

Course Syllabus Format: Southeast Missouri State University

Department of English  
Title of Course Studies in Later English Literature

Course No. **LI 578**  
New x

- I. Catalog Description and Credit Hours of Course: Studies in Romantic, Victorian, Modern, or Contemporary Literature: issue, period, or genre studies in British literature not addressed in the regular course listings. Topics will be announced when course is offered. (3)
- II. Prerequisites: EN 140 and 200-level course
- III. Purposes or Objectives of the Course will vary, but may include:
  - A. To familiarize students with the major critical voices within the field (Romantic, Victorian, Modern, or Contemporary) and to enable students to form their own definitions, questions or issues.
  - B. To provide experiences in close textual reading.
  - C. To provide writing experiences which combine close textual reading with individual interpretation and which also provide opportunities for synthesis of both the primary and critical readings.
  - D. To provide opportunities for original interpretations and research.
  - E. To provide opportunities for an in-depth reading of critical issues
  - F. To offer a range of literature in later British literature not offered in the regular catalog listings which could investigate, study a period, a genre, a single author, a combination of authors, the intersections between text and cultural issues.
- IV. Expectations of Students:
  - A. To come prepared to discuss passages, scenes, and questions that are raised in their readings.
  - B. To develop definitions of issues based on the primary and secondary readings.
  - C. To demonstrate the ability to do research and to choose sources wisely.
  - D. To produce their own reading of texts through substantiated close textual reading.
  - E. To integrate and synthesize their own interpretations with other critical sources.
  - F. To present both a close textual reading and a critical or cultural reading to the class as a discussion prompt. (graduate)
  - G. To attend class regularly and to complete satisfactorily all work in the course.
  - H. To take a midterm and a final.
  - I. To produce an original reading of an issue or text in later English literature that could feasibly be presented at a literature conference (graduate)
- V. Course Content or Outline: This course will focus on a specialized topic in Romanticism, Victorianism, Modernism, or Postmodernism. Two samples follow.

*Sample Outline: Romanticism & the Conflicted Imagination*

Nature as Sublime/ transcendence: Wordsworth, Shelley, Coleridge	9
The dark sublime: The gothic in Wordsworth, Shelley, Byron Coleridge, Keats, and Mary Shelley, Charlotte Bronte	21

Woman, muse, and nature: the struggle for gendered authority: Mary  
Robinson, Mary Shelley, Dorothy Wordsworth, Percy Shelley, William  
Wordsworth, Emily Bronte 12

Midterm 3

*Sample Outline for Contemporary (Postcolonial Literature)*

The Exploration of Buried Histories

Boyd, William Brazzaville *Beach*. New York: Avon, 1990. (African) 6

Gordimer, Nadine. *July's People*. Seattle: Seal Press, 2002. (African) 6

The Question of Culture

Achebe, *Things Fall Apart*. York: Knopf, 2002.(African) 3

Dangrembga, Tsitsi. *Nervous Conditions*. Philadelphia: Longman, 1991. (African) 6

El Saadawi, Nawal. *Woman at Point Zero*. London: Zed Books, 1983. (Indian) 6

The Process of Colonization: negation of identity:

Smith, Zadie. *White Teeth*. Viking: New York, 2001. (Indian) 6

Ishiguro, Kazuo. *Remains of the Day*. New York: Vintage, 1990. (Japanese) 6

Eavan Boland. *In a Time of Violence*. New York: Norton, 1994. (Irish) 3

Midterm 3

VI. A. Textbooks and or Other Required Materials or Equipment  
*Textbooks at Southeast Bookstore:* Depending on the focus of the course (Romantic,  
Victorian, Modern, or Contemporary) the following anthologies may be used for the corresponding  
period.

Romantic Period

Abrams, M. H. *The Norton Anthology of English Literature: The Romantic  
Period*. Vol 2a. New York: Norton, 2000.

And selected novels to be purchased

Victorian Period:

Abrams, M. H. *The Norton Anthology of English Literature: The Victorian Age*. Vol 2b.

And selected novels to be purchased

## Twentieth Century

Abrams, M. H. *The Norton Anthology of English Literature: The Twentieth Century*. Vol 2c.

And selected novels to be purchased

### VII. Basis for Student Evaluation:

A.	Essay One: U: 4-5 pages; G: 7-8 pages	10%
B	Essay Two: U 7-8 pages; G; 10-12 pages	20%
C.	Reader Response Journal	10%
D.	Two discussion prompts:	20%
E.	Midterm Examination	15%
F.	Final Examination	15%
F.	Class Participation	10%

### **Differences in Assignments**

1. *Essay One* for or undergraduates is a 4-5 page essay and for graduate students it is 7-8 page essay. More than this, though, the two essays are different in scope. The undergraduate essay requires students to incorporate three researched articles or three book chapter and to define an pertinent issue, problem, or theme based on their findings. The graduate students will address the same question by incorporating two books and will, in addition to defining the problem based on their research, will offer their own interpretative analysis.

2. *Essay Two* for undergraduates will be an -7-8 page essay and for graduate students it will be 10-12 page interpretative analysis. Again the two essays are different in scope. The undergraduate essay for is a researched close reading of literary text a text, but not one that is entirely original. The graduate essay has the same focus, but requires extensive research and an original argument that feasibly could be presented at a major conference.

