Instructor: Keenan Norris
Office Location: FO 128
Telephone: 408-924-4601
Email: keenan.norris@sjsu.edu
Office Hours: By appointment
Class Days/Time: T/TH 2-4PM
Classroom: Clark Building 324

Course Format
Faculty Web Page and MYSJSU Messaging (Optional)
Course materials such as the syllabus, handouts, assignment instructions, etc. can be found on Canvas at http://sjsu.instructure.com

Course Description
English 70: Emerging Modernisms and Post-Slave Societies is a survey of Anglo-American literature as it moves from the late Victorian period into the mid-twentieth century. The focus this semester is on the changes wrought in prose narratives and the developing narratives around British empire and Caribbean self-determination over that period.

Program Learning Outcomes for the English Major:

Students will demonstrate the ability to

1) Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.

2) Show familiarity with major literary works, genres, periods, and 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 nature of the subject.
. 4) Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.

. 5) Articulate the relations among culture, history, and texts.

How Department Goals are met via English 60 Course Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:
CLO 1: Read closely in a variety of forms, including poetry, the early novel in English, and the short story and articulate the value of close reading in the study of literature.
CLO 2: Show familiarity with major British and American literary works and genres from the period of the late 19th through mid-20th century.
CLO 3: Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject and in a range of forms, including in-class writings, a proposal, annotated bibliography, and a research-backed interpretive essay.
CLO 4: Develop and carry out an extended research project, locate, evaluate, organize, and incorporate information effectively.
CLO 5: Articulate the relation between particular texts and their cultural, historical, and geographical contexts.

List of Readings

Late Victorian Emerging Modernisms
“Lispeth” by Rudyard and Trix Kipling
“A Defense of Cosmetics” by Max Beerbohm

Emerging Modernisms
“The Dynamo and the Virgin” by Henry Adams
Dubliners by James Joyce (selected stories) *required for Purchase
Heart of Darkness (Norton Critical Edition) by Joseph Conrad *required for Purchase
Cane by Jean Toomer *required for Purchase

Post-Colonial (Post-Slave) Narratives
“An Image of Africa: Racism in Conrad’s Heart of Darkness” by Chinua Achebe
Wide Sargasso Sea (book/film) *book required for Purchase
“The Schooner Flight” by Derek Walcott (starts at 16 minutes)
A Small Place by Jamaica Kincaid

Course Assignments
Weekly Response Papers 20% of Grade
Students will be required to complete a weekly response paper on the week’s assigned reading. These papers should be analytical in nature but do not have to follow a rigid formal structure.
Mid-Term Essay 20% of Grade
The mid-term essay will be an analytical essay that proposes and defends a thesis based on key themes in one of the following texts, or a comparison and contrast essay about intersecting and/or contrasting themes in two of the following texts: “Lispeth”; “The Dynamo and the Virgin”; Dubliners (selected story/stories); Heart of Darkness.

Presentation 20% of Grade
The presentation can be completed either by individuals or in groups of 2 persons. The presentation will focus on one of the following topics: emerging modernisms, referencing either “A Defense of Cosmetics” and Dubliners, or “The Dynamo and the Virgin” and Cane; colonial versus post-colonial literature with Heart of Darkness and either “Lispeth,” “The Schooner Flight” or A Small Place; or emerging modernist narrative forms with Dubliners, Heart of Darkness or Cane.

Students can do their presentation in any of several ways. They can make a PowerPoint or write a traditional essay. They can record audio or video. Be creative.

Final Exam Essay 40% of Grade
The final exam essay will be an analytical essay that proposes and defends a thesis based on key themes in one of the following texts, or a comparison and contrast essay about intersecting themes in any two of the following texts: “Lispeth”; Heart of Darkness; Cane; “The Schooner Flight”; A Small Place; Wide Sargasso Sea.

Determination of Grades: Essay Grade Descriptions—
An "A" essay is a paper that:
follows effectively the assignment instructions; presents an argument with an analytical thesis; shows sophisticated and original thought/analysis; demonstrates clear and excellent organization and development of ideas according to the purpose of the assignment; is coherent; is without excessive grammatical errors.

A "B" essay is a paper that:
follows effectively the assignment instructions; presents an argument with an analytical thesis; shows good, original thought and analysis; demonstrates clear and excellent organization and development of ideas according to the purpose of the assignment; is coherent; is without excessive grammatical errors.

A "C" essay is a paper that:
follows effectively the assignment instructions; presents an argument with an analytical thesis; shows original thought/analysis; is coherent; has several grammatical errors.

A "D" or "F" paper is one that:
fails to follow the assignment's instructions; lacks a distinct argument; lacks thought, originality, organization, development of ideas; has excessive grammatical errors; is incoherent; is plagiarized; or is turned in past the due date.

*Essays are subject to change of due date, assignment substitution and cancellation. Failure to submit any of the major essay assignments may result in a failing grade. All major essays must be turned in for the student to be considered for a passing grade.
Late Work
Late work will be accepted or rejected at the instructor’s discretion, the decision made on a case-by-case basis.

More guidelines on grading information and class attendance can be found from the following two university policies:
- University Syllabus Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf)
- University Attendance and Participation Policy F15-12 (http://www.sjsu.edu/senate/docs/F15-12.pdf)

**Plagiarism**
Plagiarism is the intentional or unintentional illegal appropriation of "ideas or writings of another as one's own" (Webster's II New Riverside University Dictionary). As a rule, you should document word-for-word quotations from a source, ideas from a source that you simply put in your own words, tables, charts, graphs and statistics.
*Any student caught plagiarizing any assignment will face appropriate disciplinary action.*

**Learning Environment**
This course calls for and will provide a safe, secure learning environment where students can express their ideas, theories, opinions and views in a civil manner. All State, Federal and

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District codes protecting students' classroom rights apply in the on-line format and will be observed and enforced. For example, there will be no use of derogatory language (racial, sexual, etc).

University Policies
Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

Course Schedule (subject to change)
Reading & Viewing Schedule:
*Disclaimer: This list may change dramatically due to time constraints, etc.

WEEK 1:
“Lispeth”
“A Defense of Cosmetics”

WEEK 2:
“The Dynamo and the Virgin”
“The Dead” (from Dubliners)

WEEK 3:*Guest professor Dr. Noelle Brada-Williams
Dubliners (selected stories from, critical essays about)

WEEK 4:
Heart of Darkness

WEEK 5:
Heart of Darkness
“An Image of Africa: Racism in Conrad’s Heart of Darkness”
Mid-Term

WEEK 6:
Cane
“The Schooner Flight”

WEEK 7:
Cane

WEEK 8:
A Small Place
Presentations

WEEK 9:
Presentations
Wide Sargasso Sea (book/film)

WEEK 10:
“Soul Case” (if time allows)
Final Exam