

**USCDornsife**

**Department of  
English**

ENGL 262: British Literature from 1800  
Section 32619D  
4.0 Units  
Fall 2018  
MWF 1:00-1:50pm  
Room – THH 203

Rick Berg  
Office # THH 402A  
Office Hrs: M & W 2 – 3:30  
and by appointment

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### **ENGLISH 262: BRITISH LITERATURE FROM 1800**

English 262 is a survey of British Literature. It is an introduction. It promises to build on and extend the nodding acquaintance that most readers have with British writers of the past, (e.g., Jane Austin might be familiar to you, but have you met Elizabeth Bowen, etc., etc.). As an introductory course, English 262 is wedded to breadth of study not depth. The course intends to move from the Romantics to the Post-Moderns, introducing students to a variety of texts and authors, periods and genres, and the many questions writers and texts raise about literature and its place in the world. We will even look at some of the answers. The course's goals are many; for instance, there is the sheer pleasure of the texts; secondly there is the desire to prepare a foundation for further studies in literature and art; and finally, there is the simple celebration of literature's challenge to doxa and all the uninformed opinions that rule and regulate our everyday.

### **COURSE AND LEARNING OBJECTIVES**

#### **Course Objectives:**

This course cultivates a critical appreciation for human expression. Students will learn to read and interpret actively and analytically, to think critically and creatively, and to write and speak persuasively in order to evaluate ideas from multiple perspectives and to formulate informed opinions. Students should expect to analyze various kinds of texts in order to get a more nuanced sense of the subject and to improve their ability to read and to express opinions in a reasonable manner.

#### **Learning Objectives:**

1. Cultivate a critical appreciation for forms of human expression;
2. Develop and understanding of the contexts from which these texts emerged;
3. Learn to evaluate ideas from multiple perspectives and to formulate informed opinions.

## REQUIRED READINGS AND SUPPLEMENTARY MATERIALS

### Required Texts:

Delaney, Shelagh [A Taste of Honey](#)  
Gaskell, Elizabeth, [North and South](#)  
Greenblatt, Stephen (Editor) [The Norton Anthology of English Literature](#)  
(Ninth Edition) (Vol. Package 2: Volumes D, E, F)  
Khan, Ayub, [East is East](#)  
Laski, Marghanita, [The Victorian Chaise-Longue](#)  
Selvon, Samuel, [The Lonely Londoners](#)

### RECOMMENDED TEXTS:

#### Online Reference Texts:

The Chicago Manual of Style Online  
<http://tinyurl.com/oettzvx>

The Columbia Dictionary of Modern Literary and Cultural Criticism  
<http://literature.proquest.com.libproxy2.usc.edu/getResultsByLetter.do?areaName=ref&letter=all&type=CDC>

The Concise Oxford Dictionary of Literary Terms  
<http://literature.proquest.com.libproxy2.usc.edu/getResultsByLetter.do?areaName=ref&letter=a&type=OLT>

The New Princeton Encyclopedia of Poetry and Poetics  
<http://literature.proquest.com.libproxy2.usc.edu/getResultsByLetter.do?areaName=ref&letter=all&type=PEP>

Literature On Line  
<http://lion.chadwyck.com.libproxy.usc.edu/>

Routledge Encyclopedia of Narrative Theory  
<http://literature.proquest.com.libproxy2.usc.edu/getResultsByLetter.do?areaName=ref&type=RENT&letter=s>

Key Terms in Literary Theory  
<http://search.credoreference.com.libproxy1.usc.edu/content/title/contlt>

## READING SCHEDULE

M. 8/20  
Introduction

**The Romantic Period (1785–1830)**  
Recommended Reading:  
Norton Anthology: The Romantic Period “Introduction”

W. 8/22  
WILLIAM WORDSWORTH (1770–1850)  
“A Slumber did my Spirit Seal”  
“She Dwelt among the Untrodden Ways”  
“Lines Composed a Few Miles above Tintern Abbey”

F. 8/24  
WILLIAM WORDSWORTH (1770–1850)  
“Lines Composed a Few Miles above Tintern Abbey”

M. 8/27  
SAMUEL TAYLOR COLERIDGE, (1772–1834)  
“Kubla Khan,” “Christabel”

W. 8/29  
SAMUEL TAYLOR COLERIDGE, (1772–1834)  
“Christabel”

F. 8/31  
WILLIAM BLAKE (1757–1827),  
Songs of Innocence, “The Chimney Sweeper,”  
Songs of Experience, “The Chimney Sweeper,” “London

M. 9/3  
Labor Day

W. 9/5  
WILLIAM BLAKE (1757–1827)  
The Marriage of Heaven and Hell  
<http://www.blakearchive.org/exist/blake/archive/work.xq?workid=mhh&java=yes>

F. 9/7  
WILLIAM BLAKE (1757–1827)  
The Marriage of Heaven and Hell  
<http://www.blakearchive.org/exist/blake/archive/work.xq?workid=mhh&java=yes>

M. 9/10  
WILLIAM BLAKE (1757–1827)  
The Marriage of Heaven and Hell  
<http://www.blakearchive.org/exist/blake/archive/work.xq?workid=mhh&java=yes>

W. 9/12  
JOHN KEATS (1795–1821)  
The Eve of St. Agnes

F. 9/14  
JOHN KEATS (1795–1821)  
The Eve of St. Agnes

**The Victorian Age (1830–1901)**  
Recommended Reading:  
Norton Anthology: The Victorian Age “Introduction”

M. 9/17  
JOHN RUSKIN (1819–1900)  
From The Stones of Venice  
“The Savageness of Gothic Architecture”

W. 9/19  
ALFRED, LORD TENNYSON (1809–1892),  
From Idylls of The King  
“The Coming of Arthur,” “The Passing of Arthur”

F. 9/21  
JOHN STUART MILL (1806–1873),  
The Subjection of Women from Chapter 1

M. 9/24  
ALFRED, LORD TENNYSON (1809–1892),  
“The Lady of Shalott,”  
ROBERT BROWNING (1812–1889),  
“My Last Duchess,”

W. 9/26  
CHRISTINA ROSSETTI (1830–1894),  
“Goblin Market”

F. 9/28  
THOMAS CARLYLE (1795–1881) From Chartism,  
“Condition-of-England Question,” “Laissez-Faire.” **(BLKBD)**  
FRIEDRICH ENGELS, (1820–1895):  
From The Great Towns

M. 10/1  
ELIZABETH GASKELL (1810–1865)  
North and South

W. 10/3  
ELIZABETH GASKELL (1810–1865)  
North and South

F. 10/5  
ELIZABETH GASKELL (1810–1865)  
North and South

M. 10/8  
ELIZABETH GASKELL (1810–1865)  
North and South

W. 10/10  
ELIZABETH GASKELL (1810 – 1865)  
North and South

F. 10/12  
RUDYARD KIPLING (1865–1936)  
“The Drums of the Fore and Aft” **(BLKBD)**

M. 10/15  
ROBERT LOUIS STEVENSON (1850–1894),  
The Strange Case of Dr. Jekyll and Mr. Hyde

W. 10/17  
ARTHUR WING PINERO (1855 – 1934)  
The Second Mrs. Tanqueray **(BLKBD)**

F. 10/19  
ARTHUR WING PINERO (1855 – 1934)  
The Second Mrs. Tanqueray **(BLKBD)**

### **The Twentieth Century and After**

Recommended Reading:

Norton Anthology: The Twentieth Century and After “Introduction”

M. 10/22  
JAMES JOYCE (1882–1941),  
“The Dead”

W. 10/24  
WILFRED OWEN (1893–1918),  
“Dulce Et Decorum Est,”  
IVOR GURNEY (1890–1937),  
“To His Love, “

F. 10/26  
ISAAC ROSENBERG (1890–1918),  
“Returning, We Hear the Larks,”  
“Dead Man’s Dump”

M. 10/29  
WILLIAM BUTLER YEATS (1865–1939),  
“Easter 1916,” “Sailing to Byzantium”

W. 10/31  
ELIZABETH BOWEN (1899 – 1973)  
"The Demon Lover" & "Mysterious Kôr" **(BLKBD)**

F. 11/2  
SAMUEL SELVON (1923 – 1994).  
Lonely Londoners

M. 11/5  
SAMUEL SELVON (1923 – 1994).  
Lonely Londoners

W. 11/7

SAMUEL SELVON (1923 – 1994).

Lonely Londoners

F. 11/9

SHELAGH DELANEY (1938-2011)

A Taste of Honey: A Play

M. 11/12

SHELAGH DELANEY (1938-2011)

A Taste of Honey: A Play

W. 11/14

MARGHANITA LASKI (1915 –1988)

The Victorian Chaise-Longue

F. 11/16

MARGHANITA LASKI (1915 –1988)

The Victorian Chaise-Longue

M. 11/19

TONY HARRISON (1937 -)

“A Cold Coming” **(BLKBD)**

<http://www.guardian.co.uk/g2/story/0,3604,894707,00.html>

W. 11/21 -- 11/23

Thanksgiving Holiday

M. 11/26

AYUB KHAN-DIN (1961 -)

East is East

W. 11/28

AYUB KHAN-DIN (1961 -)

East is East

F. 11/30

CHINA MIEVILLE (1972 -)

“Syllabus” **(BLKBD)**

Conclusion

## **REQUIREMENTS:**

There will be THREE papers and a TAKE-HOME FINAL EXAM. Class participation is vital. Students will be expected to have read and prepared the required texts for each session so that they will be ready to engage in an informed discussion.

### **Papers:**

The papers will be 5-7 pages. Topics will be assigned. (If a student wishes to pursue a topic of his/her own, this is acceptable. To do that the student must meet with me before she/he starts writing). Late papers will not be tolerated.

All papers will be typed and follow the proper manuscript conventions. If you are unclear about those conventions, please consult the usual manuals of style (e.g., [The Chicago Manual of Style Online](http://tinyurl.com/oettzvx) <http://tinyurl.com/oettzvx>). When writing the paper, all students are encouraged to meet with me during office hours, consult the folks in the writing center, or consult a writing manual, e.g., Greene, Gayle, Writing a Paper (BLBD). Late papers will not be tolerated.

Since there will be time to revise, it is understood that there will be at least two re-writes before the final draft is submitted. The papers are to be well written. The subject is to be presented in a literate manner. The prose should be clear and concise, free from confusing syntax and awkward or clumsy usage. The spelling and grammar should be correct. The papers should be well organized and coherent. There should be a defined structure, one that is orderly and intelligible. They should have a sound and substantial thesis, one that puts forth a topic. Aspects of the topic should be developed without going into unnecessary detail. Statements must be consistent. They should contain supporting evidence for assertions. When necessary, the papers should also have proper citations from reliable sources for direct quotations, and counter-intuitive or controversial statements.

### **Exams:**

The Final Exam will be a take-home test. It will consist of FOUR essay questions. You will choose TWO. It will be comprehensive. A hard copy of the exam will be placed in my mailbox on or before the due date (DUE DATE TBA). There will be NO LATE EXAMS.

### **Participation:**

Since we will be discussing the particulars of the texts, students should bring the readings to class and be prepared to discuss them. Students are expected to come to class prepared. It goes without saying that the text is to have been read, several times if possible. ("I have not read it," is neither an acceptable response nor one that will be tolerated with good humor.) When reading the texts and preparing for class lectures and discussions, students should keep in mind that we are not engaged in the repeating of received opinions. The texts we will be reading are challenging. They raise questions about what we know, how we came to know it and the validity and meaning of that knowledge and our understanding, (which might make us apprehensive because we begin to sense that our knowledge might be inadequate). These texts encourage us to engage in critical and reflective thinking and to put our responses and answers to the question, as it were.

Shermis, S. Samuel, Critical Thinking: Helping Students Learn Reflectively (BLKBD)

Occasionally, I will post a discussion topic on Blackboard. When I do, I will send an email notifying you. The responses will be considered part of the participation grade.

Finally, it goes without saying: things happen. Hence changes might occur, and adjustments may be made during the course of the semester. If so the instructor will decide.

## Grading Breakdown

Assignment	Points	% of Grade
1st Paper		20
2nd Paper		20
3rd Paper		20
Final Exam		25
Participation		15
<b>TOTAL</b>	<b>0</b>	<b>100</b>

### ASSIGNMENT SUBMISSION POLICY

#### Papers:

All papers are due in class on the assigned due date. Please also submit a copy through Turnitin on Blackboard.

#### The Final Exam:

A hard copy of the exam will be placed in my mailbox on or before the due date (DUE DATE TBA). A BACK-UP copy of the Exam should also be submitted through Turnitin. There will be NO LATE EXAMS.

### ADDITIONAL POLICIES

#### Electronic Gadgets:

Computers, iPads, iPods, Smart Phones etc. etc., are part of our lives. They are extraordinary tools. They help in a number of ways. They are not only a part of our personal and professional lives; they are also a part of our educational and classroom experience. They are pedagogically useful. But they can also be annoying toys. Therefore, I encourage their use and discourage playing with them in class. To be clear, as long as these tools are used in class for class, as long as they are used to enhance education, everything is fine. But they are not to be used to answer and send emails, to shop, to play online games, or to surf the net, unless the surfing pertains to class. All that behavior is unacceptable. It is rude and disruptive. It interferes with classroom activities. It will not be tolerated.



## Statement on Academic Conduct and Support Systems

### **Academic Conduct:**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### **Support Systems:**

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

### **National Suicide Prevention Lifeline - 1-800-273-8255**

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

### **Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call**

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

### **Sexual Assault Resource Center**

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

### **Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086**

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

### **Bias Assessment Response and Support**

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

### **Student Support & Advocacy – (213) 821-4710**

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

### **Diversity at USC – <https://diversity.usc.edu/>**

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students