critically sophisticated thesis statement; supporting paragraphs are thoughtful and well-supported; transitions between paragraphs and ideas are smooth; a formal introduction and conclusion are provided and both paragraphs meet the expectations of introductions and conclusions as outlined by the instructor; and there are few to no grammatical errors.

A “B+” paper is a superior paper that meets all of the requirements of the assignment; thesis statement is clear but lacks some of the critical sophistication of an “A” thesis statement; paragraphs are nicely developed and supported; transitions between paragraphs and ideas are generally smooth; the introduction and conclusion are for the most part formally constructed and follow most of the guidelines for introductions and conclusions as explained by the instructor; and has a few grammatical errors.

A “B” paper is a strong paper that meets most to all of the requirements of the assignment; the thesis statement is identifiable but lacks the level of clarity and sophistication found in “A” and “B+” papers; paragraphs show attention to development, but not as consistently or as rigorously as “A” or “B+” papers; smooth transitions between paragraphs and ideas are present in places, but not consistent; the introduction and conclusion lack some of the necessary formality and components as stipulated by the instructor; there are several grammatical errors.

A “C+” is a good paper that meets a large number of the requirements of the assignment; the thesis is identifiable, but may be awkwardly constructed and is somewhat lacking in critical depth; paragraphs are fairly developed, but could use more support and development; transitions are abrupt or in some places non-existent; the introduction and conclusion are too informal and are lacking in some of the components outlined by the instructor; and there are several grammatical errors.

A “C” paper is an average paper that meets most of the requirements of the assignment; the thesis is identifiable, but its claim is vague, observational, or undeveloped and is too informal in its construction and critical thinking; paragraphs show some development, but not as much as a “C+” paper; transitions are hard to find between paragraphs and ideas; the introduction and conclusion are too informal and have few of the components outlined by the instructor; and there are many grammatical errors.

A “D+” is a mediocre paper meets only one or two of the requirements of the assignment; there is no discernible thesis statement; the paragraphs lack structure and critical development; transitions are absent; the introduction and conclusion are awkwardly constructed and do not provide adequate set-up or closure to the paper; and there are many grammatical errors.
Grading Scale

A “D” paper is a poor paper that does not meet the requirements of the assignment; the thesis statement is not identifiable; supporting paragraphs are underdeveloped and unfocused; there are no transitions to move from idea to idea or paragraph to paragraph; the introduction and conclusion are hard to follow, have no clear purpose or direction, and do not meet any of the expectations as outlined by the instructor; and the paper has many errors on each page.

An “F” paper does not meet any of the requirements as a whole or those for the introduction and conclusion; the paper has no discernible main idea; paragraphs are short and underdeveloped; the paper does not meet the minimum page length; the paper lacks focus; and there are grammatical errors throughout the entire paper.

COURSE REQUIREMENTS

50% Research Project: Students will engage with research in various ways in order to better understand how scholarship on a text evolves, how scholars utilize research in their writing, and how to thoughtfully analyze and critique scholarly arguments in a series of assignments: the Evolution of the Scholarship Essay (20%); the Article Reference Analysis (15%); and the Article Critique (15%).

30% Short Papers: Each text / unit will conclude with a short paper, roughly 450-550 words in length (or one single-spaced page). Students are expected to write six short papers for the course (out of a total of eight units). Students must submit short papers for the first and last units of the course, and must submit three short papers prior to midterm. These papers will focus on a particular prompt(s) that students will select for their writing.

20% Discussion Boards/Social Annotations: To facilitate active and diverse dialogue of the texts, concepts, issues, and criticism that we will be exploring in the course, we will make use of the discussion boards in D2L, as well as use Google Docs to engage in social annotations of the primary texts and criticism assigned in the course.
Assignment Deadlines

Short Papers

#1 DUE 9/6/21
#2 DUE 9/15/21
#3 DUE 9/20/21
#4 DUE 10/11/21
#5 DUE 10/18/21
#6 DUE 10/25/21
#7 DUE 11/3/21
#8 DUE 11/29/21

Evolution of the Scholarship DUE 10/4/21

Reference Analysis DUE 10/27/21

Critique Essay DUE 12/6/21

CREDIT HOURS

JUSTIFICATION: ENGL 3319 (3 credits) typically meets three times each week in 50-minute segments or twice each week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students are expected to complete a significant amount of weekly reading of primary and/or secondary source material. The weekly reading will be accompanied by such assignments as reading quizzes, in-class and out-of-class writings, and class presentations. The amount of writing will average between 16-24 pages over the semester and will, at times, require substantial research. The required outside of class workload will average 6 hours per week.

CONCISE READING SCHEDULE

8/23 Introduction to Course; View and discuss WWI poetry
8/25 Discuss WWI poetry
8/30 Discuss WWI poetry
9/1 Discuss WWI poetry
9/6 Discuss Mrs. Dalloway
9/8 Discuss Mrs. Dalloway
9/13 Discuss Mrs. Dalloway
9/15 Discuss A Passage to India
9/20 Discuss A Passage to India
9/22 Discuss A Passage to India
9/27 Discuss A Passage to India
9/29 Discuss The End of the Affair
10/4 Discuss The End of the Affair
10/6 Discuss The End of the Affair
10/11 Discuss A Taste of Honey
10/13 Discuss Wide Sargasso Sea
10/18 Discuss Wide Sargasso Sea
10/20 Discuss Wide Sargasso Sea
10/25 Discuss Metroland
10/27 Discuss Metroland
11/1 Discuss White Teeth
11/3 Discuss White Teeth
11/8 Discuss White Teeth
11/10 Discuss White Teeth
11/15 Discuss White Teeth
11/17 Discuss White Teeth
11/29 Critique/Portfolio Conferences
12/1 Critique/Portfolio Conferences

FINALS WEEK: DATE AND TIME OF FINAL TBA

CATALOG DESCRIPTION: A close study of 20th-century British literature. The course will cover literary schools of the period and major authors, such as Yeats, T.S. Eliot, Conrad, Woolf, Joyce, Orwell, Dylan Thomas, Burgess, Auden and Heaney.

Prerequisite Course(s): 6 hours of freshman ENG, ENGL 1301, ENGL 1302
WITHELD GRADES POLICY

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

MENTAL HEALTH AND WELLNESS

SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFA Counseling Services
www.sfasu.edu/counselingservices Rusk Building, 3rd Floor 936.468.2401

SFA Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp Human Services, Room 202 936.468.1041

Crisis Resources:
Burke 24-hour crisis line: 1.800.392.8343
Suicide Prevention Lifeline: 1.800.273.TALK (8255)
Crisis Text Line: Text HELLO to 741-741