

## **English 2251 WAO History of English Literature II      Winter 2020**

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Course Location: OA 2014

Class Times: TTH 2:30-4 p.m.

Prerequisites: One FCE in English as the first-year level, including English 1115, or permission of the Chair of the Department

**Notes:** Students who have previous credit in English 2240 may not take English 2250 or 2251 for credit. English 2251 counts toward fulfillment of the Area 2 requirement.

**To our Student:** To our Student: Should you require information or documents from our office in another format, please let us know. We are happy to help you. Contact your instructor or our Department of English Administrative Assistant.

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## Instructor Information

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## Course Description/Overview

A historical survey of writers, texts, literary forms, and movements from 1700 up to, and including, the 20th century. Readings will include Eighteenth-century, Romantic, Victorian, and Modernist texts.

## Course Objectives and/or Learner Outcomes

By the end of the course, students will have demonstrated that they are able to

- read texts of all kinds critically, and assess their rhetorical, ideological and aesthetic strategies in a variety of historical contexts.
- explain how a text is produced by, and produces, its historical and cultural context.
- describe the development of English literature from the eighteenth to the twentieth centuries
- write well (grammatically correct, clear, effective prose).
- communicate ideas effectively and coherently in persuasive essay format
- identify the conventions of a variety of genres, both general (such as poetry) and specific (such as the sonnet), and identify ways in which individual texts work within, or expand the definitions of, that genre.
- analyse specific literary devices and explain how those devices contribute to the meaning of a literary text.
- use library resources to research a topic and illuminate a text.
- think independently and critically about literature and the issues raised by texts
- identify and assess the social, environmental and other ethical themes presented in texts

## Course Resources

### Required Course Text

- den Otter, Alice, compiler. Broadview Course book for English 2251 WAO with selections from *The Broadview Anthology of British Literature* and *The Broadview Introduction to Literature*. Peterborough, ON: Broadview P, 2018.

## Course Website

- Desire2Learn

## Course Schedule

- Jan. 7 Sating Curiosity: Introduction to the course**  
During class explore excerpts from Swift, "The Lady's Dressing Room" 54 [390]; Wordsworth, "Tintern Abbey" 224 [222]; Browning, "My Last Duchess" 372 [305]; and Yeats, "Easter 1916" 543 [148].
- 9 Exploring Society: Introduction to the Eighteenth Century**  
Before class read "The Restoration and Eighteenth Century" 1-37, especially 1-2 and 17-35, [XXXIII-LXIX].
- 14 Expanding the Gendered Canon: Anne Finch**  
Before class read Finch, "The Introduction" 41-42 [350-351], "A Nocturnal Reverie" 45 [354].
- 16 Satirizing Cannibalistic Capitalism: Jonathan Swift**  
Before class read Swift, "A Modest Proposal" 64-69 [523-28].
- 21 Mocking Social Vanities: Alexander Pope**  
Before class read Pope, "The Rape of the Lock" 77-90 [555-68].
- 23 Arousing Sublime Terror: Horace Walpole**  
Before class read Walpole, "The Castle of Otranto," Chapters 1-2, 92-112 [2-22].
- 28 Warning Future Tyrants: Horace Walpole**  
Before class read Walpole, "The Castle of Otranto," Chapters 3-5, p. 112-138 [22-48]. Quiz on "The Castle of Otranto."
- 30 Hailing Fair Freedom: Phyllis Wheatley**  
Before class read Wheatley, "To the Right Honorable William, Earl of Dartmouth" 168-169 [1017-18], "On Being Brought from Africa to America" 169 [1018], "A Farewell to America" 170-71 [1019-20].
- Feb. 4 Reclaiming Imagination: Introduction to the Romantic Period**  
Before class read "The Age of Romanticism" 174-203 [XXXV-LXIV], especially 189-199. Proposal/Bib Due.
- 6 Contrasting Innocence and Experience: William Blake**  
Before class read Blake, "Introduction [Songs of Innocence]" 209 [64], "The Chimney Sweeper [Innocence]" 211 [66], "The Chimney Sweeper [Experience]" 214 [69], "The Tyger" 215-216 [70-71].
- 11 Appreciating Natural Bliss: William Wordsworth**  
Before class read Wordsworth, "Composed upon Westminster Bridge" 221-22 [243-44], "The World is Too Much with Us" 222 [244], "I Wandered Lonely as a Cloud" and context 226-28 [245-47].

- 13 Meeting the Femme Fatale: Jane Austen and John Keats**  
Before class read Austen, "Lady Susan, Letter 4, 234 [483]; Keats, "La Belle Dame Sans Merci" 278-79 [982-83].
- 18-20 Reading Avidly: Study Week:** No classes.
- 25 Amplifying Realism: Introduction to the Victorian Period**  
Before class read "The Victorian Era" 296-339 [XIL-XXXII], especially 296-97, 331-37. Midterm Test.
- 27 Transforming Angelic Love: Elizabeth Barrett Browning**  
Before class read Browning, Sonnets 7, 22, 28, and 43, pages 344-35 [142-43].
- Mar. 3 Recreating Heroic Mythologies: Alfred Lord Tennyson**  
Before class read Tennyson, "The Lady of Shalott" 353-55 [179-81], "Ulysses" 358-59 [184-85].
- 5 Creating Dramatic Monologues: Robert Browning**  
Before class read Browning, "Fra Lippo Lippi" 382-83 [315-16]. Essay due. Last day to drop course = March 6.
- 10 Embellishing Old Fashioned Character: Charles Dickens**  
Before class read "The Story of Little Dombey" 441-54 [338-51].
- 12 Aestheticizing Comedic Errors: Oscar Wilde**  
Before class read Wilde, "The Importance of Being Earnest" 477-508 [698-729]. Quiz on "The Importance of Being Earnest."
- 17 Fragmenting the Whole: Introduction to the Modern Period**  
Before class read "The Early Twentieth Century" 510-39 [XXXV-LXIV], especially 510-11, 519-22.
- 19 Witnessing Things Falling Apart: William Butler Yeats**  
Before class read Yeats, "The Second Coming" 545 [155].
- 24 Engaging Stream-of-Consciousness: Virginia Woolf**  
Before class read Woolf, "Mrs. Dalloway in Bond Street" 549-53 [223-27].
- 26 Moving toward an Epiphany: James Joyce**  
Before class read Joyce, "Eveline" 606-08 [317-19].
- 31 Asking Overwhelming Questions: T.S. Eliot**  
Before class read Eliot, "The Love Song of J. Alfred Prufrock" 645-49 [1079-83].
- Apr. 2 Preparing for Excellence: Review**  
Before class reread course materials.

## Assignments and Evaluation

Assignment	Due date	Value	Length
Quizzes (2 in total)	Jan. 28 and Mar. 12	10%	20 minutes
Proposal and Bibliography	February 4	15%	3-6 pages
Midterm Test	February 25	15%	40 minutes
Major Paper	March 5	30%	6-8 pages
Final Exam	TBA	30%	3 hours

## Assignment Policies

- All assignments are individual assignments and cannot be completed collaboratively. You may, however, consult with your instructor regarding your thesis or seek assistance with writing skills from others at the editing phase (please plan ahead so as to allow time for this!). Consider consulting with a writerly friend or with Orillia's Academic Support Zone (Writing Centre and Peer Tutoring). These services are located in OR 1013 (Residence Building, first floor).
- Assignments are due by class time on the dates indicated. If you are unable to hand in your paper in class, send it as an email attachment to your instructor [adenotte@lakeheadu.ca](mailto:adenotte@lakeheadu.ca) and then hand in a paper copy as soon as possible to the instructor's office (OA 3011). Marking will not begin until the paper copy has been submitted. Keep a copy of all papers you submit in case of accidental loss before they are marked. No plastic covers please.
- If you require an extension, you must ask for one BEFORE the due date. Plan ahead, and let the instructor know if time conflicts arise so that we can negotiate a more workable deadline. Be willing to ask for a second extension, if needed.
- Unless you ask for (and receive) an extension *in writing*, late essays will be penalized by 2% per day. Please talk with your instructor in the event that you think it is no longer worth handing in an assignment.
- All assignments must be in MLA format, double spaced, with 1" margins, and in 12 point font.
- Internet sources are only permitted from academic journals (listed in academic databases, such as MLA Bibliography or JSTOR or Google Scholar). Articles must be accompanied by the author's name(s) and a bibliography. Such sources must be cited and must include the date of publication as well as the date accessed by you.
- All sources used for an assignment, even as paraphrases in your own words, MUST be acknowledged by placing the source reference in parentheses accompanied by page number(s). All direct material quoted from a text, even a single sentence, phrase, or key word, MUST be placed in quotation marks, followed by the source reference in parentheses accompanied by page number(s). See the *MLA Handbook for Writers of Research Papers*. (Basic MLA format details may be found online at the [Purdue Online Writing Lab](https://owl.purdue.edu/owl/resource/747/05/).<sup>1</sup>) Failure to properly document sources constitutes plagiarism and will be penalized as per University policies below.
- The final exam must be written on the date scheduled, so do not make travel plans for the exam period until after April 20, which is the exam contingency date in case your exam is cancelled due to inclement weather.

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<sup>1</sup> <https://owl.english.purdue.edu/owl/resource/747/05/>

- Exceptions to these policies are allowed only with a doctor's note or other appropriate documentation.

## Assignment Details

### Quizzes (worth 10% in total)

There will be two quizzes, one on "The Castle of Otranto" on January 28 and one on "The Importance of Being Earnest" on March 12. These short-answer quizzes will be factual only, requiring you to identify characters, key symbols, or events. The idea is to ensure that you have read the works in their entirety by these dates. Each quiz will consist of 5 questions.

### Midterm Test (worth 15%)

There will one midterm test on February 25. This test will take place at the beginning of class and will require identification (author, title, context, significance) of 3 (out of 5) passages. These will be passages discussed in class, so class attendance is highly recommended. A list of possible passages will be distributed at least a week prior to the test. The test will be marked out of 15 and will be limited to 40 minutes.

### Proposal and Bibliography (worth 15%)

You will be selecting your own essay topic and thesis in relation to your choice of one or two (not more) literary works from our textbook. (It may be a work studied in class.) Please ask for suggestions if you are having difficulty narrowing down your topic. The best place to look for academic articles on your chosen work and/or topic is the [MLA Bibliography](#)<sup>2</sup> (found at Lakehead Library, Article Databases) since it is specifically devoted to language and literature studies. If specific articles are not available on your chosen text, find articles or books discussing other texts by the author, the topic itself, the time period, or the theory you will be using to discuss the text. Note that some articles will need to be ordered via RACER, which could take approximately 2 weeks to arrive, so begin searching as soon as possible. On February 4, you will be handing in a proposal for this essay, including answers to the following questions:

1. Why do you personally like this work? Be as specific as possible.
2. What do five (5) or more academic articles say about the work (preferably in terms of your chosen topic)? For each one,
  - provide bibliographical information (using MLA format). Two articles must be from 2010 to the present; two must be from literary journals; two must be from books. Include FULL MLA documentation for them all. If you cannot find sufficient articles on the work itself, indicate where you looked and how many you found.
  - summarize the main argument and relevant details in one paragraph, including at least one quote from each source to show the flavor of the critic's perspective on the work.
  - explain how this article will be useful for your study and how you plan to provide something fresh that the critic missed in relation to your topic. (For example, the critic discusses one character but not the one you will discuss; or

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<sup>2</sup> <https://search.proquest.com/mlaib/index?accountid=11956>

he/she looks at issues regarding women but not men, plants but not animals, style but not historical context, or whatever.) Note that your discussion of missing elements gives you an opportunity to offer an original interpretation of the work.

3. What theoretical or conceptual basis will you be using to offer a fresh reading of the work (e.g. Feminist, Marxist, Post-colonial, Ecocritical, etc.)? (Feel free to use a theory studied in another discipline.) Mention one or two authors and briefly outline the part of the theory that you find most inspiring for your essay.
4. What will be your thesis? More specifically, what is your claim about the chosen text(s) and what three or four elements will you discuss in order to prove that claim?

Length: 3-6 typed, double-spaced pages, 12 point font. Due February 4 at 8:30 a.m.

### **Major Research Essay** (worth 30%)

Write an interesting, well-researched, and theoretically-based essay on your chosen text(s) as proposed in your proposal (and revised after feedback). Use essay format, with an introduction, many body paragraphs (not just 3!), and a conclusion. This essay must be persuasive, proving the claim made in your thesis (or revised thesis, if required). Note that all borrowed sources, even of paraphrased ideas, must be documented (using quotation marks for all direct quotes and source references for all direct quotations and paraphrases as per MLA style). This includes internet sources and class notes. When in doubt, ask for help. Length: 6-8 typed, double-spaced pages, 12 point font. Place name, course, instructor, and date in top left corner followed (after space) by centered title and then (after space) the essay. Due March 5 at 2:30 p.m. Plan ahead. Please contact instructor if unexpected circumstances warrant an extension.

### **Final Exam** (worth 30%)

Although the final exam requires you to prove your mastery of the course material, you will be given potential examination questions in advance, from which four will appear on the exam, and from which you will be required to answer two. You will be allowed to take one 8 ½ x 11 inch paper into the examination room, filled (handwritten or typed) both sides with a brief outline (or meaningful subheadings) and quotations from assigned texts. Margins and font have no restrictions. On this paper, you may **not** write your answers in advance. Include the author of a quotation (not the editor but the person who wrote the words), title, and page numbers for each one. Up to 5 quotations from secondary sources may be included, but are not required. If you choose to include them, include full bibliographical information. The exam is worth 30%. Be as specific as possible.

### **Marking Standards**

- The quizzes will be marked for accuracy. Each question will be worth 2 marks and each quiz will comprise 10% of the final mark in the course.
- The midterm test will be marked for accuracy and relevant specific detail. Author and title will be worth a half mark each, context will be worth 2 marks, and

significance will be worth 2 marks, equalling 5 marks per quotation. The test will be marked out of 15 and will comprise 15% of the final mark in the course.

- Proposal and Bibliography will be marked for adherence to instructions, insight, grammatical clarity, accuracy, and relevant specificity. One mark (out of 10) will be given to each of the following components of the assignment: personal reflection, each of 5 annotated bibliographies, format of required sources and MLA documentation throughout, discussion of what critics have missed throughout, theoretical perspective, and thesis. This will comprise 15% of the final mark.
- The major research essay will be marked in accordance with the [English Department Marking Standards](#) (online).<sup>3</sup> This will comprise 30% of the final mark.
- The final exam will be marked for insight, accuracy, and relevant specific detail. Each of the two essays will be marked out of 50. The exam will comprise 30% of the final mark in the course.

### Collaboration/Plagiarism Rules

As stated in the English Department Marking Standards, “Plagiarism is the unacknowledged use of someone else's words and/or ideas. Not acknowledging your debt to the ideas of a secondary source, failing to use quotation marks when you are quoting directly, buying essays from essay banks, copying another student's work, or working together on an individual assignment, all constitute plagiarism. Resubmitting material you've submitted to another course is also academic dishonesty. All plagiarized work (in whole or in part) and other forms of academic dishonesty will be reported to the Dean, who is responsible for judging academic misconduct and imposing penalties. The minimum penalty for academic misconduct is a 0 on the assignment in question. It might also be subject to more severe academic penalties. See the [Student Code of Conduct](#) for more details.”<sup>4</sup>

### Course Policies

- Attendance is required. Please notify your instructor via email if you are unable to attend a class. Undue absence will *seriously* affect both your achievement and your enjoyment in this course. If you find yourself struggling in the course, please talk to your instructor before March 6, which is the last day to drop the course without academic penalty.
- It is imperative that you read the assigned literature *before* the class in which it is being discussed. If for some reason you are unable to prepare for a particular class, please let me know and COME TO CLASS ANYWAYS.
- The university expects everyone to treat students, staff, and instructors with mutual respect and fairness. Differences of opinion are what fuel interesting debate in a classroom, which is strongly encouraged in this course. However, oppressive statements or behaviour based on race, class, gender, sexual orientation, nation of

<sup>3</sup> <https://www.lakeheadu.ca/programs/departments/english/marking-standards>

<sup>4</sup> <https://www.lakeheadu.ca/students/student-life/student-conduct/academic-integrity>



origin, (dis)ability, religion, or any other identity marker are clearly not appropriate and will be dealt with accordingly. If you feel in any way slighted by something raised in class, please see your instructor.

- Refrain from using cell phones, MP3 players, or other electronic devices during class. Laptops may be used for note taking, but use of social media during class is not permitted unless it is part of an assignment.

## University Policies

- Students in this course are expected to conform to the [Student Code of Conduct](#) (online).<sup>5</sup> Lakehead University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the course.

## Accommodations

Lakehead University is committed to achieving full accessibility for persons with disabilities in accordance with the terms of the [Ontario Human Rights Code](#)<sup>6</sup>. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the course. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact [Student Accessibility Services \(SAS\)](#)<sup>7</sup> and register as early as possible.

This course outline is available online through the [English Department homepage](#)<sup>8</sup> and/or the Desire2Learn site for this course, under Content.

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<sup>5</sup> <https://www.lakeheadu.ca/students/student-life/student-conduct>

<sup>6</sup> <http://www.ohrc.on.ca/en/ontario-human-rights-code>

<sup>7</sup> <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>

<sup>8</sup> <https://www.lakeheadu.ca/academics/departments/english>