

University of Houston-Downtown

Course Prefix, Number, and Title: ENG2314: Survey of British Literature: 1800 to Present

Credits/Lecture/Lab Hours: 3/3/0

Foundational Component Area: Language, Philosophy and Culture

Prerequisites: Completion of, or concurrent enrollment in, ENG 1302.

Co-requisites: None

Course Description: A study of British Literature from the 19th century to the present.

TCCNS Number: ENG 2323

Demonstration of Core Objectives within the Course:

Assigned Core Objective	Learning Outcome Students will be able to:	Instructional strategy or content used to achieve the outcome*	Method by which students' mastery of this outcome will be evaluated
Critical Thinking Communication Social Responsibility	Describe how ideas, values, beliefs and other aspects of culture express and affect human experience.	Assign texts (novels, poems, plays, essays, and artworks) that present ideas, values, and beliefs about topics that are relevant to British Literature after 1800. Topics could include: nature, industrialization, class, race, gender, enfranchisement, political reform, empire, war, and modernity. Each reading will be followed by lecture, class discussion, debate, and group work developed to teach students to view these ideas within their cultural and historical contexts.	15-20 pages of writing through assignments such as analytical essays, oral presentations (with a written component), and exams
Critical Thinking Communication Social Responsibility	Analyze fundamental ideas that foster intellectual and aesthetic creation across human cultures.	Analyze assigned readings or artworks to reveal the ways in which ideas fundamental in Britain after 1800 fostered aesthetic movements. These ideas could include: revolution, abolition, democracy, women's rights, universal compulsory education, colonialism, and anti-imperialism. Intellectual and aesthetic movements could	15-20 pages of writing through assignments such as analytical essays, oral presentations (with a written component), and exams

		include: Romanticism, Pre-Raphaelitism, Sensationalism, Realism, Arts and Crafts movement, Aestheticism, Modernism, and Postmodernism. Aesthetic creations could include: ballads, sonnets, novels, biographies, plays, essays, paintings, photography, or film.	
Critical Thinking Communication	Evaluate assumptions, concepts, and language to develop defensible conclusions based on analysis and interpretation of information relevant to course content.	Evaluate assumptions that characters in British fiction, prose, drama, or poetry have about others. Evaluate concepts as they change and develop over time and across literary texts. Evaluate language usage as it relates to characters, narrators, or authors from the dominant and/or marginal culture; language scrutinized could come from: peasants, the working class, aristocrats, the bourgeoisie, immigrants, women/men, children, or racial and ethnic others.	15-20 pages of writing through assignments such as argumentative essays, oral presentations (with a written component), and exams
Critical Thinking Communication	Synthesize and deliver well-constructed analyses and arguments about course content using multiple modalities (including written, oral, and visual formats).	Synthesize and analyze arguments from historical and/or contemporary sources. Historical sources could include: natural historians such as Charles Darwin, political economists such as Adam Smith, political philosophers such as John Stuart Mill, or feminists such as Virginia Woolf. Contemporary sources could include twentieth century literary critics specializing in such methodologies as narrative theory, genre theory, critical race theory, Marxism, psychoanalysis, or aesthetics. The instructor will provide direct instruction on how to design and deliver effective presentations that include the purposeful integration of visuals.	Team-based activities such as rubric-assessed oral group projects, group generated visual presentations, collaborative written analyses, and oral recitation of texts.

Social Responsibility Personal Responsibility	Investigate ethical dimensions of behavior and language use in different cultural contexts.	Investigate ethical standards by which characters, narrators, and authors operate and/or are culturally constrained.	Midterm exam and final exam
Social Responsibility Personal Responsibility	Connect choices, actions, and consequences to ethical decision-making through the analysis of ethical dilemmas explored through literary, philosophical, or intercultural texts.	Demonstrate how authors' representations of characters' choices reflect or criticize the cultural norms in Britain from 1800 to the present. In lectures discuss UHD's ethical standards, especially with respect to PS 03.A.19, Academic Honesty Policy.	Midterm exam, final exam, and a quiz on the UHD Academic Honesty Policy

Additional Course Outcomes: See outcomes above.

Course Outline:

Part I: The Romantics

William Blake: *Songs of Innocence* (1789), "Nurse's Song"; from *Songs of Experience* (1794), "Nurses' Song"

Appelbaum, *English Romantic Poetry*

William Blake, "The Tyger"

GROUP WORK: Prosody and Poetic form

Appelbaum, *English Romantic Poetry*

William Wordsworth, "We Are Seven," "I wandered lonely as a cloud"

Appelbaum, *English Romantic Poetry*

Samuel Taylor Coleridge, "The Rime of the Ancient Mariner"

Oral Presentation #1

Percy Bysshe Shelley, "Ozymandias," "Song to the Men of England," "Sonnet: England in 1819"

Mary Shelley, *Frankenstein*, Volume 1, 2, & 3

Part II: The Victorians

"The Factory Acts"

Henry Mayhew, *London Labour and the London Poor*

"The Watercress Girl"

Braddon, *Lady Audley's Secret*,

Cultural forms: The novel in the nineteenth century; the sensation novel of the 1860s

Aesthetic movements: The Pre-Raphaelites

Oral Presentation #2

Gender: Male narrators; female writers

Social class in the Victorian novel

John Stuart Mill, *The Subjection of Women*

Tennyson, *The Charge of the Light Brigade and Other Poems*

"The Lady of Shalott"

Marx and Engels, *The Communist Manifesto*

"The Bourgeois and the Proletarians"

Part III: *Fin de Siecle* and Modernism

Oscar Wilde, *The Importance of Being Earnest*

Joseph Conrad, *Heart of Darkness*

Colonialism and the Scramble for Africa

Arthur Conan Doyle, READ: *The Crime of the Congo*

Virginia Woolf, *The Mark on the Wall*

Grading/Course Content which Demonstrates Student Achievement of Core Objectives:

Grading Scale: 90-100 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59 and below = F

Summary of Course Exams, Quizzes, Assignments and Final	
Paper 1: 5-page analytical essay	20% of final grade
Paper 2: 5-page argumentative essay	20% of final grade
Oral Presentation #1: Synthesize two texts	10% of final grade
Oral Presentation #2: Visual culture using a technology platform	10% of final grade
Quizzes (10 unannounced quizzes on readings, lectures, class discussions, or ethical procedures)	10% of final grade
Exam 1	10% of final grade
Exam 2	10% of final grade
Class Participation	10% of final grade