

San José State University

Dept. of English, Comparative Literature and Creative Writing

English 70, Atlantic Literature, Emerging Modernisms and Post-Slave Societies:

Late Victorian-Post WWII Atlantic Lit

Summer 2019

<b>Instructor:</b>	<i>Keenan Norris</i>
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<b>Office Hours:</b>	<i>By appointment</i>
<b>Class Days/Time:</b>	<i>T/TH 2-4PM</i>
<b>Classroom:</b>	<i>Clark Building 324</i>

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.



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.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<b>A+</b>	195 to 200	97.5 to 100%
<b>A</b>	185 to 194	92.5 to 97.4%
<b>A-</b>	180 to 184	90 to 92.4%
<b>B+</b>	175 to 179	87.5 to 89.9%
<b>B</b>	165 to 174	82.5 to 87.4%
<b>B-</b>	160 to 164	80 to 82.4%
<b>C+</b>	155 to 159	77.5 to 79.9%
<b>C</b>	145 to 154	72.5 to 77.4%
<b>C-</b>	140 to 144	70 to 72.4%
<b>D+</b>	135 to 139	67.5 to 69.9%
<b>D</b>	125 to 134	62.5 to 67.4%
<b>D-</b>	120 to 124	60 to 62.4%

### 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

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