

ENGL-UA 9112

Literatures in English II: Literatures of the British Isles and British Empire 1660-1900

NYU London: Spring 2020

Instructor Information

- Office Hours: Straight after class on Tuesdays and Thursdays

Course Information

- Tuesdays and Thursdays: 10:45am-12pm
 - Room 106
- **Prerequisite:** Introduction to the Study of Literature (ENGL-UA 101)

Course Overview and Goals

Bookended by two monarchs, this course examines a diverse range of works of British literature, from the Restoration of King Charles II in 1660 to 1900, the year before the death of Queen Victoria. Through lectures, class discussions and essay assignments, we will chart a broadly chronological path and tackle the concept of literary history; we will aim to identify continuities and discontinuities over 240 years, while questioning the boundaries that separate periods popularly known as the Restoration, the Eighteenth Century, Romanticism, and Victorian. The course will pay close attention to the development of new literary forms (e.g. the rise of the novel; innovations in poetry) and the emergence and evolution of new genres (e.g. satire, the Gothic, detective fiction). Particular focus will be given to intellectual and historical context and treatment of recurring themes, such as colonialism and empire, gender, the past, creativity and the imagination, childhood, and science and progress. Visits to museum and galleries will complement our critical readings of key literary works.

Upon Completion of this Course, students will be able to:

- Apply more sensitive and sophisticated critical and literary close reading skills
- Have a greater awareness and appreciation of literary history and the relationship between literature and historical and cultural context
- Enjoy a greater proficiency in identifying particular literary sensibilities and styles from different periods

Course Requirements

Grading of Assignments

The grade for this course will be determined according to these assessment components:

Assignments/ Activities	Description of Assignment	% of Final Grade	Due
Class participation	Participation in class discussions demonstrating reading and preparation	10%	Ongoing
Class presentation	Presentation on assigned topic: 10-15minutes	15%	Different weeks
Paper 1	3-4 paged (1000-1500 words) essay on a close textual analysis of one short poetry or prose passage (you will be given a selection of passages to choose from) critically analysing how the author has used language and formal features of the work to achieve their aims.	15%	Thursday 27 th February
Paper 2	3-4 paged (1000-1500 words) essay responding to one of a set of prompts; or you may choose your own topic (this must be discussed with and approved by me in advance)	25%	Tuesday 31 st March
Paper 3	6-8 paged (2000-3000 words) essay. This will be a comparative paper, where you will choose a minimum of two works or more from the course to respond to one of a set of prompts, which will be distributed towards the end of the semester	35%	Thursday 14 th May

Failure to submit or fulfill any required course component results in failure of the class

Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Percent	Description
A A-	93.5% and higher 90-93.49%	Demonstration of detailed familiarity with the text under review; ability to establish and argue an independent line of thought; ability to engage critically with secondary reading material; fluent and articulate expression of ideas. Positive participation in the classroom is essential.
B+ B	86.5%-89.5% 83.5% - 87.49%	Demonstration of familiarity with text under review;

Letter Grade	Percent	Description
B-	80%-83.49%	support for argument from secondary critical material; clear expression. Positive participation in the classroom is essential.
C	72.5% - 77.49%	Basic understanding of text under review; ideas in paper may lack organization and appear random and disconnected at times; occasionally deviating from main theme and title of paper; writing lacks clear expression. Positive participation in the classroom is important.
D	62.5% - 67.49	Little reference to the text other than what could be gleaned from an outline or summary of the plot; advancing ideas that have insufficient relevance to the title; being simplistic (writing in a way that does not do justice to the complexity of the text); careless expression.
F	45.99% and lower	Little or no reference to the text under review; deviation from or ignoring the title/subject of the paper; clear indication that the student has not read, or has clearly failed to understand, the text under review; poor and ungrammatical expression.

Course Materials

Required Textbooks & Materials

- Jane Austen, *Sense and Sensibility*, ed. Ros Ballaster, (Penguin, 2004) ISBN 978-0141439662
- Emily Bronte, *Wuthering Heights*, ed. Pauline Nestor (Penguin, 2003), ISBN 978-0141439556

The following Norton Anthology volumes must be the **Tenth** (and only the **Tenth**) edition:

- Norton Anthology of English Literature (10th edition), Volume C: *The Restoration and Eighteenth Century*, ed. James Noggle (2018) ISBN 978-0-393-60304-0

- Norton Anthology of English Literature (10th edition), Volume D, *The Romantic Period*, ed. Deirdre Shauna Lynch (2018) ISBN 978-0-393-60305-7
- Norton Anthology of English Literature (10th edition), Volume E, *The Victorian Age*, ed. Catherine Robson (2018) ISBN 978-0-393-60306-4

Optional Textbooks & Materials

- This will be circulated during the semester

Resources

- **Access your course materials:** [NYU Classes](http://nyu.edu/its/classes) (nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](http://library.nyu.edu) (library.nyu.edu)
- **NYUL Library Collection:** [Senate House Library](http://catalogue.libraries.london.ac.uk) (catalogue.libraries.london.ac.uk)
- **Assistance with strengthening your writing:** [NYU Writing Center](http://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](http://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

Course Schedule

Session/Date	Topic	Reading	Assignment Due
Session 1: T 4 th Feb	Introduction to the course & Introduction to Restoration and Courtly Culture	Samuel Pepys, <i>Diary</i> , [The Great Fire] C 86-90; John Wilmot, Earl of Rochester, “The Disabled Debauchee” C 123-24 [handouts for both will be distributed for this first class]; Clip from <i>The Favourite</i> , (2018) directed Yorgos Lanthimos	
Session 2: Th 6 th Feb	Mud, Trapdoors, and Rhyming Couplets: Restoration Styles and Sensibilities	John Dryden, <i>Mac Flecknoe</i> C 63-68; John Dryden, “An Essay of Dramatic Poesy [“Two Sorts of Bad Poetry”] C 77-78 & “A Discourse Concerning the Original and Progress of Satire” C 83-84	
Session 3: T 11 th Feb	The Enlightenment	Visit to the Enlightenment Gallery at the British Museum ; John Locke, “An Essay Concerning Human Understanding” C 106	
Session 4: Th 13 th Feb	Colonialism and Slavery	Aphra Behn, <i>Oroonoko</i> C 139-186; Hans Sloane, “A Very Perverse Generation” [class handout]; <i>The Spectator</i> , no. 11 [Inkle and Yarico] C 468-70; John Locke, “Of Slavery” from <i>The First Treatise of Government</i> C 962-65	
Session 5: T 18 th Feb	Rise of the Novel, Part 1: Gender and Narrative	Aphra Behn, <i>Oroonoko</i> ; Clara Reeve, <i>The Progress of Romance</i> C 601-604	
Session 6: Th 20 th Feb	Politeness, Gender, and Coffee House Culture: The	Joseph Addison and Richard Steele, <i>The Spectator</i> , nos. 2, 10, 11, 69, 62 & 411 C 462-78 & 481-483; Lady Mary Wortley Montagu, <i>Turkish Embassy Letters</i> , [“The Women’s Coffee House”] C 629-632	

Session/Date	Topic	Reading	Assignment Due
	Periodical Essay		
Session 7: T 25 th Feb	Mock Heroic Wars	Alexander Pope, <i>The Rape of the Lock</i> C 506-525	
Session 8: Th 27 th Feb	Gender Wars	Alexander Pope, <i>The Rape of the Lock</i> ; Jonathan Swift, "The Lady's Dressing Room" C 637-40; Lady Mary Wortley Montagu "The Reasons That Induced Dr. Swift to Write a Poem Called the Lady's Dressing Room" C 640-42	*Paper 1 due*
Session 9: T 3 rd March	Rise of the Novel Part II: Print Culture	Excerpt from Daniel Defoe, <i>Robinson Crusoe</i> (1719) C 567-77; Excerpt from Jonathan Swift <i>Gullivers Travels</i> (1726), C 279-95; Henry Fielding, <i>Preface to Joseph Andrews</i> (1742) C 581-86; Samuel Richardson, <i>Preface to Clarissa</i> (1747-8) C 589-92; Clara Reeve, <i>The Progress of Romance</i> C 604-606; J. M. Coetzee, "He and His Man", Nobel Prize speech (2003) [first 3.5 minutes] https://www.youtube.com/watch?v=ikj_9Jey6BM	
Session 10: Th 5 th March	Gender and Marriage	Eliza Haywood, <i>Fantomina</i> C 609-35; Mary Astell, from <i>Reflections upon Marriage</i> C 966-69; Samuel Johnson, <i>Rambler no. 4 [On Fiction]</i> C 723-26	
Session 11: T 10 th March	Images of Britain: Empire, Pastoral, Ruin, and the Poor	James Thomson, "Ode: Rule, Britannia" C 970; Thomas Gray, "Ode Written in a Country Churchyard" C 998-1001; Oliver Goldsmith, "The Deserted Village" C 1009-1018; George Crabbe, from "The Village" 1019-1023	
Session 12: Th 12 th March	Introduction to Romantic Poetry: Romantic Manifestos	William Wordsworth, from <i>Preface to Lyrical Ballads 1802</i> , D 303-315; "Simon Lee," D 285-87; "Goody Blake and Harry Gill," D 282-85; "The Solitary Reaper," D 352-53; "Surprised by Joy," D 358 Percy Shelley, from "A Defence of Poetry," D 871-883; "Ode to the West Wind," D 806-808; "England in 1819," D 805; "To Wordsworth," D 767; "To a Sky Lark," D 849-52	
Session 13: T 17 th March	Romanticism and the novel: Jane Austen	Jane Austen, <i>Sense and Sensibility</i> (vol. I)	
Session 14: Th 19 th March	Romanticism and the novel: Jane Austen	Jane Austen, <i>Sense and Sensibility</i> , (vol. II & III)	

Session/Date	Topic	Reading	Assignment Due
Session 15: T 24 th March	Visit to Tate Britain: Blake Room	William Blake, <i>Songs of Innocence and Experience</i> D 127-45; “The Book of Thel” D 145-50	
Session 16: Th 26 th March	Romanticism and the Child	William Wordsworth, “My Heart Leaps Up,” D 346; “Ode: Intimations of Immortality,” D 347-352; from <i>The Prelude, Book 1: “Childhood and School-time,”</i> D 362-376; Samuel Taylor Coleridge, “Frost at Midnight,” D 482-84; William Blake, <i>Songs of Innocence and Experience</i> [ctd.] D 127-45	
Session 17: T 31 st March	The Egotistical Sublime and Negative Capability	William Wordsworth, “Lines Written a Few Miles Above Tintern Abbey” D 299-302; <i>The Prelude, Book 13 [Vision on Mount Snowdon]</i> D 403-407; John Keats, “To Autumn” D 1000; <i>Letters</i> , 1014-1029	*Paper 2 due*
Session 18: Th 2nd April	Victorian Past	Alfred Tennyson, “The Lady of Shalott,” E 147-52; “The Lotos-Eaters,” 152-156; “Ulysses,” E 156-157; Robert Browning, “Porphyria’s Lover,” E 324-325; “My Last Duchess,” E 328-29; Who were the Pre-Raphaelites?	
Session 19: Mon 6 th April Please note this class is on a <u>Monday</u> at 5:30pm	Ekphrasis: Poem, Image, Object	John Keats, “On Seeing the Elgin Marbles,” D 955; “Ode on a Grecian Urn,” D 979-80; Percy Shelley, “Ozymandias” D 790-91; George Gordon, Lord Byron, “The Destruction of Sennacherib” [handout provided]	
Session 20: T 7 th April	Visit to the British Museum: Romanticism and Antiquities	Room 9: Assyria: Nineveh: Sennacherib; Room 18: Greece: Parthenon sculptures; Room 4: Statue of Ramesses II	
Session 21: T 21 st April	Victorian Gothic	Emily Bronte, <i>Wuthering Heights</i> (vols 1 until vol II chapters 7)	
Session 22: Th 23rd April	Narrative frameworks	Emily Bronte, <i>Wuthering Heights</i> (vol II chapter 8 till end)	
Session 22: T 28 th April	Faith and Doubt: Religion and Science	Alfred, Lord Tennyson, from <i>In Memoriam A. H. H.</i> E 173-221; Matthew Arnold, “Dover Beach,” E 433-34; <i>EVOLUTION</i> E 606-626	

Session/Date	Topic	Reading	Assignment Due
Session 23: Th 30 th April	The Victorian Present: The Condition of England	Elizabeth Barrett Browning, “ The Cry of the Children ,” E 110-114; Charles Dickens, from <i>Hard Times</i> , E 645-46; Thomas Babington Macauley, A Review of Southey’s Colloquies, [Evidence of Progress] E 628-33; Friedrich Engels, from <i>The Great Towns</i> E 636-643; “ Poverty Knock ,” E 646-7; Henry Mayhew, from <i>London Labour and the London Poor</i> E 648-49; Annie Besant, “ The “White Slavery of London Match Workers ,” E 650-51; Ada Nield Chew, “ A Living Wage for Factory Girls at Crewe, 5 May 1894 ”, E 652-53	
Session 24: T 5 th May	Victorian Childhoods	Charles Dickens, from <i>Hard Times</i> , E 719-726; Lewis Carroll, from <i>Alice in Wonderland</i> E 724-26; Thomas Hughes, from <i>Tom Brown’s Schooldays</i> E 727-31; Thomas Hardy, from <i>Jude the Obscure</i> E 752-757; The Education Department of the Committee of Council E 731-32; Flora Thompson, from <i>Lark Rise</i> E 732-36	
Session 25: Th 7 th May	Late Victorians and Empire	Arthur Conan Doyle, “ The Speckled Band ” E 921-943; Rudyard Kipling, “ The Man Who Would be King ” E 943-67; “ Danny Deever ,” E 967-68; “ Recessional ,” E 969-70; “ The White Man’s Burden ” E 970-72; EMPIRE AND NATIONAL IDENTITY E 682-713	
Session 26: T 12 th May	Late Victorian Split Identities	Oscar Wilde, <i>The Importance of Being Earnest</i> E 824-67; R. L. Stevenson, <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> E 767-809	
Session 27: Th 14 th May	Sherlock Holmes Walk	Details to be confirmed	*Paper 3 due*
Final Class T 19 th May	Film and final comments	<i>The Favourite (2018)</i> directed Yorgos Lanthimos	

Co-Curricular Activities

- Tuesday 11th February: visit to British Museum Enlightenment Gallery: meet at entrance of NYU Academic Centre, at 10:45am prompt.
- Tuesday, 24th March: visit to Tate Britain, Blake Room. Meet at **Manton** (not Millbank) entrance to Tate Britain at 10:45am prompt. Nearest tube station is Pimlico.
- Tuesday 7th April, visit to various rooms of antiquities at the British Museum: meet at entrance of NYU Academic Centre, at 10:45am prompt.
- Thursday 16th May, Sherlock Holmes walk. Details to be confirmed.
- Please bring your Oyster card with you.

Classroom Etiquette

- Laptops may be used for classwork only. Cell phones must be put away for the duration of the class.

NYUL Academic Policies

Attendance and Tardiness

- Key information on NYU London's absence policy, how to report absences, and what kinds of absences can be excused can be found on our [website](http://www.nyu.edu/london/academics/attendance-policy.html) (<http://www.nyu.edu/london/academics/attendance-policy.html>)

Assignments, Plagiarism, and Late Work

- You can find details on these topics and more on this section of our NYUL [website](https://www.nyu.edu/london/academics/academic-policies.html) (<https://www.nyu.edu/london/academics/academic-policies.html>) and on [the Policies and Procedures section of the NYU website](https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html) for students studying away at global sites (<https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html>).

Classroom Conduct

Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behaviour that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services. Please refer to the [NYU Disruptive Student Behavior Policy](#) for examples of disruptive behavior and guidelines for response and enforcement.

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Instructor Bio

Dr Leya Landau's main research interests lie in the 18th century and the city in literature. She has taught for many years in the University of London. She is currently writing a book on women and 18th-century London and her publications include work on Frances Burney, women and 18th-century literature, city writing, literature and coastal culture, and 18th-century opera.