English 2323: British Literature from 1800

Fall 2023
Instructor: Dylan Parkhurst
Email: deparkhurst@sfasu.edu
Phone: 468-2365 (it is better to email than to phone as I am not always in my office)
Office: LAN 210
Office hours: MWF: 10-11; TR: 11-12

COURSE DESCRIPTION

According to the SFA General Bulletin, English 2323 is a “survey of major authors and literary movements/paradigms in British literature from Romanticism to the present, including the study of the Victorians and Moderns. Prerequisite: six semester hours of freshman English.”

As a broad historical survey, this class focuses on the evolution of literary genres, a variety of exemplary texts, and the interrelatedness of literature and culture. Due to the scope of this survey, our readings represent highlights of various periods rather than a thorough examination of any one era or genre.

We will consider three major literary movements/eras:
British Romanticism (early to mid-nineteenth century)
Victorian Literature (later nineteenth century)
Modernism and Beyond (the twentieth century and later)

In terms of workload, this course will involve a substantial amount of reading and a moderate amount of writing. You will have reading assignments for every class period. Be sure that you budget plenty of time for reading on a regular basis outside of class. I will monitor the accomplishment of reading assignments through quizzes and other activities, such as informal presentations and literary analyses in small groups.

REQUIRED TEXTS


COURSE OBJECTIVES

This course meets the following Texas state university outcomes and education objectives:

STUDENT LEARNING OUTCOMES

Upon completion of this course, students will be able to:

- Describe historical movements and developments in British Literature of the 19th, 20th,
and 21st centuries.

- Close read poems, stories, and nonfiction works of British Literature and describe their qualities of theme and genre and usage of literary devices.
- Produce written analysis of a work of British literature, primarily focused on discussion of close reading, genre, and historical context.
- Collaborate with a small group to create and present analytical and creative responses to literary works.
- Explain how British Romantic, Victorian, and Modern literature captures and expresses social issues that individuals faced in historical context and may also still encounter in a global and local cultures of today.

**PROGRAM LEARNING OUTCOMES**

- PLO 1 - The student will demonstrate the ability to read complex texts, closely and accurately.
- PLO 2 - The student will demonstrate knowledge of particular periods of British literary history.
- PLO 5 - The student will demonstrate the ability to write clear, grammatically correct prose for a variety of purposes in regards to literary analysis.

**ASSIGNMENTS**

Course assignments and exams will be weighted in this way:

<table>
<thead>
<tr>
<th>Participation*</th>
<th>10%</th>
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</thead>
<tbody>
<tr>
<td>Romanticism Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Victorianism Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Modernism/Contemporary Exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

*Includes quizzes, daily work, and attendance.

**GRADES**

This course is reading intensive, and a large portion of your grade will be determined by your ability to keep up with the readings. There will be daily reading quizzes and three tests (one for each area of literature we are studying). Your grade will also be affected by class participation and attendance.

**GRADING STANDARD:**

**A:** 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

**B:** 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which
adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of an F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

ATTENDANCE

Attendance is essential for success in a literature course. By not attending class, you miss out on discussion of the material that may bring further understanding of the texts we read which can help you gain a better appreciation of literature. Obviously, attendance is measured by a student being present on any given day, but I also measure using other factors, including coming with the required materials on a daily basis, being prepared for discussion, and being an active participant in the class (I will clarify this statement later in the syllabus). If a student accrues five absences (more than two weeks of course work), they will receive a letter grade reduction on their final grade. At six, there is another reduction, and at seven, they will fail the course. If there are circumstances that necessitate you missing a class, send me an email as soon as possible.
If you are consistently late to class, and we have not discussed an accommodation, and depending on the severity, you can receive either half an absence or a full one. Be considerate to your classmates by showing up on time and not disrupting the class.

Being absent is not an excuse for missed information or assignments. Get with a classmate – or better yet, email me – to see what was covered or assigned. I will not give you a mini-lesson, but I will lead you in the right direction. I do not accept late work. If you do not come to class the day a major assignment is due, it will not be accepted.

**Quizzes**
These will always be done at the beginning of class and will relate to the reading assigned for that day. Generally, my quizzes are one word or short answer. Occasionally, I will give a quiz that requires you to write a short paragraph. These quizzes are not intended to be punitive, but rather, they are a means to help you learn to read closely and critically for detail and to learn how to write critically about literature. I also use these quizzes to judge how well you are doing with the reading.

**Exams**
At the end of each major unit, there will be an exam covering the material for that unit. Exams will be a combination of short answer and essay.

**Course Policies**
The number one rule in my classroom is to treat others respectfully. I welcome lively conversation but not rudeness. Please turn off cell phones upon entering class unless you have a critical situation that requires your immediate attention. In the event that you accidentally leave your cell phone on, and it rings, just turn it off. If you have an emergency, quietly exit the classroom. Also, if you finish an in-class activity quickly, check with me before leaving. Do not just get up and leave.

**Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.

**Academic Integrity**
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.
Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**WITHHELD GRADES POLICY (A-54)**

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 coursework 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 to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**STUDENTS WITH DISABILITIES**

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004

(TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to
request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**STUDENT WELLNESS AND WELL-BEING**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

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

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741
# Weekly Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>M 8/28</td>
<td>Course Introduction; UNIT 1: ROMANTICISM</td>
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<tr>
<td></td>
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<td>Sweeper” (79), “The Divine Image” (80); from <em>Songs of Experience</em>: “The</td>
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<td>Chimney Sweeper” (83), “The Tyger” (84), “The Human Abstract” (86)</td>
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<td>2</td>
<td>M 9/4</td>
<td>Coleridge, <em>The Rime of the Ancient Mariner</em> (318)</td>
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<td></td>
<td>a Few Miles above Tintern Abbey” (183)</td>
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<tr>
<td>3</td>
<td>M 9/11</td>
<td>No class- I have jury duty</td>
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<tr>
<td></td>
<td>W 9/13</td>
<td>Mary Wollstonecraft, <em>A Vindication of the Rights of Women</em>, Introduction</td>
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<td></td>
<td></td>
<td>(98)</td>
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<tr>
<td>4</td>
<td>M 9/18</td>
<td>Keats, “Ode on a Grecian Urn” (503), “Ode on Melancholy” (505); Percy</td>
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<td>Bysshe Shelly, “Ozymandias” (395); Lord Byron, “Prometheus”</td>
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<td>W 9/20</td>
<td>John William Polidori “The Vampyre” (link is available on D2L)</td>
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<td>5</td>
<td>M 9/25</td>
<td>Test Review</td>
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<td></td>
<td>W 9/27</td>
<td>Romanticism Exam</td>
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<td>6</td>
<td>M 10/2</td>
<td>UNIT 2 – Victorian Lecture</td>
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<tr>
<td>7</td>
<td>M 10/9</td>
<td>Elizabeth Gaskell, “The Old Nurse’s Story” (link is available on D2L)</td>
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<td></td>
<td>W 10/11</td>
<td>Browning “Porphyria’s Lover” (910); “My Last Duchess” (912)</td>
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<td>8</td>
<td>M 10/16</td>
<td>Christine Rossetti, “Goblin Market” (1050)</td>
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<td>W 10/18</td>
<td>Kipling “The Man Who Would Be King” (link on D2L)</td>
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<td>9</td>
<td>M 10/30</td>
<td>Robert Louis Stephenson, <em>The Strange Case of Dr. Jekyll and Mr. Hyde</em></td>
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<td>W 11/1</td>
<td>Exam Review</td>
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<td>10</td>
<td>M 11/6</td>
<td>Victorian Era Exam</td>
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<td>W 11/8</td>
<td>Introduction to Modernism</td>
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<tr>
<td>Date</td>
<td>Monday</td>
<td>Wednesday</td>
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<td>11 M</td>
<td>Siegfried Sassoon, “They” (1336); Isaac Rosenberg, “Break of Day in the Trenches” (1342); Wilfred Owen, “Anthem for Doomed Youth” (1349) and “Dulce et Decorum Est” (1350)</td>
<td>James Joyce, “The Dead” (1248); excerpt from <em>Ulysses</em> (1279)</td>
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<tr>
<td>12 M</td>
<td>THANKSGIVING - NO CLASS</td>
<td>THANKSGIVING - NO CLASS</td>
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<tr>
<td>13 M</td>
<td>T.S. Eliot, “The Wasteland” (1326);</td>
<td>“The Wasteland” cont’d</td>
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<tr>
<td>14 M</td>
<td>Seamus Heaney, “Digging” and “Casualty” (1712, 1715)</td>
<td>Chinua Achebe, “Civil Peace” (1471); Smith, Zadie, “The Waiter’s Wife” (1565); Final Exam review</td>
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<tr>
<td>Final</td>
<td>Final Exam 8-10 am</td>
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Have a great semester!