

**San José State University**  
**Department of English & Comparative Literature**  
**English 256: 20<sup>th</sup> Century British Literature, Fall 2020**

**Instructor:** Revathi Krishnaswamy  
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**Office Hours:** Tue 3-4 and by appointment  
**Class Days/Time:** Tu 4.00-6.45 (synchronous meeting via zoom)  
**Classroom:** Canvas Online

**Messaging :** You are responsible for regularly checking with the messaging system through MySJSU and Canvas.

**Course Format:** Seminar. Synchronous meeting via Zoom. This course satisfies SJSU's Graduation Writing Assessment Requirement (GWAR).

**Course Description:** This course focuses on 20<sup>th</sup> century British literature. At the beginning of the 20<sup>th</sup> century, Britain was the most powerful empire in the world, the British monarch ruled over a quarter of the world's population, and my ancestors on the Indian subcontinent in South Asia were British subjects, some engaged in anticolonial struggles against Britain. By end of the 20<sup>th</sup> century, Britain had fought two world wars, lost its empire, become part of the EU, and experienced an influx of immigrants from the former colonies while the English language had established itself as the dominant lingua franca of the world. Today, two decades into the 21<sup>st</sup> century, Britain has Brexit-ed the European Union in an assertion of nationalism and registers significant levels of nostalgia for empire while the country battles the covid-19 global pandemic, the Prime Minister is hospitalized, and a British citizen of South Asian origin is the mayor of London and others occupy 4<sup>th</sup> and 5<sup>th</sup> positions in the British government's chain of command. What do these massive transformations tell us about the changing nature of British national identity and what role has literature played in creating, propagating, reinforcing, challenging or subverting representations of national identity? We will seek answers to these questions by exploring the relationship between nation and narration. Our discussions will revolve around four main topics: (i) Empire and after (ii) The Irish Question (iii) The Woman Question (iv) Modernism and its discontents

### Course Materials:

1. Longman Anthology of British Literature Volume 2C: *The Twentieth Century and Beyond*, ISBN-13: 978-0205655311
2. Selected Readings on Canvas

### MA Program Learning Outcomes

1. Students will demonstrate an appropriate level of expertise in literary history, literary theory, and rhetoric.
2. Students will demonstrate high-level proficiency in literary research and in the synthesis of research.
3. Students will demonstrate critical and analytical skills in the interpretation and evaluation of literary texts.
4. Students will demonstrate a command of written academic English, including the abilities to a) organize and present material in a cogent fashion, b) formulate and defend original arguments, c) employ effectively the language of their discipline and d) write under time constraints.
5. Students will demonstrate a reading knowledge of at least one foreign language.
6. Students preparing for teaching careers will receive the appropriate instruction.
7. Students will be prepared for further graduate study.

### Course Student Learning Objectives

- a. Demonstrate familiarity with materials and methods of literary research
- b. Demonstrate familiarity with major theorists/critics/texts associated with major schools
- c. Understand and use the key concepts and terms associated with major schools of literary criticism.
- d. Apply different critical theories to analyze various literary texts and cultural/artistic products.
- e. Communicate ideas/analysis in cogent, critical language, both orally and in writing.

### One Unit Course Credit Enhancement:

Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. Specifically, the following 1-unit enhancement is integrated into this course: **Increased course content and/or collateral readings** (10% of course grade). Students will read additional primary and secondary materials in order to give a formal conference presentation and write a publishable-quality research article. Following MLA guidelines and my guidance, students will peer review conference proposals and peer edit research papers. I will also conduct workshops to provide detailed comments on conference proposals and seminar paper drafts. Based on my feedback, students will revise and edit their conference and seminar papers.

**Assignments:** All assignments must be submitted in Canvas on dates indicated in the schedule. Unless you have received prior permission from me, late assignments will be

automatically reduced one letter grade for each late day and no assignments will be accepted beyond a week after the due date.

**Discussion Topics/Groups:** Empire and after, The Irish Question, The Woman Question, Modernism and its discontents. To facilitate collaboration and participation, we will form four discussion groups around these four topics; you may sign up for any two discussion groups of your choice.

**1. Weekly Reader Response (RR): 120 points (10 points each)**

Each week you will post a 250-300 word response to an assigned reading; you may choose to focus on any one author/text assigned for the week.

you can skip 3 out of 15 weeks but must submit a total of 12 responses to earn the full score. Your RR should be clearly divided into three sections as follows:

- (i) Connect the reading to at least one discussion topic (see list of topics above).
- (ii) illustrate or support your ideas by analyzing a significant quote from the text, and
- (iii) raise 1-2 questions for further discussion.

In addition to posting your own RR each Sunday, you will briefly (2-3 sentences) respond to a question for further discussion raised by a classmate before Tues's class meeting. Scoring: based on evidence of thoughtful engagement with course materials, proper organization, number of RRs submitted, and discussion questions answered. (PLO 1)

**2. Lead Two Class Discussions: 180 points (90 points each)**

You will sign up to lead two informal in-class discussions. Use your RR for the week as the basis for leading the discussion; elaborate on the points in your RR, raise questions, and respond to questions. Scoring: relevance of cultural commentary and quality of literary analysis (60 points); ability to interest and engage the class (30 points). (PLO 3)

**3. Formal Conference Paper Presentation: 350 points**

We will organize a professional-style conference. We will form two conference committees: a proposal approval committee that will read and approve proposals and a program & publicity committee that will put together the program and coordinate the publicity.

On the scheduled conference day, you will make a 10-minute presentation in which you will answer a specific research question about your topic/author/text. You will follow my guidelines and complete this assignment in steps:

Step 1: formulate a research question and draft a proposal to submit to the conference committee for approval.

Step 2: when proposal is approved, draft the full paper (2000-3000 words)

Step 3: prepare a PPT/handout to go with your presentation

Step 4: present your paper on the scheduled day

Step 5: evaluate two other presentations.

Note: Conference will be publicized in the English Dept. Invited guests, grad students and faculty may attend; presentations may be streamed or recorded to share with Graduate Students and Faculty.

Scoring: participation in conference committee (25 points), research question and proposal (50 points), PPT/handout (50 points), oral presentation (100 points), full written paper with abstract & works cited (100 points), peer evaluations (25 points). (PLO 2)

#### 4. Seminar Research Paper: 350 points

You will write a publishable-quality research paper that presents a substantive study (5000 words) of one of the four class discussion topics. Topic/authors/texts must be different from conference paper. Your paper must engage with at least two major authors from the course and at least one significant primary text by each author; in addition, your paper must synthesize and cite information from a minimum of 7 secondary sources. The paper must be formatted as per MLA guidelines. You will complete this individual assignment in stages that include brainstorming, researching, preparing an annotated bibliography, outlining, drafting, revising and editing. Scoring: Annotated Bibliography (50 points), Outline + Rough Draft (50 points), Complete Final Paper with abstract and works cited (200 points), summary of revisions (50 points). (PLO 4).

**Grading:** Total points 1000

Reader Response	120
Leading Two Class Discussion	180
Conference Paper/Presentation	350
Seminar Paper	350

This course is letter graded

980-1000	= A+
930-970	= A
900-920	= A-
880-890	= B+
830-870	= B
800-820	= B-
780-790	= C+
730-770	= C
700-720	= C-
>700	= F

The following statements have been adopted by the English department:

1. In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.
2. Grading Policy: The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure. Courses graded according to the A,B,C, No Credit system shall follow the same pattern, except that NC, for No Credit, shall replace D or F. In A,B,C, No Credit courses NC shall also substitute for W (Withdrawal) because neither NC nor W affects students' grade point average.

## **Classroom Protocol**

**Zoom:** All class meetings will be held synchronously via zoom. Not ideal. But we'll try to make the best of it. In order to simulate a face-to-face, in-person class environment, I request you to join class meetings with your camera on and your face visible to others (unless you're having technical difficulties with the video); feel free to use zoom virtual background setting.

**Attendance & Participation:** Regular attendance and active participation in class discussions are extremely important. You are responsible for all materials assigned, presented and discussed. You are encouraged to take notes in class, but you should have studied the materials before class begins. Poor attendance/participation will have negative effects on your final grade. Since most classes will be based on group discussions, presentations and workshops it is crucial for you to keep up with the readings and take an active as well as thoughtful role in all classroom activities. Your questions, comments, insights, and interpretations are valuable no matter how outlandish they may seem. So, do speak up!

**Communicating:** Good communication is key to class success, especially in an online environment. So please maintain regular communication with your classmates and with me. Seek timely advice and assistance on any difficulty you may be having with the materials, assignments, canvas, zoom or other aspects of the course. I am completely open to criticism and suggestions because the only way I can fix things is if I know what is wrong.

**Submitting work:** All work must be turned in exactly as and when indicated in the schedule. All readings are listed against dates they will be discussed in class; so, when you come to class you should have already read the materials and be prepared to discuss them

## **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html) . [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

## **University Policies**

### **Academic integrity**

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/.](http://www.sjsu.edu/larc/)

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.](http://www.sjsu.edu/writingcenter/about/staff/)

### **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering "roadside assistance" to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/>.

## Course Number / Title, Semester, Course Schedule

*This schedule is subject to change with fair notice made available via canvas or mysjsu.  
All readings are in the Longman anthology, unless otherwise indicated.*

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/25	<p>Introduction to course/syllabus</p> <p>Introduction to 20<sup>th</sup> century Brit Lit (pp. 1919-1948)</p> <ul style="list-style-type: none"> <li>➤ The 20<sup>th</sup> century at a glance</li> <li>➤ Introduction</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Reader Response #1 (on Conrad) Due 8/30; Respond to Discussion Question before next class.</b></li> <li>➤ <b>Sign up to Lead Two Class Discussions</b></li> <li>➤ <b>Join Discussion Groups</b></li> </ul>
2	9/1	<p><b>Joseph Conrad</b> (pp. 1949-2025)</p> <p>Preface to N of N</p> <p>HoD</p> <p>HoD and Its Time</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Reader Response #2 (on Hardy or War Poetry) Due 9/6; Respond to Discussion Question before next class.</b></li> </ul>
3	9/8	<p><b>Thomas Hardy</b> (pp. 2096-2111)</p> <p>War Poetry (the great war: confronting the modern, pp. 2112-2162)</p> <p>Hamilton</p> <p>Sassoon</p> <p>Brooke</p> <p>Hooley</p> <p>West</p> <p>Owen</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Reader Response #3 (on Irish Speeches or Yeats) Due 9/13; Respond to Discussion Question before next class.</b></li> <li>➤ <b>Form Conference Committees</b></li> </ul>
4	9/15	<p>The Irish Question</p> <p>Speeches (pp. 2163-2173)</p> <p><b>W.B. Yeats</b> (pp. 2174-2202)</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Reader Response #4 (on Joyce) Due 9/20; Respond to Discussion Question before next class</b></li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
5	9/22	<p><b>James Joyce</b> (pp. 2215-2283)</p> <p>Recommended Reading: Portrait of the Artist; Ulysses</p> <p><u>Workshop</u>: research question &amp; conference proposal</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Reader Response #5 (on Eliot or Woolf) Due 9/27; Respond to Discussion Question before next class</b></li> <li>➤ <b>Research Question &amp; Conference Proposal Due 9/29 before class.</b></li> </ul>
6	9/29	<p><b>T.S. Eliot</b> (pp. 2284-2330)</p> <p>Prufrock and Responses to Prufrock Waste Land and Responses to Waste Land Tradition &amp; Individual Talent</p> <p><b>Virginia Woolf</b> (pp. 2331-2477)</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Reader Response #6 (on Kipling or Forster) Due 10/4; (Respond to Discussion Question before next class)</b></li> <li>➤ <b>Conference Proposal Approval Committee: read and approve proposals by 10/4</b></li> </ul>
7	10/6	<p><b>Rudyard Kipling</b> Poems &amp; Short Stories (pdf on canvas)</p> <p><b>E.M. Forster</b> The Life to Come (pp. 2203-2214) Recommended: A Passage to India (read novel and/or watch film)</p> <p><u>Workshop</u>: draft and edit conference presentations</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Reader Response #7 (on Greene) Due 10/11; Respond to Discussion Question before next class</b></li> <li>➤ <b>Conference PPT Due 10/12</b></li> </ul>
8	10/13	<p><b>Graham Greene</b> (pp. 2517-2526)</p> <p><b>Conference Paper Presentations</b></p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Reader Response #8 (on Orwell) Due 10/18; Respond to Discussion Question before next class</b></li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
9	10/20	<p>Perspectives on WWII and the End of Empire (pp. 2527-2571)</p> <p><b>Conference Paper Presentations</b></p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Reader Response #9 (on Thomas, Auden, or Heaney) Due 10/25; Respond to Discussion Question before next class</b></li> <li>➤ <b>Written Conference Paper Due 10/25</b></li> </ul>
10	10/27	<p><b>Dylan Thomas</b> (pp. 2572-2576)  <b>W. H. Auden</b> (pp. 2614-2630)  <b>Seamus Heaney</b> (pp.2739-2747)</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Reader Response #10 (on Beckett or Stoppard) Due 11/1; Respond to Discussion Question before next class</b></li> </ul>
11	11/3	<p><b>Samuel Beckett</b> (pp. 2577-2613)  <b>Tom Stoppard</b> (pp. 2684-2738)</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Reader Response #11 (on Whose Language) Due 11/8; Respond to Discussion Question before next class</b></li> </ul>
12	11/10	<p>Perspectives on Whose Language? (pp. 2772-2811)  Agard: <a href="#">Listen mister Oxford Don</a> (poem)</p> <p><u>Workshop</u>: outline seminar paper</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Reader Response #12 (on Walcott or Gordimer) Due 11/15; Respond to Discussion Question before next class</b></li> </ul>
13	11/17	<p><b>Nadine Gordimer</b> (pp. 2654-2660)  Recommended: Read “Out of Africa” or watch the film.</p> <p><b>Derek Walcott</b> (pp. 2661-2670)</p> <p><u>Workshop</u>: annotated bibliography for seminar paper</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Reader Response #13 (on Naipaul or Rushdie) Due 11/22; (Respond to Discussion Question before next class)</b></li> <li>➤ <b>Annotated Bibliography Due 11/23</b></li> </ul>
14	11/24	<p><b>V.S. Naipaul</b> (pp. 2671-2683)  Recommended: Read “The Enigma of Arrival”</p> <p><b>Salman Rushdie</b> (pp. 2748-2771)  Recommended: Read “The Satanic Verses”</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Workshop: drafting seminar paper</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Reader Response #14 (on Kureishi or Smith) Due 11/29; Respond to Discussion Question before next class</b></li> </ul>
15	12/1	<p>Hanif Kureishi (pp. 2836-2846) Recommended: Read “The Buddha of Suburbia” or watch the four-part BBC TV series based on the novel.</p> <p>Zadie Smith (pp. 2861-2872) Recommended: Read “The White Teeth”</p> <p>Workshop: revising draft of seminar paper</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Reader Response #15 (on any topic of your choice) Due 12/6; Respond to Discussion Question before next class</b></li> </ul>
16	12/8	<p>Course Review</p> <p>Workshop: Peer Edit Seminar Paper</p>
	<b>12/14 MON</b>	<p><b>Submit Final Seminar paper in Canvas by 11:59 pm on 12/14 Mon</b></p> <p><b>Final Paper must include the following in a single document (5000 words max, including everything listed below):</b></p> <ol style="list-style-type: none"> <li><b>1. Abstract</b></li> <li><b>2. Full Paper</b></li> <li><b>3. Works Cited</b></li> <li><b>4. One-page summary of revisions (based on comments from peer editing)</b></li> </ol>