

ENL 2022—SURVEY OF BRITISH LITERATURE 1750-PRESENT (Section-8188)

FALL 2017

“Rebels, Revolutionaries and Literature”

Instructor Name: Amrita Bandopadhyay

Course meeting times & locations: T 2, 3 and R 3, WEIM 1092

Office Location and Hours: T & R, 10:45 am to 11:45 am, by appointment, TUR 4361

Course website: Canvas

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Course Description: The Romantic Age (1785 – 1832), the Victorian Age (1830 – 1901) and the Twentieth century in Britain witnessed fundamental changes in its social and cultural fabric through seismic events such as the French Revolution, the American War of Independence, the Industrial Revolution, the Suffragette Movement, and the formation and breakdown of the British Empire. This course surveys English literature from these periods, paying close attention to representations of rebellion and revolution, while also examining broader historical and cultural contexts. To that end, students will read a diverse range of texts to explore the major formal, philosophical, political and aesthetic characteristics of the literary works, while engaging with varied representations of revolution. Students would also be encouraged to analyze how literary, philosophical and aesthetic practices could themselves be revolutionary in myriad ways.

The course aims to deepen our understanding of the authors and texts that constitute British literature. Additionally, we will sharpen our analytical skills as we read and respond critically through different writing assignments. Through close-readings, response papers, class discussions, and critical essays, students will communicate their analyses and interpretations of the literature.

General Education Objectives:

- This course confers General Education credit for either Composition (C) *or* Humanities (H). This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).
- *Composition courses* provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of “C” or higher and a

satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

General Education Learning Outcomes:

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Required Texts:

These are the preferred editions for this course. You may purchase a different edition if you want (i.e. older editions, electronic versions, etc.), as long as the edition is complete and unabridged. Please note, however, that if you choose to do so your page and/or chapter numbers might vary from the copies I will use in class.

- *The Norton Anthology of English Literature*, Vol. 2, 9th edition ed. Stephen Greenblatt, **ISBN: 978-0-393-91248-7**
- *Persuasion* by Jane Austen, **ISBN: 978-0-393-91153-4**
- *North and South* by Elizabeth Gaskell, **ISBN: 978-0-393-97908-4**
- *Return of the Native* by Thomas Hardy, **ISBN: 0-393-92787-3**
- *Wuthering Heights* by Emily Bronte, **ISBN: 978-0-393-97889-6**

ASSIGNMENTS (see below for Grading Rubric):

Detailed instructions for the assignments will be provided in class:

8 Analytical Responses of 300 words each (Total 2400 words, 200 points): You will be expected to write brief analytical response papers answering a question on the readings scheduled to be discussed the following day. To support your answer you will draw specific evidence from the text. Submissions must be made by 5 pm on Mondays and/or Wednesdays on Canvas Discussion Board. For meaningful class discussion, each student is expected to read at least one other student's response before class. The purpose is to address larger concerns brought to mind by the source material.

Essay 1: Close Reading (750 words, 150 points): For this essay, you will have to analyze a text with adequate attention to its form and content. You are required to develop an argument with a clear coherent thesis. To support your argument, you will draw evidence only from the text.

Essay 2: Definition Argument with secondary source (850 words, 200 points): Based on your reading of the texts, you will define the topic of our syllabus by focusing on a key term related to the subject of revolution. Next, you will select and analyze a critical essay on any poet/novelist/essayist you have read in class by identifying and explaining how the author (of the essay) uses your chosen key term or the concept of revolution. You will outline your understanding of the topic as well as raise questions that you hope to answer later in the course.

Essay 3: Critical Essay using secondary sources (2000 words, 400 points): For this essay, you will use primary texts as well as critical essays to defend a well-developed coherent thesis. You are required to develop an argumentative essay by drawing evidence from both primary and secondary sources.

Participation (50 points): Participation includes raising meaningful questions in class for the purpose of fueling discussion, making thoughtful comments on texts, and showing adequate engagement in class. A large portion of the class will be devoted to discussing texts and therefore, requires your attention and participation. Active participation or lack of it will directly affect your grade.

Optional Extra Credit Assignment (10 points): For this assignment, you choose a favorite character or author/poet from the syllabus. Do some preliminary research on his/her life and works. Next, create a social media page for the individual and present it before the class.

Assignments	Points
Response Papers (8 x 25 points each)	200
Essay 1: Definition Argument	150
Essay 2: Close Reading	200
Essay 3: Critical Essay using secondary sources	400
Participation	50
Total	1000

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. Students are expected to read the assigned texts for each day before coming to class.
3. *Attendance:* Attendance is mandatory. After six unexcused 50-minute absences, you automatically fail the class. Absences will only be excused according to UF's attendance policies. If you want an excused absence, notify me at least two days in advance.
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Tardiness: If you are more than 5 minutes late to a class period, you incur an instance of tardiness. Three instances of tardiness make one unexcused absence.

4. *Paper Format & Submission:* All final papers must be submitted on Canvas, double spaced with one inch margin on all sides, 12 point font, Times New Roman. Drafts should be submitted either through Canvas or as hard copies.
5. *Late Papers/Assignments:* Late submissions are not accepted, except under emergencies (example: an accident or family emergency). If there is an emergency, you must notify me of your inability to submit on time.
6. *Paper Maintenance Responsibilities.* Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
7. *Academic Honesty and Definition of Plagiarism.* Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the Student Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.
8. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/), which will provide appropriate documentation to give the instructor.
9. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
10. *Grade Appeals.* In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Grade appeals may result in a higher, unchanged, or lower final grade.
11. *Course Evaluations.* Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: <https://evaluations.ufl.edu/evals/Default.aspx>
12. Students who face difficulties completing the course or who are in need of counseling or urgent help may call the on-campus Counseling and Wellness Center (352) 392-1575, or contact them online: <http://www.counseling.ufl.edu/cwc/Default.aspx>
13. *Netiquette:* You need to bring the texts to class as and when they are discussed. You are allowed to use laptops and tablets only to access the texts and readings. However, phones must be put away during class and kept on “silent” mode. Reading newspapers or other materials not related to class and surfing the web/playing games, etc. is prohibited, as is texting during class.
Classroom behavior: Students come from diverse socio-cultural, economic, religious, and ethnic backgrounds. Some of the texts we will discuss and write about deal with controversial topics and opinions. Diverse student backgrounds combined with thought-provoking texts require that you demonstrate respect for ideas that may differ

from your own. Harassment of any kind will not be tolerated. For more about The University of Florida policies regarding harassment, see the University of Florida Student Conduct Code: <https://www.dso.ufl.edu/sccr>

Students who fail to abide by the above policies of classroom behavior and netiquette may be asked to leave the class and be marked absent for the day.

14. *UF's policy on Harassment*: UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty: <http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/resources/harassment/>
15. *Policy on environmental sustainability*. Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available, or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County [Friends of the Library](#) annual book sale.)

SYLLABUS: The following schedule is tentative and could be changed due to pressing circumstances

Week	Day	Readings	Due
1	T 08/22	Introduction, syllabus, policies. Topic: <i>What has literature got to do with revolution?</i>	
	R 08/24	"Women cannot write the plays of Shakespeare": Home and the Revolution. Discuss Virginia Woolf's "A Room of One's Own: Shakespeare's Sister" from <i>Norton Anthology (NA)</i>	
2	T 08/29	The Romantic Rebels: Sections from <i>Preface to the Lyrical Ballads</i> and <i>Biographia Literaria</i> in <i>NA</i> .	
	W 08/30		Analytical Response 1 by 5:00 pm
	R 08/31	Wordsworth: "Strange Fits of Passion," "She dwelt among the Untrodden Ways," "Resolution and Independence" from <i>NA</i>	
3	M 09/04		Analytical Response 2 by 5:00 pm
	T 09/05	Coleridge: "The Rime of the Ancient Mariner," "Kubla Khan," "Frost at Midnight" from <i>NA</i>	

	R 09/07	Shelley: "Ozymandias," "England in 1819," "Ode to the West Wind" from <i>NA</i>	
4	M 09/11		Analytical Response 3 by 5:00 pm
	T 09/12	Keats: "La Belle Dame sans Merci," "Ode to a Nightingale," "To Autumn" from <i>NA</i>	
	R 09/14	Byron: "She Walks in Beauty," "So, we'll go no more a roving," "Letter to Percy Bysshe Shelley (Apr.26, 1821)" from <i>NA</i>	
5	M 09/18		Analytical Response 4 by 5:00 pm
	T 09/19	Selected sections from Burke's "Reflections on the Revolution in France," Paine's "Rights of Man" and Wollstonecraft's "A Vindication of the Rights of Woman (217-232, Chapter 2);" all readings from <i>NA</i>	
	R 09/21	<i>Persuasion</i> Ch. I-IX pgs. 3-58, outline of Close Reading	
6	T 09/26	<i>Persuasion</i> Ch. X-XXIV pgs. 59-178, peer review	Essay 1: Close Reading
	R 09/28	The Victorians: The Conservative Rebels? Introduction, Hardy's "Hap," Hopkins' "Thou art indeed just, Lord"	
7	T 10/03	Library Tour (could be rescheduled)	
	R 10/05	Instructor away for Conference	
8	M 10/09		Analytical Response 5 by 5:00 pm
	T 10/10	Hopkins's "Spring and Fall," John Stuart Mill's "The Subjection of Women" (section from <i>NA</i>) Carlyle's "Captains of Industry" (section from <i>NA</i>)	
	R 10/12	The Brownings: "To George Sand" and "Porphyria's Lover" and "My Last Duchess" from <i>NA</i>	
9	M 10/16		Analytical Response 6 by 5:00 pm

	T 10/17	<i>Wuthering Heights</i> Ch. I-XXI, pgs. 3-176 Peer review of Definition Argument	Essay 2: Definition Argument
	R 10/19	<i>Wuthering Heights</i> Ch. XXII-end, pgs. 176-258, afterlife	
10	M 10/23		Analytical Response 7 by 5:00 pm
	T 10/24	The Pre-Raphaelites: Dante Gabrielle Rossetti's "The Blessed Damozel" and Christina Rossetti's "Goblin Market," and Michael Field's "To Christina Rossetti"	
	R 10/26	<i>Return of the Native</i> , Book First, pgs. 8-93	
11	T 10/31	<i>Return of the Native</i> , Book Second, Third and Fourth pgs. 93-254	
	R 11/02	<i>Return of the Native</i> , Books Fifth and Sixth, pgs. 255-336	
12	M 11/06		Analytical Response 8 by 5:00 pm
	T 11/07	<i>North and South</i> , Volume I: Ch. I-XVII, pgs. 7-127	
	R 11/09	<i>North and South</i> , Volume I: Ch. XVIII-XXV, pgs. 127-187	
13	T 11/14	<i>North and South</i> , Volume II: Ch. I-XVIII, pgs. 191-337	
	R 11/16	Wrap up <i>North and South</i> , Volume II: Ch. XIX-XXVII, pgs. 338-395	
14	T 11/21	T.S Eliot's "Journey of the Magi," W.H. Auden's "The Unknown Citizen" from <i>NA</i> The Rebels of Ireland: Yeats's "The Second Coming" Joyce's "The Dead" from <i>NA</i>	Workshop on secondary sources
	R 11/23	Thanksgiving Break	
15	T 11/28	The Empire Writes Back: Ngugi Wa Thiong'o's "Decolonizing the Mind" and Chinua Achebe's "Civil Peace;" from <i>NA</i> Salman Rushdie's "The British Indian Writer and a Dream England," and Hanif Kureshi's "You Will Always be a Paki;" from <i>NA</i>	Outline and Thesis of Essay 3

	R 11/30	Derek Walcott's "A Far Cry from Africa," and V.S. Naipaul's "One out of Many;" from <i>NA</i>	
16	T 12/05	Margaret Atwood's "Miss July Grows Older" from <i>NA</i> Presentations and Final questions, <i>Peer Review</i>	Essay 3: using critical sources

Grading Scale and Rubric

Grading Scale

A	4.0	93-100	930- 1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

Grading Rubric

Each assignment has its own requirements, but for each paper I will evaluate:

1. Content, including argument, development, and support
2. Organization, including paragraph structure, overall flow of ideas, transitions
3. Mechanics, including grammar, spelling, and style.

A PAPER

An A-paper has a strong thesis and makes a coherent and original argument. It follows the assignment, is well organized, communicates ideas clearly, and there are (almost) no mechanics mistakes. It meets and/or exceeds the assignment requirements.

B PAPER

A B-paper does the same things as an A-paper, but is somewhat lacking in one area: perhaps organization is lacking (either on the paragraph level or in the essay as a whole), the writer provided insufficient evidence or analysis of the evidence, or there are myriad mechanics mistakes.

C PAPER

The C-paper follows the assignment, but is lacking in two of the areas mentioned above (content, organization and mechanics). Usually, a C-paper also needs to try and move beyond a superficial engagement with the text.

D PAPER

The D-paper either does not follow the assignment, is lacking in all three areas, or both.

E PAPER

The E-paper is reserved for essays that are not turned in, or for work that is plagiarized.