English 56B – British Literature Late 18ᵗʰ Century to the Present
Fall 2012, San José State University
T/Th 4:30-5:45pm, BBC 120 & IS 134A Computer Lab

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COURSE DESCRIPTION
The Romantic poets journeyed through Nature to find themselves. The Victorian novelists recognized social injustice. The Modernists heralded World War I and its destructiveness. The Postmodernists take all of this, revise, repackage, and re-sell it to the 20ᵗʰ-Century reader. In this course, we will read texts that reflect some of the variety of cultural and historical experiences in England from 1790 to now, including alternative forms of publication such as magazines, serial novels, e-literature, and weird novels (*Tree of Codes*). The final project will ask students to draw parallels between 21ˢᵗ-Century texts and its predecessors.

STUDENT LEARNING OBJECTIVES
1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature
2. Show familiarity with major critical approaches to British, American and World Literature;
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject;
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively; and
5. Articulate the relations among culture, history, and texts.

REQUIRED BOOKS & MATERIALS (See Amazon list: http://amzn.com/lm/R3O6P9AFN453JJ)
Norton Anthology of English Literature. Vols. D, E & F or complete Vol. 2. 8ᵗʰ or 9ᵗʰ edition.
Brontë, Charlotte. *Jane Eyre*. 3ᴿᴰ edition. Norton, 2001.
Burgess, Anthony. *A Clockwork Orange*. Re-print. Norton, 2011.
Carson, Anne. *Nox*. New Directions, 2010.
Cunningham, Michael. *The Hours*. VHPS, 2000.
Foer, Jonathan. *Tree of Codes*. Visual, 2010.
~~Rhys, Jean. *Wide Sargasso Sea*. New York: Norton, 1999.~~ (<--removed to make space for our final text)
Shelley, Mary. *Frankenstein*. 2ⁿᵈ ed. Longman, 2006.
Woolf, Virginia. *Mrs. Dalloway*. Harcourt, 2005.

Wordpress & Twitter accounts
Turnitin.com account

Suggested:
Research Guide for Undergraduates in English & American Literature. MLA, 2006 (ISBN 0873529243)
Hacker, Diana. *A Writer's Reference* (or other writing handbook)
Dictionary (*Webster's* or equivalent college-level)

GRADE DISTRIBUTION
10% Class Discussion & Participation (SLO 1)
25% Weekly Blog Posts (SLO 3)
15% Tweet as Character Project (SLO 1)
30% Collaborative Project: 19th-Century Materials (SLO 4)
20% Final Project on 21ˢᵗ-Century Publishing Trends (SLO 5)

Class Discussion & Participation

This course traces the various political, social and cultural upheavals of the nineteenth century as reflected in three centuries of narratives. Since we will build on our definition of narrative from the first day of class and spent lots of time handling rare book materials to facilitate the various assignments, your participation in each class meeting is imperative. On some days, we will meet in IS-134A, a computer lab where we will highlight the 21st-century's strategies for disseminating information. A student's participation is assessed by his/her contribution throughout the semester. Use the following as guidelines for this portion of your final grade:

- To earn a "C," do the minimum: read and prepare assigned readings so you are never at a loss if you are asked a question, but speak only when called upon, do "ordinary," plain-vanilla presentations and responses. This is the "bottom line" for getting a "C" in this part of the course.
- To earn a "B," prepare assigned readings thoroughly, initiate discussions about them by asking good questions or suggesting ways to interpret readings, do presentations that reveal that you have done good additional work that you can make both interesting and meaningful to our discussions, and participate actively in those discussions.
- For an "A," take it up another level entirely: prepare readings thoroughly, find and talk about connections among them and among other aspects of culture (then and now), take a real leadership role in class discussions, including working actively to get others involved in the talk, make your presentations and responses "sparkle" by bringing to them something really special in terms of your own contributions, interests, skills, and abilities to think in broad even interdisciplinary terms. Most of all, remember that an "A" indicates the very best grade a person can get; that should tell you what sort of work you need to do to earn the grade of "A."

If you miss class, contact a classmate for notes, reading assignments and handouts – or check our Course Website. (Please do not email me to ask "Did I miss anything important?")

Weekly Blog Posts

Throughout the semester, we will write weekly blog posts (12 posts, 8 points each) to capture our thoughts about that week's readings. During our first meeting in IS-134A, we will spend some time setting up a WordPress blog for this very assignment. At other points in the semester, I'll ask you to read each others' posts and comment. Typically, you will receive a prompt or question about which to pontificate. I encourage you to use the medium and include images, video, web links, and whatever else you can find. As we become more comfortable with the technology, we may even venture into making screencasts (aka videos). Also included in each post will be a word limit that will consist of formally written paragraphs. (I still need to know that you know how to write!) We'll talk about this more during our first lab day.

Each post will receive a grade based on the *quality* of your response. We will discuss what makes an effective response. *There will be no make-up for these blog posts; you simply receive a zero for that week.*

Tweet at Character Project

In the 21st-Century, we've figured out ways to stay connected constantly. But, we will soon discover that the 19$^{\text{h}}$ and early 20th-century audiences were moving towards a social networking of their own via newspapers, pamphlets, and magazines. How would they have reacted to Twitter, a social networking platform that allows only 140 characters per installment? We're going to find out. This semester, you will sign up for a Twitter account (we'll talk about this during a lab day) and tweet as one of the characters or voices from our readings. How will you capture the complex narratives of the poetry and prose that we'll read this semester? Will you craft a modern-day version of the character, integrating a revised language and diction for this character? Or will you stay true to the author's original intent and tweet the character's thoughts with just a little more filler? Your final analysis, along with an archive of your tweets, will be submitted at the conclusion of the semester. Further instructions will be distributed during our first computer lab day.

Collaborative Project on 19th-Century Materials

Often in literature surveys, we get caught up in reading only from the anthologies supplied to us by major publishing houses. But how are the literary texts selected and what is it that we're missing when we read an editor's *version* of literature? This semester, we're going to find out. Using my collection of original 19th-century newspapers, literary annuals, serialized novels, and magazines, groups will investigate the materiality of the text as

19th-century audiences would have experienced it – complete with advertisements, crappy newsprint paper, disappearing ink, and incendiary topics. Instead of calling this a group project, we're going to work on "collaboration," an instance where a group of students come together to discuss and enhance each other's ideas (rather than divide and conquer a project without every speaking about the topic). I'll distribute a rubric for collaboration to facilitate your success in this new type of environment. Each group will be responsible for taking care of the rare materials and finding a focus about which to research and analyze. Further instructions will be distributed during our first computer lab day – and collaborators chosen too!

Final Project on 21st-Century Publishing Trends
As we get towards the close of the semester, we will look back at our journey through the publishing trends of earlier years in order to assess the current state of print and virtual texts. Our three texts for the semester's conclusion, *Nox*, *Tree of Codes*, and *Diablo III*, will take us further into new definitions of narrative than we will have gone before. Two texts are a combination of visual and textual narratives while our third, *Diablo III*, is a third-person role playing game. During our computer lab times, you will play the game in pairs and record each others' play. For the final project, you'll rely one one of these three "texts" along with a text from earlier in the 20th-Century or from the 19th-Century. The only caveat is that you may not rely on the text that you used for your collaborative project. I am open to alternative forms of critical thinking and/or even collaborative final projects with your *Diablo III* partner. Instructions will be distributed at a later date.

GRADING POLICY
The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU *Catalog* ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure. Courses graded according to the A,B,C,NoCredit system shall follow the same pattern, except that NC, for NoCredit, shall replace D or F. In A,B,C,NoCredit courses NC shall also substitute for W (for Withdrawl) because neither NC nor W affects students' grade point averages.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

For your final grades, 100-90 is an A, 89-80 is a B, 79-70 is a C, 69-60 is a D, and below 60 is an F. Pluses and minuses are the middle of each range. In calculating the final grade, a set number will represent each letter grade; for example, B+ is 87.5, B is 85, and B- is 82.5.

COURSE POLICIES

Course Website – http://www.sjsu.edu/faculty/harris/Courses.htm
As we move along in the semester, course materials, and updated reading schedules will be posted on the course website. Click on our class title to review the updated schedule, print handouts, visit outside web projects, print copies of lost documents, find the SJSU Writing Center, or check my office hours.

Late Assignments/Essays
If you cannot meet a deadline, you must contact me *at least 72 hours prior* to our class meeting to discuss the situation. If this is not done, for *every day* that an essay is late, you will be penalized one grade step: A becomes A-, A- becomes a B+, etc. The weekend will count as one day. Unless you have prior permission or the assignment specifically requests it, *absolutely no assignment will be accepted via email.*

Classroom & Online Environment
Respect your fellow students and I: Arrive on time (excessive tardiness will effect your participation grade) and do not partake in disruptive behavior. We will all be respectful of each other in both our face-to-face and online communications. If you are late, wait for an appropriate moment to enter so you do not disturb the class. Turn off cell phones or put them on silent mode during the class period. You are welcome to use your laptop with the caveat that it is used to enhance our discussions.

Email Protocols, Office Hours & Online Contact
Email is the best possible way to contact me (9am-5pm) and has the added bonus of recording our

conversations. When emailing me, please consider it a formal communication: include the appropriate salutation, your name, your question/comment, and be aware of tone. Know that long conversations over email are not fruitful merely because of the limitations of technology. If you have an extended question or dilemma that cannot be answered by our online materials, please visit me during office hours, schedule a phone conference, or arrange for an online chat/video chat. You might also be able to get my attention on Twitter. I will amass a class email list and will occasionally send out information regarding our meetings or the readings. *Please provide an email address that you check daily.*

> Google Chat ID: drkatherineharris
> Skype ID: katherinedharris
> Twitter ID: triproftri

GENERAL INFORMATION

SJSU Writing Center
Visit me during office hours for help with your writing. For even further help, go to the Writing Center located in Clark Hall, Suite 126. Call for appointments at 924-2308 or go online at www.sjsu.edu/writingcenter . Work with tutors in a one-on-one environment. Make appointments online at the above website.

Library Liaison
For library research questions, contact Toby Matoush, the English Department's Library Liaison: (408) 808-2096 or toby.matoush@sjsu.edu . King Library has created an extensive and very useful list of the library's resources specifically for English majors.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Academic Integrity
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.
Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

A Word about Plagiarism & Turnitin
Plagiarism checks will be performed by asking students to submit various written exercises or essays to Turnitin.com, a service which scans documents for all references to Web sources and other essays. **To sign up for Turnitin use the Class ID 4254840 and Password goth11.** You may see your Turnitin report when you submit your assignment; if there are any discrepancies, I will request a meeting with you; if plagiarism is indicated, there is a possibility that you could fail the course.

Campus Policy on Compliance with Americans with Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability. The DRC website is http://www.drc.sjsu.edu .

SCHEDULE of READINGS & ASSIGNMENTS
English 56B, Section 01 (Fall 2012)
Syllabus subject to change
See www.sjsu.edu/faculty/harris/Courses.htm for most current schedule

Page Numbers = Norton Anthology 8th edition

Date	Topics	Reading Due	Assignment Due
Thur 8/23	Introductions: You, Me and a Different Kind of Course	Greensheet Policies & Schedule	
Tues 8/28	**Narrating the 19th-century in Magazines, Serials & Literary Annuals**	(Lecture Day – this starts us off!) Handouts Hints for Reading Poetry & Fiction Timeline & Reading Materials	
Thur 8/30	**LAB DAY** Meet in IS 134A	Literary annuals, serial novels, magazines, newspapers (you'll work with original 19th-century materials during class) Handouts Collaborative Project instructions Collaboration Rubric Tweeting as a Character Project instructions	Establish WordPress & Twitter (hashtag #author56B) accounts Post Intellectual Autobiography (during class) Discuss Collaborative Project on 19th-century materials (select project partners during class) Discuss Tweeting as a Character Project (in class)
Tues 9/4	*Romanticism*: **Apocalypse & Revolution**	Introduction (1-23) Timeline (23-25) "The Revolution Controversy" (148-9) Burke, *Reflections* (152-157) Wollstonecraft, Introduction to *Vindications of Rights of Woman* (170-174) Barbauld, "The Rights of Woman" (35-36) Hemans, "Casabianca" (868-70) Handouts Wollstonecraft's *Vindications* Summary (HO) Recommended British Newspaper Coverage of the French Revolution (online)	
Thur 9/6	**Landscape, Tourism & Beauty**	Wordsworth,"Lines Written a Few Miles Above Tintern Abbey" (259-262) Shelley, "Ozymandias" (768) Keats, Letter to George & Thomas Keats (942), "Ode on a Grecian Urn" (905) Handouts Table of Contents, *Lyrical Ballads* (HO)	Blog Post due by 3pm

Date	Topics	Reading Due	Assignment Due
		Recommended Wordsworth's *Guide to the Lakes* (Online) Wordsworth, "I Wandered Lonely as a Cloud" (305) D. Wordsworth, *Alfoxden & Grasmere Journals* (389-402) Rap of Wordsworth's "Daffodils" (Online) *New Yorker Cartoon* (Online) For Better for Verse (Online) Smith, "On Being Cautioned" (41) Wollstonecraft, *Letters Written* (196-202)	
Tues 9/11	**The Gothic, Satan & Byronic Heroes**	Shelley, *Frankenstein* (Vol. I) Byron, "Prometheus" (Online) "The Gothic & the Development of a Mass Readership" (577-79) "The Satanic Hero" (490-91) "The Nightmare" Painting (C8) Handouts Gothic Novel Background (HO) ICE Writing Tips (HO) Recommended Lamb, *Glenarvon* excerpt (Online) Scott, "Wandering Willie's Tale," (410-23) Coleridge, "Rime of the Ancient Mariner" (430-46), "Kubla Khan" (446-49), Illustration (C8) Robinson, "To the Poet Coleridge" (74) Modern References to Kubla Khan (Online)	
Thur 9/13	**LAB DAY** Meet in IS 134A		Preliminary Reports on Collaborative Project on 19th-century materials (delivered during class)
Tues 9/18		Shelley, *Frankenstein* (Vol. II) Shelleys, excerpt *History of a Six Weeks' Tour* (*Frankenstein* 256-58) Gilpin, excerpt *Three Essays* (*Frankenstein* 216-18)	
Thur 9/20		Shelley, *Frankenstein* (Vol. III)	Blog Post due by 3pm
Tues 9/25	**Victorian Age: Withering of the Individual**	Introduction & Timeline (979-1002) Dickens, "A Visit to Newgate" (1239-48) Darwin, *Origin of Species* (1539-45) Search *Database of Mid-Victorian Wood Engraved Illustrations* (1862) using Keyword Search: "reading"; bring 2-3 images to class Handouts Transition to the Victorians (HO)	
Thur 9/27	**The Angel in the House**	Patmore, "Angel in the House" (1585-87) Tennyson, "Lady of Shalott (1114-19) Morris, "Defence of Guenevere" (1483-91) R. Browning, "My Last Duchess" (1255) E.B. Browning, *Sonnets from the Portuguese* (1084-85) Recommended Ruskin, *Of Queens' Gardens* (1587-89)	Blog Post due by 3pm
Tues 10/2	**Scribbling Women**	*Jane Eyre* (pub 1847), Preface & Chps 1-17 Recommended Eliot, "Silly Novels by Lady Novelists" (1342)	
Thur 10/4		continue *Jane Eyre*, Chps. 17-38	Blog Post due by 3pm

Date	Topics	Reading Due	Assignment Due
		<u>Recommended</u> Pear's Soap Ad from 1899 (Online) Kipling, "White Man's Burden" (1821) Imperial Views (Online)	
Tues 10/9	**LAB DAY** Meet in IS 134A	continue *Jane Eyre* discussions "Jane Eyre Texts": <u>http://thehairpin.com/2012/07/texts-from-jane-eyre/</u> <u>Recommended</u> First Report of the Children's Employment Commission (1563-65) Engels, *The Great Towns* (1565-72) Mayhew, *London Labour and the London Poor* (1576-77)	Work in computer lab on Tweeting as a Character project
Thur 10/11	**LAB DAY** Meet in IS 134A	Be prepared to present on Collaborative Projects	Collaborative Project Due
Tues 10/16	**Modernist Experiments**	Woolf*, Mrs. Dalloway (pub. 1925) - read at least half*	
Thur 10/18	**Professional Women**	finish *Mrs. Dalloway* <u>Recommended</u> Woolf*, "Professions for Women" (2152-55)*	Blog Post due by 3pm
Tues 10/23	**Postmodernism: Performing Postmodernity** **LAB DAY** Meet in IS 134A	Pinter, *The Dumb Waiter* (2601-22) Don Draper Says "What" (in-class) *Pulp Fiction as Typography* (in-class)	
Thur 10/25	**Realizing Postmodern Frankensteins**	*A Clockwork Orange*, Introduction & Part I	Blog Post due by 3pm
Tues 10/30		[No Class Meeting: Professor Harris giving talk at Scripps College]	
Thur 11/1		*A Clockwork Orange*, Part II	
Tues 11/6		*A Clockwork Orange*, Part III	
Thur 11/8	**A New Depthlessness**	Cunningham, *The Hours* (pub. 1998), read all	
Tues 11/13	**21st Century: The Uncontrollable Page**	*Tree of Codes* Interview with Foer: <u>http://www.vanityfair.com/online/daily/2010/11/jonathan-safran-foer-talks-tree-of-codes-and-paper-art</u> *Helvetica* (video in class)	Blog Post due by 3pm
Thur 11/15	**LAB DAY** Meet in IS 134A	*Nox* Review of *Nox*: <u>http://www.newyorker.com/arts/critics/books/2010/07/12/100712crbo_books_orourke</u> Typographic Ballet: <u>http://cargocollective.com/rhythm/Typographic-Ballet</u>	Blog Post due by 3pm
Tues 11/20	**NO CLASS Meeting**	*Diablo III* Developer Diary, Parts 1-5 (YouTube – you will need to have a YouTube account to see these) (see online schedule for URLs)	Tweet as Character Project due by 3pm Team Play: Choose a partner for

Date	Topics	Reading Due	Assignment Due
			Diablo III play & write a joint blog post by 3pm
Thur 11/22	**THANKSGIVING**		
Tues 11/27	**LAB DAY** Meet in IS 134A	*Diablo III* (in class play & discussion) *Diablo III* Wiki: http://diablo.wikia.com/wiki/Diablo_III *Diablo III* Official Site: http://us.blizzard.com/en-us/games/d3/	
	PUBLIC GAMING NIGHT: *Should we have a massive game night open to everyone?*		
Thur 11/29	**Visitors from Literature & Game Studies Programs (tba)** **LAB DAY** Meet in IS 134A	*Diablo III* (in class play & discussion)	Blog Post due by 3pm
Tues 12/4	**LAB DAY** Meet in IS 134A	*Diablo III* (in class play & discussion)	
Thur 12/6	**Reflections** **LAB DAY** Meet in IS 134A		Blog Post due by 3pm
	Final Exam Day: Wednesday, December 12, 2:45-5pm Final Project & Presentation Due in class		