

British Literature from 1800 to Present

C. S. Schreiner, PhD

Section 01: T TH 12:30- 1:50

Classroom: EC 104

Office Hrs: M 10:00-12:00, T 10:0-11:00, W 10:00-12:00, TH: 10:00-11:00

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READINGS

<i>Mrs. Dalloway</i> (1925)	Virginia Woolf	Harcourt ISBN 9780156628709	Paper
<i>1984</i> (1949)	George Orwell	Penguin/Signet Classics ISBN 9780451524935	Paper
<i>Don't Look Now</i> (1952)	Daphne du Maurier	NYRB ISBN 9781590172889	Paper
<i>Caleb Williams</i> (1794)	William Godwin	Oxford World Classics ISBN 9780199232063 https://www.gutenberg.org/cache/epub/11323/pg11323-images.html	Paper Online
<i>Matilda</i> (1959)	Mary Shelly	Penguin Classics ISBN 9780140433715 https://www.gutenberg.org/cache/epub/15238/pg15238-images.html The Project Gutenberg eBook of Mathilda	Paper Online
EXTRA CREDIT GIVEN FOR RESPONSES TO...	See below	See below	
**The Cormorant	Stephen Gregory	Valancourt Books ISBN 9781939140371	Paper
**Intermezzo	Sally Rooney	Faber and Faber ISBN 9780374602635	Paper

Recommended

Henry Mayhew and Others, *The London Underworld: Authentic First-Person Accounts by Beggars, Thieves and Prostitutes* (Dover Books, 2005/1861)

Online Resources: Thomas Holmes, LONDON'S UNDERWORLD (1912)

- ♦ <https://www.gutenberg.org/files/1420/1420-h/1420-h.htm>

Course Content EN 314 SP 2025

The readings in this course move through an intriguing range of genre styles and settings, starting with the anti-authoritarian story of pursuit in the anarchic Gothicism of the novel **Caleb Williams (1794)** written by the political philosopher and anarchist, William Godwin, husband to the feminist, Mary Wollstonecraft and the father of Mary Shelley. *It is necessary to always recall that these (and our) writings occur in the shadow of the American Revolution of 1776, and the French Revolution of 1789.* E. A. Poe said **Caleb Williams** was the greatest novel of “pursuit-and-escape” ever written and considered it one of his favorite books. *Let’s see what you think given changes in prose literacy.* We next read **Matilda**, the gloomy, incestuous and suicidal feminist novella by Godwin’s daughter, Mary Shelley, the author of **Frankenstein** at the age of 19. Between **Caleb Williams** and **Matilda** we glimpse a matrix of domination (precursor to modern fascism) lingering stubbornly in the shadows of British cultural progress (law, science, industry, psychology, and education). We move next into the bourgeois, repressed-and-suicidal-but-experimental **Modernist** writing in Virginia Woolf’s **Mrs. Dalloway** (1925). What a literary leap from **Matilda** to **Mrs. Dalloway**—so much stylistic development, yet spiritually and psychologically both stories are darkened by suicidal characters. Scientific progress and standardized social norms create a predictable world as modernity progresses, but Daphne Du Maurier reveals a breakout of Neo-Gothicism and Supernaturalism in **Don’t Look Now** (1952), including an ominous horizon for science in the early “climate change” story, **The Birds** later filmed by Alfred Hitchcock. Finally, we end up at the justly famous **1984** by George Orwell (1949), which is the most significant anti-authoritarian novel since **Caleb Williams**.

Official Course Objectives

Upon completion of EN 314, students will demonstrate the ability to:

- Understand the main structural elements of literary texts
- Analyze and evaluate meaning and theme in literary texts
- Write effective and thoughtful critical essays about literary texts
- Have an enhanced appreciation of literature as a source of insight into the human condition
- Demonstrate knowledge of significant authors and critical terms

Methods of evaluation

These methods may include the following:

Students will be evaluated on the basis of class participation, writing assignments, quizzes, and examinations. There will be a focus on rigor and quality of analysis as demonstrated in critical papers and discussion. Individual instructors will keep in mind that the primary desired outcome is not only knowledge or information, but a skill set and aptitude capable of producing a higher quality of critical interaction with literary and cultural forms.

Methods for Student Learning Outcomes Assessment

Methods may include:

- 1) Pre-/post-test diagnostics linked to specific course content
- 2) Narrative summaries written by students to evaluate the classroom learning experience
- 3) Portfolios of graded written work
- 4) Primary trait analysis of performance-based outcomes

Graded Assignments

- ◆ Class attendance and participation = 25%
- ◆ Critical Writing project = 25% (Topic, length, scope TBD)**
- ◆ Creative Project =25% (Topic, length, scope TBD)**
- ◆ Mid-Term Exercise (on readings and discussions) =25%

****Although it varies according to enrollment number and time, generally one of the two writing assignments is accompanied by a substantial oral presentation, length and scope TBD**

SCHEDULE OF ASSIGNMENTS

TH: January 23: Introductions, syllabus, assignment schedule explained

TU: January 28: Read William Godwin, *Caleb Williams* Vol 1 pp. 3-66 (print or Gutenberg online)

TH: January 30: Read *Caleb Williams* Vol 1 pp. 67-102

TU: February 4: Read *Caleb Williams* Vol 2 pp. 103-158

TH: February 6: Read *Caleb Williams* Vol 2 pp. 159-199

TU: February 10: Read *Caleb Williams* Vol 3 pp. 200-250

TH: February 11: Read *Caleb Williams* Vol 3 pp. 251-303

TU: February 18: Read Mary Shelly, *Matilda* (print or Gutenberg online)

TH: February 20: Read Mary Shelly, *Matilda* (print or Gutenberg online)

TU: February 25: Read Virginia Woolf, *Mrs. Dalloway* 3-64

TH: February 27: Read Virginia Woolf, *Mrs. Dalloway* 65-128

TU: March 4: *Mrs. Dalloway* pp. 129-194

TH: March 6: **CHARTER DAY**

TU: March 11: Read Daphne du Maurier, *"The Birds,"* pp. 59-100

TH: March 13: Read Daphne Du Maurier, *"Kiss Me Again, Stranger,"* 175-202

TU: March 18: **SPRING BREAK**

TH: March 20: **SPRING BREAK**

TU: March 25: Read Daphne Du Maurier, *"Don't Look Now,"* pp. 3-58; *"Indiscretion,"* 255-265

TH: March 27: Read Daphne Du Maurier, *"Escort"* 101-119

TU: April 1: **FILM**

TH: April 3: Daphne Du Maurier **FILM**

TU: April 8: Read George Orwell, **1984**: 1-48

TH: April 10: Read **1984**: 48-104

TU: April 15: Read **1984**: 105-147

TH: April 17: **1984**: 147-224

TU: April 22: Read **1984**: 225-260

TH: April 24: Read **1984**: 260-312

TU: April 29: **1984 FILM**

TH: May 1: **Scheduled Research Time**

TU: May 6: **PRESENTATIONS**

TH: May 8: **PRESENTATIONS**

TU: May 13: **PRESENTATIONS**

TH: May 15: **LAST CLASS**

Mon. May 17: OFFICIAL EXAM PERIOD

Tues. May 18 OFFICIAL EXAM PERIOD

Classroom policies_____

- ◆ NO LATE PAPERS
- ◆ NO CELL PHONES or multitasking disturbances during class.

AI Statement:

"The use of Artificial Intelligence (AI) as a research tool is allowed, but it must not replace the student's original ideas, creativity, and critical thinking. AI should be used only as a tool to assist in research, and proper attribution must be given to any AI-generated content. All work submitted for grading must be the sole product of the student's endeavors. Any violation of academic integrity will be dealt with accordingly. Example of attribution language: The author generated this text in part with GPT-3, OpenAI's large-scale language-generation model. Upon generating draft language, the author reviewed, edited, and revised the language to their own liking and takes ultimate responsibility for the content of this publication."

https://medium.com/@rwatkins_7167/updating-your-course-syllabus-for-chatgpt-965f4b57b00

Attendance Policy

Three unexcused absences will cost you a letter grade for the semester. Most importantly, keep in touch by email or phone regarding your absences, emergencies, assignments, and so on. Communication is MUCH better than silence when it comes to these official matters.

In accordance with the Americans with Disabilities Act (ADA), UOG will reasonably accommodate individuals with disabilities. You, the student, must self-disclose the need for an accommodation by contacting the ADA Officer at 735-2244/2971. If you disclose your need to me, the instructor, then I must report it to the ADA Officer. Note that documentation is necessary to establish a disability and the need for an accommodation."

"Plagiarism is the deliberate attempt to deceive the reader through the appropriation and representation as one's own the work and words of others. Academic plagiarism occurs when a writer repeatedly uses more than four words from a printed source without the use of quotation marks and a precise reference to the original source in a work presented as the author's [read plagiarist's] own research and scholarship. Continuous paraphrasing without serious interaction with another person's views, by way or argument or the addition of new material and insights, is a form of plagiarism in academic work."

Chart of Alignments of SLOs with PLOs, GLOs, and ILOs

Course Name: EN314 British

Literature

Student Learning Outcome	Program Learning Outcome	Institutional Learning Outcome
A. Understand the diversity, complexity and influence of selected texts	PLO 2-Qualities of Text and Approaches PLO 3-Oral Presentation	ILO 3-Oral and Written Communication ILO 4-Diversity ILO 6-Arts and Sciences
B. Analyze the main structural, thematic and theoretical elements of selected texts	PLO 1-Language PLO 2-Qualities of Text and Approaches PLO 3- Oral Presentation	ILO 1-Critical Thinking ILO 3-Oral and Written Communication ILO 4-Diversity ILO 7-Personal Development and Lifelong Learning
C. Demonstrate knowledge of the social, cultural and intellectual setting in which selected texts emerged and developed	PLO 2-Qualities of Text and Approaches PLO 3- Oral Presentation	ILO 3-Oral and Written Communication ILO 4- Diversity

		ILO 6-Arts and Sciences
D. Write properly researched, thesis-driven critical and theoretical essays and papers about selected texts	PLO 4-Research PLO 5-Writing	ILO 1-Critical Thinking; ILO 3-Oral and Written Communication ILO 4-Diversity ILO 6-Arts and Sciences

Program Learning Objectives

PLO 1-Language - Understand the concepts, structures, and functions of human languages;

PLO 2-Qualities of Text and Approaches - Describe the aesthetic, rhetorical, structural, and multicultural qualities of literary texts, as well as critical and historical approaches to those texts;

PLO 3-Oral Presentation-Prepare, organize, and deliver effective oral presentations for a variety of purposes and audiences;

PLO 4-Research-Conduct substantive research using discipline-appropriate techniques, methodologies, and environments (digital or non-digital), producing or locating valid data and source materials;

PLO 5-Writing-Write coherent, discipline-appropriate essays and research papers, documenting properly to avoid plagiarism.

Institutional Learning Outcomes

ILO 1-Critical Thinking - Mastery of critical thinking and problem solving

ILO 2-Quantitative Analysis - Mastery of quantitative analysis

ILO 3-Communication - Effective oral and written communication

ILO 4-Diversity - Understanding and appreciation of culturally diverse people, ideas and values in a democratic context

ILO 5-Responsible Use - Responsible use of knowledge, natural resources, and technology

ILO 6-Arts and Sciences - An appreciation of the arts and sciences

ILO 7-Personal Development and Lifelong Learning - An interest in personal development and lifelong learning