

ENGL 262.001/H01—BRITISH LITERATURE 1789-PRESENT
MWF 11:30 AM–12:20 PM
317 Clark Hall

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In this survey course, we will study selected works of British literature from approximately 1789 to the present, with an emphasis on historical and cultural contexts. You may apply ENGL 262 to the Historical Breadth requirement for the WVU English major; to GEC Objective 3 (The Past and Its Traditions) or 5 (Artistic Expression); and to GEF Objective F6 (The Arts and Creativity). There are no prerequisites for ENGL 262.

OBJECTIVES

In this course you will develop your ability to think, talk and write critically about British literature from the late eighteenth to the early twenty-first century, with particular attention to:

- how literary texts relate to their historical contexts (e.g., the French Revolution, the social roles of women, British imperialism in Asia, etc.)
- how literary texts use formal conventions (e.g., metrical verse, autobiographical narrative, Gothic drama, etc.) to advance their intellectual aims
- how literary texts grapple with enduring philosophical questions (e.g., Is change good? Under what conditions does art flourish? What do we owe to others? etc.)
- how literary texts engage in conversation with other texts (e.g., political philosophy, theology, the visual arts, etc.)
- how literary texts often generate paradoxes and contradictions instead of, in addition to, in spite of, or by virtue of searching for truth

TEXTS

You may obtain the following through the WVU Bookstores or an online vendor. Digital copies are acceptable (see associated links), but paper copies are preferable. Used copies are acceptable, but please do not substitute different editions.

- William Earle, *Obi, or The History of Three-Fingered Jack*, ed. Srinivas Aravamudan (Broadview) (<http://tinyurl.com/46emt9ms>)
- H. Rider Haggard, *She: A History of Adventure*, ed. Andrew Stauffer (Broadview) (<http://tinyurl.com/yy6s2tyk>)
- Mohsin Hamid, *Exit West* (Penguin Random House) (<http://tinyurl.com/5d4jdn4f>)
- Other texts to be provided through eCampus

REQUIREMENTS

- Attendance at all class sessions, with readings completed and in hand. You may miss three (3) sessions without penalty; thereafter, for each unexcused absence I will deduct 2% of your course grade. Please do not ask me to review material covered in your absence; consult a classmate for missed notes and assignments.

- Short quizzes, daily with exceptions, on lectures and readings. Missed quizzes cannot be made up and will count as a “zero” in the event of an unexcused absence. Collectively, count 15% of course grade.
- One (1) paper on the assigned material, approx. 5 pp. You will sign up for a deadline corresponding to the text that you choose. Topics will fall into four categories, of which you must choose any **one**: (1) **historical**, connecting the assigned text to its social and political context; (2) **formal**, connecting the poetic, prose and/or dramatic technique of the assigned text to its intellectual purpose; (3) **thematic**, exploring the attitude of the assigned text toward an enduring philosophical problem; (4) **intertextual**, comparing the assigned text to another work of literature or in some other medium that it influences or is influenced by. Research is not required for this paper; all relevant material will be provided. Counts 15% of course grade. You may revise your paper for extra credit.
- One (1) in-class presentation on the assigned material, to be devised in collaboration with a small group of your peers. You will sign up for a deadline corresponding to the text that you choose. Topics will also fall into the four above-mentioned categories; you must agree on one. Your topic for the presentation and your topic for the analytical paper must come from different categories. Whatever form your presentation takes, your group will be responsible for conducting roughly 20 minutes of the class session. Counts toward the class-participation portion of your grade (see below). **Honors students must present on a work of secondary scholarship, to be designated in advance. If they wish to present in groups, they may do so only with other Honors students.**
- Midterm exam; in-class, objective (i.e., no essay questions). Counts 15% of course grade.
- Final exam; objective and essay questions. Counts 25% of course grade.
- Regular postings to the class discussion board on eCampus. These will allow you to reflect on the assigned material and help set the agenda for our live meetings. Posts are due by **9 AM** on the day of class. You must post at least once per week, either responding to a classmate’s thread or starting your own. Collectively, counts 15% of course grade.
- The 15% of your course grade that remains will be made up by your overall attitude and contributions (including your presentation but excluding discussion-board posts) to the learning environment of the class.

GRADING CRITERIA

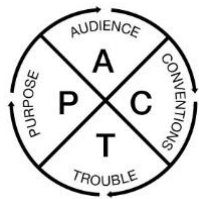
Your assignments will be evaluated according to:

- clarity, rigor and originality of argument
- thoroughness of engagement with textual evidence
- precision and sophistication of expression

The following scale will apply:

A+	100-97%	C+	79-77%
A	96-94%	C	76-74%
A-	93-90%	C-	73-70%
B+	89-87%	D+	69-67%
B	86-84%	D	66-64%
B-	83-80%	D-	63-60%
		F	60- %

SPEAKWRITE CERTIFICATION



ENGL 262 has been designated as a SpeakWrite course by the Eberly College of Arts and Sciences. This class is committed to helping you communicate your knowledge effectively as you keep four key components in mind: purpose, audience, conventions, and trouble spots (or PACT for short). You can find resources at <http://speakwrite.wvu.edu>.

STUDENT ADVOCACY CENTER

“Part of the Campus and Community Life, a Division of Student Life, the Student Advocacy Center is comprised of the Senior Associate Dean of Student Life who serves as the Student Advocate, Student Legal Services, the Off-Campus Housing Office, Commuter Student Programs, Non-traditional Student Assistance, and the Student HelpLine. The goal of the Center is to assist students with non-academic questions and concerns and to make the proper referrals when necessary.

“Questions are answered daily about many concerns that students may have. The Advocacy Center is designed to simplify procedures and to help students cut through red tape by finding answers to questions and helping to familiarize our students with campus policies and procedures. We specialize in problem solving and helping our students be better informed about making the decisions they need to make, whether these decisions involve classes or any other aspect of university life.

“The Student HelpLine number is 304-293-5555.

“Someone is available to take calls during regular business hours. After hours, you may leave a message and someone will return your call during the next business day.”—WVU Office of Campus and Community Life (<https://campuslife.wvu.edu/student-advocacy>)

WVU STATEMENT ON ACADEMIC INTEGRITY

“The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, instructors will enforce rigorous standards of academic integrity in all aspects and assignments of their courses. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University Academic Standards Policy (<http://catalog.wvu.edu/undergraduate/coursecreditstermsclassification>). Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see your instructor before the assignment is due to discuss the matter.”—WVU Teaching and Learning Commons (<https://tlcommons.wvu.edu/syllabus-policies-and-statements#academicintegrity>)

WVU STATEMENT ON APPROPRIATE USE OF TECHNOLOGY

“Use of technology in the classroom should always be directly related to class activities and/or course learning outcomes. Inappropriate technology use can be an impediment to learning and a distraction to all members of the class. As such, inappropriate use of technology in the classroom may be considered a disruption of the class and constitute a violation of the WVU Student Conduct Code and could potentially result in a referral to the Office of Student Conduct. Use of technology in the classroom when specifically prohibited by the instructor may also constitute a violation of WVU’s Academic Integrity policy.”—WVU Teaching and Learning Commons (<https://tlcommons.wvu.edu/syllabus-policies-and-statements#tech>)

WVU STATEMENT ON ARTIFICIAL INTELLIGENCE

“Unless [you are] notified otherwise, content-generating AI is not to be used in this course. The instructor will clearly state when and how it is permissible for students to use these tools. When allowed, students must clearly identify writing, text, or media generated by AI and show how AI tools were used in the process of creating a final product. Any attempt to treat AI output as a student’s own work or failing to identify AI-generated work will be treated as academic dishonesty. Students should think critically about the appropriate use of AI to achieve learning goals.”—WVU Teaching and Learning Commons (<https://tlcommons.wvu.edu/syllabus-policies-and-statements/artificial-intelligence-syllabus-statements>)

WVU STATEMENT ON COVID-19

“WVU is committed to maintaining a safe learning environment for all students, faculty, and staff. Should campus operations change because of health concerns related to the COVID-19 pandemic or other campus-wide emergency, it is possible that this course will move to a fully online delivery format. If that occurs, students will be advised of technical and/or equipment requirements, including remote proctoring software.

“In a face-to-face environment, our commitment to safety requires students, staff, and instructors to observe the social distancing and personal protective equipment (PPE) guidelines set by the University at all times. While in class, students will sit in assigned seats when required and will wear PPE according to current University guidelines. Students who fail to comply may be referred to the Office of Student Conduct for sanctions.

“COVID related absences fall under the University attendance policy found here: <http://catalog.wvu.edu/undergraduate/enrollmentandregistration/#Attendance>. As detailed in the policy, a student who becomes sick or is required to quarantine during the semester should notify the instructor. The student should then work with the instructor to develop a plan to complete the course learning outcomes while he or she is absent.” —WVU Teaching and Learning Commons (https://tlcommons.wvu.edu/syllabus-policies-and-statements#covid_syllabus)

WVU STATEMENT ON INCLUSIVITY (adopted 2/11/2013)

“The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (<https://accessibilityservices.wvu.edu/>). More information is available at the Division of Diversity, Equity and Inclusion (<https://diversity.wvu.edu/>).”—WVU Teaching and Learning Commons (<https://tlcommons.wvu.edu/syllabus-policies-and-statements#inclusivity>)

WVU STATEMENT ON MENTAL HEALTH

“Mental health concerns or stressful events can adversely affect your academic performance and social relationships. WVU offers services to assist you with addressing these and other concerns that you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus at the Carruth Center for Psychological and Psychiatric Services (CCPPS) website: <https://carruth.wvu.edu/>

“If you are in need of crisis services, call the CCPPS main number 24/7: (304) 293-4431. Crisis services are also available through text: Text WVU to 741741 for support 24/7 from a trained Crisis Counselor.”—WVU Teaching and Learning Commons (<https://tlcommons.wvu.edu/syllabus-policies-and-statements#mentalhealth-maincampus>)

WVU STATEMENT ON SEXUAL MISCONDUCT

“West Virginia University does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence (BOG Rule 1.6). It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff; keep in mind that they have an obligation to report the incident to the Title IX Coordinator (<http://titleix.wvu.edu/what-is-title-ix/who-is-the-title-ix-coordinator>). If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the Carruth Center, 304-293-9355 or 304-293-4431 (24-hour hotline), and locally within the community at the Rape and Domestic Violence Information Center (RDVIC), 304-292-5100 or 304-292-4431 (24-hour hotline).

For more information, please consult WVU’s Title IX Office (<https://titleix.wvu.edu/resources-offices>).”—WVU Teaching and Learning Commons (<https://tlcommons.wvu.edu/syllabus-policies-and-statements#sexualmisconduct>)

SCHEDULE OF WORK

WEEK	DAY	DATE	ASSIGNMENT DUE (* denotes separate text)
1	M	1/8	Introduction
1	W	1/10	Helen Maria Williams, from <i>Letters from France</i>
1	F	1/12	Helen Maria Williams, from <i>Letters from France</i>
2	M	1/15	MARTIN LUTHER KING, JR. DAY—NO CLASS
2	W	1/17	Helen Maria Williams, from <i>Letters from France</i>
2	F	1/19	Joanna Baillie, <i>Orra</i>
3	M	1/22	Joanna Baillie, <i>Orra</i>
3	W	1/24	Joanna Baillie, <i>Orra</i>
3	F	1/26	Joanna Baillie, <i>Orra</i>
4	M	1/29	Joanna Baillie, <i>Orra</i>
4	W	1/31	William Earle, <i>Obi</i> *
4	F	2/2	William Earle, <i>Obi</i> *
5	M	2/5	William Earle, <i>Obi</i> *
5	W	2/7	William Earle, <i>Obi</i> *
5	F	2/9	John Clare, “The Lament of Swordy Well”
6	M	2/12	John Clare, “The Lament of Swordy Well”
6	W	2/14	John Clare, “The Lament of Swordy Well”
6	F	2/16	Charles Dickens, “Wapping Workhouse”
7	M	2/19	Charles Dickens, “Wapping Workhouse”
7	W	2/21	Alfred Lord Tennyson, from <i>In Memoriam</i>
7	F	2/23	Alfred Lord Tennyson, from <i>In Memoriam</i>

8	M	2/26	Alfred Lord Tennyson, from <i>In Memoriam</i>
8	W	2/28	Review, etc.
8	F	3/1	MIDTERM EXAM
9	M	3/4	Florence Nightingale, from <i>Cassandra</i>
9	W	3/6	Florence Nightingale, from <i>Cassandra</i>
9	F	3/8	Florence Nightingale, from <i>Cassandra</i>
	M	3/11	SPRING RECESS—NO CLASS
	W	3/13	SPRING RECESS—NO CLASS
	F	3/15	SPRING RECESS—NO CLASS
10	M	3/18	H. Rider Haggard, <i>She</i> *
10	W	3/20	H. Rider Haggard, <i>She</i> *
10	F	3/22	H. Rider Haggard, <i>She</i> *
11	M	3/25	H. Rider Haggard, <i>She</i> *
11	W	3/27	H. Rider Haggard, <i>She</i> *
11	F	3/29	SPRING HOLIDAY—NO CLASS
12	M	4/1	James Joyce, “The Dead”
12	W	4/3	James Joyce, “The Dead”
12	F	4/5	James Joyce, “The Dead”
13	M	4/8	W.H. Auden, “September 1, 1939”
13	W	4/10	W.H. Auden, “September 1, 1939”
13	F	4/12	Mohsin Hamid, <i>Exit West</i> *
14	M	4/15	Mohsin Hamid, <i>Exit West</i> *
14	W	4/17	Mohsin Hamid, <i>Exit West</i> *
14	F	4/19	Mohsin Hamid, <i>Exit West</i> *
15	M	4/22	Zadie Smith, “Fences”
15	W	4/24	Zadie Smith, “Fences”
15	F	4/26	Review, etc.
	R	5/2	FINAL EXAM 11:00 AM–1:00 PM