Dr. Mary Ann O'Farrell
Office hours: Th 12:00-3:00; and by appointment
Office: 5XX LAAH
Office phone: 845-8313
E-mail: maof@tamu.edu

Teaching assistant: XXX
Office hours: TBA

English 232-501: Survey of British Literature II
T-Th 3:55-5:10, 200 HECC

Catalog Course Description: ENGL 232 Survey of English Literature II. Credit 3. Literary works from the late 18th century to the 21st century by authors in Great Britain and its colonies.

Prerequisite: None.

Course description
English 232 is a survey of British writings (poetry, novels, drama, and non-fiction prose) from the late-eighteenth century to the present. The survey nature of the course will permit us to think about these writings in relation to significant literary themes and movements in the late-eighteenth, nineteenth, twentieth and twenty-first centuries, and to consider these texts in relation to the social and intellectual contexts in which they were written and in which they were first read.

Learning Outcomes
The course is designed to help students to do the following:

1. To become familiar with authors, texts, and issues important to the study of British literature from the late eighteenth century to the present.

2. To read these texts in relation to the social and cultural contexts in which they were written and read.

3. To develop a sense of the tradition of British literature, including how that tradition builds upon texts speaking to one another.

4. To develop their knowledge of the goals and strategies of critical/analytical reading and writing, and to be able to articulate critical and interpretive responses to literary works in speech and in writing.
Core Curriculum Objectives:

The course addresses the Foundational Component Area in the following four ways.

**Critical Thinking Skills (CTS):** The course will enhance critical thinking skills through consistent reading and class discussion of key ideas in various literary traditions in British literature and its colonies from the late 18th century to the present.

**Communication Skills (CS):** The course will enhance communication skills through small and large group discussion and writing about ideas, issues, questions, and themes central to course reading.

**Personal Responsibility (PR):** The course will teach personal responsibility by enhancing students' understanding of how to ethically use sources to craft a persuasive argument/answer to an essay question.

**Social Responsibility (SR):** The course will enhance social responsibility by providing students with a cross-cultural understanding of how history and broader social forces have shaped literary traditions in Britain and its colonies from the early 18th century to the present.

Core Evaluation:

CTS: The evaluation of critical thinking skills will be based on exams and class participation and may include evaluation of written work. Exams will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Class room discussion will focus on helping students better understand the nuances and complexities of British literary works in Britain and its colonies.

CS: The evaluation of communication skills will be based on class participation in discussions and on exams and may include evaluation of written assignments. Students will demonstrate an understanding of British literary works in Britain and its colonies through exams in which they will be expected to effectively convey key ideas from the course succinctly and clearly, and through class room discussion in which students will learn how to express questions and thoughts about the subtleties of each text under examination.

SR: The evaluation of social responsibility will be based upon an end-of-the-semester short writing assignment in which students will demonstrate how key insights from the course have helped broaden their understanding of the way differing histories, cultures and philosophical outlooks shape the development of a literary tradition, including their own.

PR: The evaluation of personal responsibility will be based upon an assignment in which
students will be expected to ethically cite another person's work in crafting an answer or essay response to a specific question. The instructor will offer concrete examples of how to paraphrase ideas and integrate in-text citations in order to construct a persuasive argument.

Grading
A=90-100
B=80-89
C=70-79
D=60-69
F=0-59

Exams

The mid-terms will consist of a) short-answer questions and b) passage identifications that require brief essays. On the second mid-term students will also be asked to answer a question that tests their knowledge of how to ethically cite a source to build a persuasive argument. The final will consist of a) short-answer questions, b) passage identifications that require brief essays, and c) one essay question that will ask the student to think comprehensively about works we have read and talked about this semester. On the final students will also have to answer a short question in which they will have to demonstrate how key insights from the course have helped broaden their understanding of the way differing histories, cultures and philosophical outlooks shape the development of a literary tradition, including their own.

Online posts

Several times during the semester, you will be asked to respond to our readings for class. These responses must be posted on our course Moodle site for your classmates to read. The posts will help you develop your skills as a critical reader and as a writer, and they may sometimes help direct our discussion. Though you may be tempted to think of these as informal because they are short (100-200 words) and online, I am asking you to make thoughtful and intelligent observations about the text you are considering in clearly written, edited, and proofread prose.

Attendance & Participation

Attendance and participation will be based on constant attendance and fidelity to reading and other assignments; quizzes; in-class assignments; contribution to discussion. The TA will take attendance. All students are expected to complete readings before the class period in which they will be discussed. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.
Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do." For additional information, please visit: http://aggiehonor.tamu.edu

Grade will be determined as follows:

- mid-term examination 1 25%
- mid-term examination 2 25%
- final examination 25%
- online posts as assigned 20%
- attendance & participation (including discussion, keeping up with the reading, attendance, quizzes) 5%

Required Texts


Mary Shelley. Frankenstein. 1818 text. Oxford UP.

Our course will also use the course management system Moodle. Find your way here <http://moodle.english.tamu.edu/> to register for our course’s Moodle site before class. Our course enrollment key is “coffee” (without the quotation marks).

Schedule of readings. The syllabus is subject to verbal or written revision.

Week 1

T Introduction

Week 2
T  
Frankenstein, the remainder of Vol. I, Vol. II

Th  
Frankenstein, Vol. III

Week 3
T  
W. Wordsworth, “Lines written a few miles above Tintern Abbey” (2A: 429-33)
Romantics introduction in anthology (2A: 7-33)

Th  
Tintern Abbey
Selections from the Preface to Lyrical Ballads (2A: 433-445)

Week 4
T  
Barbauld, “Washing Day” (2A: 70-72); “To a Little Invisible Being” (2A: 68-69)
D. Wordsworth, “Thoughts on My Sick-bed” (2A: 602-03)
W. Wordsworth, “We are Seven” (2A: 416-18); “Ode: Intimations of Immortality” (553-58)

Th  

Week 5
T  
Mid-term examination on the Romantic period

Th  
Wilkie Collins, selection from The Woman in White (on Moodle)
Introduction to The Victorian Age (2B: 1049-73)
Tennyson, “Ulysses,” “Tithonus” (2B: 1189-93)

Week 6
T  
Robert Browning, “Porphyria’s Lover,” “Soliloquy of the Spanish Cloister,” “My Last Duchess” (2B: 1325-29), “Andrea del Sarto” (2B: 1358-64)

Th  
Wollstonecraft, from A Vindication of the Rights of Woman (2A: 304-26)
Ruskin, from Sesame and Lilies (2B: 1544-47)
Norton, from “A Letter to the Queen” (2B: 1533-35)
Elizabeth Barrett Browning, selection from \textit{Aurora Leigh} (2B: 1158-62)

\textbf{Week 7}

\textbf{T}
Charles Dickens, \textit{A Christmas Carol} (2B: 1376ff.; Staves 1-2)
Friedrich Engels, selection from \textit{The Condition of the Working Class in England in 1844} (2B: 1101-08)

\textbf{Th}
\textit{A Christmas Carol} (Staves 3-5)
Henry Mayhew, selection from \textit{London Labour and the London Poor} (2B: 1108-13)

\textbf{Week 8}

\textbf{T}
Doyle, “A Scandal in Bohemia” (2B: 1467ff.) \textit{On this day, the instructor will also discuss concrete examples of how to paraphrase ideas and integrate in-text citations in order to construct a persuasive argument. The student will be tested on this material on the next exam.}

\textbf{Th}
Christina Rossetti, “In an Artist’s Studio” (2B: 1647), “Goblin Market” (1650ff.)
The Pre-Raphaelite Brotherhood (review paintings reproduced in the front of 2B)

\textit{Spring break}

\textbf{Week 9}

\textbf{T}
Wilde, \textit{The Importance of Being Earnest} (2B: 1830ff.)

\textbf{Th}
Mid-term examination on the Victorian age

\textbf{Week 10}

\textbf{T}
Joyce, “The Dead” (2C: 2229ff.)
Introduction to “The Twentieth Century and Beyond” (2C: 1923-48)

\textbf{Th}
Virginia Woolf, \textit{Mrs. Dalloway} (2C: 2338-2390)

\textbf{Week 11}

\textbf{T}
\textit{Mrs. Dalloway} (2390-2437)

\textbf{Th}
\textit{Mrs. Dalloway} continued.
Week 12
T  Advertisements (on Moodle)
   Ngugi, from Decolonizing the Mind (2C: 2774-77)
   Gwyneth Lewis, “Mother Tongue” (2C: 2806)

Th  Salman Rushdie, “Chekhov and Zulu” (2C: 2749ff.)

Week 13
T  Zadie Smith, “Martha, Martha” (2C: 2861ff)

Th  Kazuo Ishiguro, The Remains of the Day (1st half)

Week 14
T  The Remains of the Day (2nd half)

Th  The Remains of the Day

Final examination on the 20th-century and contemporary readings, with one comprehensive essay question. The final exam will also include a short writing assignment in which students will demonstrate how key insights from the course have helped broaden their understanding of the way differing histories, cultures and philosophical outlooks shape the development of a literary tradition, including their own. TBA