

**Department of English****Instructor:** Keri Behre, Ph.D.**Office:** FMH 405M; meetings online only spring 2020 due to Covid-19 pandemic restrictions**Availability:** Mondays 10-10:40 a.m. on Pronto (in Canvas); and by appointment**Email:** keri.behre@pdx.edu**Course Title:** Survey of British Literature II**Credits:** 4**CRN:** ENG 205-001 (64432)**Course Location:** Remote Delivery in Canvas (<https://pdx.instructure.com/>; login with your ODIN ID)**Course Meeting Schedule:** Please plan to be on our course site a minimum of twice per week; to maximize your success, I recommend scheduling these times like you would with a campus class.**Course Description**

An introduction to British literature from the seventeenth century to the contemporary period.

In this course, we will read and discuss literary works by Enlightenment, Romantic, Victorian, and twentieth-century writers, paying close attention to both genre and historical context. We will use *The Norton Anthology of English Literature, The Major Authors, Volume 2* as our textbook, supplemented with other readings available in PDF. This course is appropriate for anyone who needs or wants to understand more about English literature. Coursework will include weekly reading responses, and take-home exams. No prior background in the subject matter is required. This term, we will be piloting Canvas LMS, an intuitive and user-friendly platform.

**Covid-19 Statement**

I want to acknowledge that we're operating in unusual circumstances this term. Nobody signed up for this – not for the pandemic, not for social distancing, not for economic uncertainty, not to take all classes online, not to *teach* all classes online. I've adjusted our course plans to accommodate our circumstances, and I anticipate we may have to make additional changes as the term progresses and we learn what is working and what is not working for our course community. I want to be clear, though, that *it is okay to not be at your most productive during a global pandemic*. There are many shifting and overlapping reasons why this might be true for any of us: illness, financial stress, needing to coordinate home study for children, increased work hours for essential employees, etc. As such, I am instituting credit/no credit grading for assignments this term. **That is, assignments that you complete, on time, in a way that reflects the course outcomes at an A, B, or C-level will receive full points.** Your end of term grade will still be calculated based upon those points, depending upon the grading system you've chosen. My hope is that this can allow you to extend yourselves some grace during this difficult historical and social moment. Please reach out if you have any questions about this.

**Course Outcomes/Learning Objectives**

- Apply knowledge of literary terminology to the study and criticism of poetry, prose, and drama.
- Demonstrate close reading skills.
- Identify the central characteristics and historical/cultural contexts of the following literary periods: Enlightenment, Romantic, Victorian, and Twentieth Century.

- Read literary and cultural texts with comprehension.
- Perform critical analysis of literary texts.

### Course Prerequisites

N/A; no prior background in the subject matter is required.

### Required Materials

- *The Norton Anthology of English Literature, The Major Authors*, Tenth Edition, Volume 2, ed. Stephen Greenblatt. ISBN 978-0393603095.
- Regular access to our Canvas LMS for course readings, writing workshops, and discussions (<https://pdx.instructure.com/>; login with your ODIN ID).

### Major Assignments

- Weekly Reading Responses, 400 points.
- Weekly Participation (Discussions, etc.), 100 points.
- Midterm Essay Exam, 250 points.
- Final Essay Exam, 250 points.

Total = 1,000 points

### Grading Criteria

- A = An outstanding paper. Well-written, insightful, and truly original. Provides ample evidence of serious thought and analysis, as well as a thorough and complete response to the assignment.
- B = An above-average paper. Provides a complete and successful response to the assignment. Well-written and clear, but may have room for development on originality, analysis, or structure.
- C = A competent paper. Responds to the assignment prompt successfully, but may have some distracting inconsistencies in insight, structure, or organization.
- D = A weak paper. Attempts to respond to the assignment prompt, but does not demonstrate adequate understanding of the learning outcomes. Writing style, analysis, or structure may be disorienting.
- F = An unacceptable paper. Does not attempt to respond to the assignment prompt or demonstrate understanding of learning outcomes. Elements may be entirely missing. Portions may be plagiarized.

Because writing often comes about through an intensely introspective and personal process, it is important to remember that your writing is not “you;” therefore, any criticism you may receive is not in any way meant as an evaluation of you as a person. (I believe we are all doing the best we can with the information and resources we have; my goal is to provide you with additional information and resources so that you may go on to do better!) According to Carol Dweck:

“In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success – without effort. [...] In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work – brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.”

I hope we can all agree to be here to *learn* rather than to *document our skills*, and learning must necessarily involve improvement. (If you genuinely believe you have nothing to improve, it’s worth considering what you’re hoping to accomplish in college!)

Please resist the impulse to request a specific grade for an assignment or the class. I take my task of evaluating your work very seriously, and I am obliged, both professionally and ethically, to assign student work the grade it merits. In other words, if your paper has earned a B, it will receive a B regardless of whether you tell me that you are hoping for one in order to get into grad school or maintain a scholarship; if it does not, it will not. I adhere to the standard PSU grade scale. Honor grades (A, A-, B+) are reserved for outstanding work.

|            |            |            |
|------------|------------|------------|
| A = 94-100 | B- = 80-83 | D+ = 67-69 |
| A- = 90-93 | C+ = 77-79 | D = 64-66  |
| B+ = 87-89 | C = 74-76  | D- = 60-63 |
| B = 84-86  | C- = 70-73 | F = <60    |

### **Flexibility Statement**

The instructor reserves the right to modify course content and/or substitute assignments and learning activities in response to institutional, weather, or other emergent situations.

### **Course Calendar/Schedule**

Detailed readings and assignments will be posted for the coming week on Fridays. Our class will have a predictable weekly rhythm that will include engagement with readings and course materials, discussions, and writing assignments or peer-review workshops. I use my weekends for screen-free restoration and am thus not usually present online on Saturdays and Sundays; some students may wish to follow my lead on this while others, depending on schedules and commitments, may wish to use the weekends to work ahead. Information about your tasks and my expectations will be up front and clear each and every week. I am available to you for support and help with any aspect of the course.

All due dates will be at 5 p.m. unless otherwise specified. Research shows that midnight due dates have a harmful effect on student sleep hygiene. Additionally, I believe in having assignments due when instructors are available to answer questions. A Sunday midnight due date means that for over 48 hours prior to a due date, a student has no option to ask questions or confer. If you need (or just prefer) to do the majority of your work on the weekends, all assignments and materials for the coming week are posted on Fridays, so you'll be working ahead of the class rather than scrambling to catch up with the prior week. If you're unable to turn in work during regular business hours and unwilling to adjust your workflow to turn it the night before, a different section would be the best choice for you. I have set these policies because they are what I believe to be the best learning environment for the majority of students!

*See the last page of this document for a detailed, detachable schedule.*

### **Course Attendance and Make-up Policies**

I recommend that you schedule your time in our online course just like you would an on-campus course. In the case of an online class, participating in conversations late, or submitting certain assignments late, is the same as not attending class. During weeks we do peer-review workshops, your classmates will rely on you for feedback and discussion, and if you don't turn in work you will forfeit the process points and the learning experience of the workshop. Please make every effort to be on time for these. For major projects, I generally enforce a late penalty of one letter grade per business day. This keeps you from falling too far behind. I will absolutely consider exceptions on a case-by-case basis; whenever possible, please check in with me *before* a paper's due date when you anticipate needing more time.

## Self Care

College can be hard on your body and brain. If you expend the effort to take care of yourself, you'll learn and perform better. In our culture of social media, "self care" has become problematically synonymous with spa days and indulgent purchases. In reality, though, self-care is a lot less glamorous and a lot more achievable: going to bed on time, considering personal boundaries, packing a lunch, picking up the phone to make a doctor or therapy appointment, keeping a calendar and to-do list for your responsibilities, taking a walk, setting an alarm so you remember to take prescribed medications. Take advantage of campus resources to keep you healthy and strong: Students have access free and confidential health and counseling services via Student Health and Counseling Center (SHAC) <https://www.pdx.edu/shac/> in University Center Building (UCB) 200.<sup>1</sup> For resources for those with dependents, please visit PSU's Support for Students with Children <https://www.pdx.edu/students-with-children/>. If you see a peer in distress, PSU's C.A.R.E. program <http://www.pdx.edu/dos/care-team> can help you help them. Think about the people whose lives you would like to emulate: good self-care is probably the foundation for how they got where they are, and it's never too early or too late to start practicing it.

## A Final Note

This is a class, a community of learners. Membership has its privileges, as I think you will discover, but it also comes with certain responsibilities, all of which can be grouped together under one overarching rule: help me, in your own unique way, to make this class work. The responsibility for making this course exhilarating and inspiring rests on both me as teacher and on you as participant. Keeping up with the reading, completing assigned work, and participating in class are absolutely essential to your success – do not expect to pass the course if you do not do these things. Please don't ever hesitate to talk with me about your standing in the class or anything else; **helping you is what I'm here for!** I'm looking forward to a great term.

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<sup>1</sup> The PSU Center for Student Health and Counseling (SHAC) has moved all counseling services for spring term to a telehealth model to enable this important service available to students during this time of stress. [Visit the SHAC website](#) to get in touch and schedule an appointment.

## PSU Policies & Resources

### PSU Grading System

<https://www.pdx.edu/registration/grading-system#/>

### Drop/Withdraw Deadline

<https://www.pdx.edu/registration/calendar#/>

### Disability Access Statement

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, [drc@pdx.edu](mailto:drc@pdx.edu), <https://www.pdx.edu/drc>

### Safe Campus Statement

Portland State University desires to create a safe campus for our students. As part of that mission, PSU requires all students to take the learning module entitled Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault. See <http://www.pdx.edu/sexual-assault/safe-campus-module>. If you or someone you know has been harassed or assaulted, you can find the appropriate resources on PSU's Enrollment Management & Student Affairs: Sexual Prevention & Response website at <http://www.pdx.edu/sexual-assault>

### Student Food Security

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Committee for Improving Student Food Security for support at [foodhelp@pdx.edu](mailto:foodhelp@pdx.edu). Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

### Title IX Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals on PSU's Enrollment Management & Student Affairs: Sexual Prevention & Response website at <http://www.pdx.edu/sexual-assault>. For more information about Title IX please complete the required student module "Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault" in the "My Courses" section of D2L.

### Academic Integrity

Academic integrity is a vital part of the educational experience at PSU. Please see the [PSU Student Code of Conduct](#) for the university's policy on academic dishonesty. A confirmed violation of that Code in this course may result in failure of the course.

### Incomplete Policy

Students do not have a right to receive or demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met.

Eligibility Criteria:

1. Required satisfactory course completion/participation.
2. Reasonable justification for the request.
3. Incomplete grade is not a substitute for a poor grade.
4. Written agreement. (See [Incomplete Contract](#) )
5. Resolving the Incomplete.

For the full Incomplete Policy see <http://pdx.smartcatalogiq.com/en/2016-2017/Bulletin/Graduate-Studies/Enrollment/Incompletes>

### **Cultural Resource Centers**

The Cultural Resource Centers (CRCs) create a student-centered inclusive environment that enriches the university experience. We honor diversity, explore social justice issues, celebrate cultural traditions, and foster student identities, success, and leadership. Our centers include the Multicultural Student Center, La Casa Latina Student Center, Native American Student & Community Center, Pan African Commons, Pacific Islander, Asian, Asian American Student Center and the Middle Eastern, North African, South Asian program. We provide student leadership, employment, and volunteer opportunities; student resources such as computer labs, event, lounge and study spaces; and extensive programming. All are welcome!

## ENG 205 Course Calendar/Schedule

Dr. Keri Behre; Spring 2020

| Week   | Available | Description  |
|--------|-----------|--|
| Week 1 | M 3.30    | Welcome / Course Overview / The Enlightenment.<br>Read:<br><ul style="list-style-type: none"> <li>• Matthew White, “The Enlightenment” (PDF).</li> </ul> Due:<br><ul style="list-style-type: none"> <li>• Week 1 Response &amp; Discussion Posts.</li> </ul>   |
| Week 2 | F 4.3     | The Enlightenment.<br>Read:<br><ul style="list-style-type: none"> <li>• Alexander Pope, “An Essay on Criticism,” Part I (PDF);</li> <li>• Jonathan Swift, “A Modest Proposal” (PDF);</li> <li>• Thomas Gray, “Elegy Written in a Country Churchyard” (Poetry Foundation Link).</li> </ul> Due:<br><ul style="list-style-type: none"> <li>• Week 2 Response &amp; Discussion Posts.</li> </ul>  |
| Week 3 | F 4.10    | The Romantic Period.<br>Read:<br><ul style="list-style-type: none"> <li>• Introduction, “The Romantic Period: 1785-1832” (NAEL 3-25);</li> <li>• Wordsworth, “Preface” from <i>Lyrical Ballads</i> (NAEL 135),</li> <li>• ---, “We are Seven” (NAEL 127),</li> <li>• ---, “Lines Composed a Few Miles above Tintern Abbey” (NAEL 131),</li> <li>• ---, “I wandered lonely as a cloud” (NAEL 178),</li> <li>• ---, “The World is Too Much with Us” (NAEL 189);</li> <li>• Wollstonecraft, “A Vindication of the Rights of Women” (NAEL 98-123).</li> </ul> Due:<br><ul style="list-style-type: none"> <li>• Week 3 Response &amp; Discussion Posts.</li> </ul>  |
| Week 4 | F 4.17    | The Romantic Period, cot’d.<br>Read:<br><ul style="list-style-type: none"> <li>• Shelley, “Mutability” (NAEL 388),</li> <li>• ---, “Mutability” (NAEL 388),</li> <li>• ---, “Ozymandias” (NAEL 395),</li> <li>• ---, “Ode to the West Wind” (NAEL 396),</li> <li>• ---, From <i>A Defence of Poetry</i> (NAEL 440-452);</li> <li>• Keats, “On Seeing the Elgin Marbles” (NAEL 480),</li> <li>• ---, “When I have fears...” (NAEL 485),</li> <li>• ---, “Bright star, were I as steadfast...” (NAEL 497),</li> <li>• ---, “Ode to a Nightingale” (NAEL 501),</li> <li>• ---, “Ode on a Grecian Urn” (NAEL 503),</li> <li>• ---, “To Autumn” (NAEL 508);</li> <li>• Austen, “Love and Friendship” (NAEL 316-335).</li> </ul> Due:<br><ul style="list-style-type: none"> <li>• Week 4 Response &amp; Discussion Posts.</li> </ul> |
| Week 5 | F 4.24    | The Victorian Age.<br>Read:<br><ul style="list-style-type: none"> <li>• Introduction, “The Victorian Age: 1830-1901” (NAEL 527-551);</li> <li>• Browning, “The Cry of the Children” (NAEL 577);</li> </ul>   |

|         |                  |  |
|---------|------------------|--|
|         |                  | <ul style="list-style-type: none"> <li>• Tennyson, "The Lady of Shalott" (NAEL 609);</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>• Week 5 Response &amp; Discussion Posts.</li> </ul>  |
| Week 6  | F 5.1            | <p>The Victorian Age, cot'd.</p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Gaskell, "The Old Nurse's Story" (NAEL 692);</li> <li>• Rossetti, "In an artist's Studio" (NAEL 860),</li> <li>• ---, "A Birthday" (NAEL 860),</li> <li>• ---, "Goblin Market" (NAEL 862),</li> <li>• ---, "'No, Thank You, John'" (NAEL 874).</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>• Week 6 Response &amp; Discussion Posts;</li> <li>• Midterm Essay Exam.</li> </ul>  |
| Week 7  | F 5.8            | <p>The Victorian Age, cot'd.</p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Wilde, "The Importance of Being Earnest" Acts I-III (NAEL 941).</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>• Week 7 Response &amp; Discussion Posts.</li> </ul>  |
| Week 8  | F 5.15           | <p>The Twentieth Century.</p> <ul style="list-style-type: none"> <li>• Introduction, "The Twentieth and Twenty-First Century" (NAEL 1015-1042);</li> <li>• Owen, "Anthem for Doomed Youth" (NAEL 1118),</li> <li>• ---, "<i>Dulce Et Decorum Est</i>" (NAEL 1121);</li> <li>• Yeats, "The Stolen Child" (NAEL 1131),</li> <li>• ---, "The Lake Isle of Innisfree" (NAEL 1133),</li> <li>• --- "The Man Who Dreamed of Faeryland" (NAEL 1134).</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>• Week 8 Response &amp; Discussion Posts.</li> </ul> |
| Week 9  | F 5.22           | <p>The Twentieth Century, cot'd.</p> <ul style="list-style-type: none"> <li>• Woolf, "The Mark on the Wall" (NAEL 1167);</li> <li>• Eliot, "The Love Song of J. Alfred Prufrock" (NAEL 1322),</li> <li>• ---, "The Waste Land" (NAEL 1326),</li> <li>• ---, "The Hollow Men" (NAEL 1339).</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>• Week 9 Response &amp; Discussion Posts.</li> </ul>   |
| Week 10 | F 5.29           | <p>The Twentieth Century, cot'd.</p> <ul style="list-style-type: none"> <li>• Mansfield, "The Garden Party" (NAEL 1357);</li> <li>• Auden, "Funeral Blues" (AllPoetry Link),</li> <li>• ---, "<i>Musée des Beaux Arts</i>" (NAEL 1433),</li> <li>• ---, "The Unknown Citizen" (NAEL 1436),</li> <li>• ---, "September 1, 1939" (NAEL 1437).</li> </ul> <p>Due:</p> <ul style="list-style-type: none"> <li>• Week 10 Response &amp; Discussion Posts.</li> </ul>  |
| Week 11 | no new materials | <p>Due:</p> <ul style="list-style-type: none"> <li>• Final Essay Exam;</li> <li>• Course Evals Participation Receipt.</li> </ul>   |