Prefix and Number: ENGL 7210  Initial Term: Fall 2010

Select One:
New x ______  Delete ______  Course Modification ________

Type of modification:
______ Title  ________ Description  ________ Credit hours
______ Prerequisites  ________ Grade Type
______ Number: Old ________ New ________

Title: Contemporary Literature and Culture

College/School: College of Liberal Arts  Dept: English

Abbreviated Title: Contemporary Lit Culture (30 spaces total)

<table>
<thead>
<tr>
<th>CREDIT OFFERED</th>
<th>CONTROLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levels: (select all that apply)</td>
<td>Grading Rule:</td>
</tr>
<tr>
<td>___ None (Blank)</td>
<td>___ Undergraduate (U)</td>
</tr>
<tr>
<td>___ Undergraduate (U)</td>
<td>x ___ Graduate (G)</td>
</tr>
<tr>
<td>x ___ Graduate (G)</td>
<td>Graduation Type: (select one)</td>
</tr>
<tr>
<td>___ Professional (P)</td>
<td>x ___ Normal grading (Blank)</td>
</tr>
<tr>
<td><strong>Maximum:</strong> 3</td>
<td>___ Pass/Fail only (SU)</td>
</tr>
<tr>
<td><strong>Minimum:</strong> 3</td>
<td>___ Thesis/Dissertation (TD)</td>
</tr>
<tr>
<td>Connector: (select one)</td>
<td>Term Offered: (select one)</td>
</tr>
<tr>
<td>___ Fixed (F)</td>
<td>x ___ Not Specified (Blank)</td>
</tr>
<tr>
<td>___ Variable (V)</td>
<td>___ Fall Only (F)</td>
</tr>
<tr>
<td>___ Alternate (A)</td>
<td>___ Spring Only (S)</td>
</tr>
<tr>
<td>___ To be Arranged (T)</td>
<td>___ Summer Only (M)</td>
</tr>
<tr>
<td>Maximum Repeat: 9</td>
<td>Fall, Spring (FS)</td>
</tr>
<tr>
<td>(Total number of credit hours that may be earned, not total number of times course may be taken)</td>
<td>Internsession (I)</td>
</tr>
</tbody>
</table>

Prerequisites (course must be taken prior to this course) None

Corequisites (course must be taken the same term of this course) None

Prerequisite with concurrency (course may be taken prior to this course or taken during the same term) None
Brief Description for Bulletin  Major literary movements, authors, and/or genres

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Credit will not be given for both ______________________ and ______________________

<table>
<thead>
<tr>
<th>Activities</th>
<th>Contact Group</th>
<th>Hours Indiv</th>
<th>Credit</th>
<th>Max Enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st: lec</td>
<td>3</td>
<td></td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>2nd:</td>
<td>___________</td>
<td>__________</td>
<td>______</td>
<td>___</td>
</tr>
<tr>
<td>3rd:</td>
<td>___________</td>
<td>__________</td>
<td>______</td>
<td>___</td>
</tr>
</tbody>
</table>

Justification (Indicate reason for change)  Adding this course allows the department to expand its literature offerings in an area of great student interest that has increasing professional weight as well.

Adding this course simply makes our offerings in 20th century literature more clearly differentiated, thereby helping students complete their plans of study.

__________________________________________________________________________

__________________________________________________________________________

Additional resources or resource shifting required. If none, please explain.
Since we will offer all our period courses biannually, no additional resources are needed.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Attach a copy of syllabus to add a new course.

To modify an existing course, attach a copy of the old syllabus and the new syllabus.

To add an honors version of an existing course or to add a distance education version of an existing, attach the existing syllabus and the syllabus for the proposed new course.

No attachment is required to delete course.

Contact Person  Hilary E. Wyss
Email  wyshh@auburn.edu  Phone #. 844-9080

Revised June 2008
Course Goals and Objectives

1. To strengthen your interpretive and analytical skills through close reading and discussion of literary texts.
2. To improve writing skills, verbal skills, and research methods so that you will be progressing toward the capability of producing publishable work.
3. To continue to develop critical thinking skills, including the ability to form opinions and a discerning attitude toward the relative merits and/or weaknesses of literary works.
4. To acquire a broad knowledge of literary and cultural trends in England during the immediate post-war period, and some in-depth knowledge of significant authors and texts from the period.

Course Overview: In this course we will revisit a vibrant and turbulent period of British history, an era that is reflected in a literature that is rich and varied. Empire was in decline. The Labour Party was establishing the welfare state. The empire was being dismantled and colonial immigration was changing the ethnography of the country. American culture—music, television, film—was “infiltrating” Britain. Given England’s strategic position in the cold war, it was an age often characterized by cosmologies of fear and menace. In fact, the Suez Crisis in 1956 and Berlin Crisis of 1961 nearly escalated into a world war. In other words, the period is more varied than common period archetypes imply. The most frequently disseminated label, “The Anger Generation,” really doesn’t suffice. However, selective our readings, we will consider alternative labels for the literature of this period and examine some major texts that have evaded anthologists and literary historians seeking to differentiate the modern and postmodern.

Required Texts: Evelyn Waugh’s *Brideshead Revisited* (1945); Kingsley Amis’s *Lucky Jim* (1954); Graham Greene’s *The Quiet American* (1955); John Osborne’s *Look Back in Anger* (1956); Iris Murdoch’s *The Bell* (1958); Shelagh Delaney’s *A Taste of Honey* (1958); Ian Fleming’s *From Russia With Love* (1957); Muriel Spark’s *The Ballad of Peckham Rye* (1960).

Date Reading Assignment

8/23 Course Introduction and Background

8/30 *Brideshead Revisited*, Book I “Et in Arcadia Ego” (3-222)

9/6 *Brideshead Revisited*, Book II “A Twitch Upon a Thread” (223-351)
9/13  *Lucky Jim* (7-119)

9/20  *Lucky Jim* (120-251)


10/4  *The Quiet American*

10/11  *The Bell,* ch. 1-12 (1-155)

10/18  *The Bell,* ch. 13-26 (156-296)


11/1  *Look Back in Anger*

11/8  *A Taste of Honey*

11/15  *From Russia with Love* (Due: Conference-Length Paper).

11/29  *The Ballad of Peckham Rye*

12/6  Course Evaluations, review of projects

12/14  **Final Research Paper Due**

**************************************************************************

**Participation and Presentation** (10% of grade): Each seminarian is expected to participate in discussion of assigned readings. Participation can take many forms: raising questions for discussion, offering analyses and interpretations, providing information (historical, theoretical, cultural, biographical, anecdotal) that assists in our understanding of the texts. Each seminarian will also be required to give a presentation on one of the assigned readings. The purpose of the presentation is to report on research that assists understanding (biographical information, theoretical issues, historical and cultural background, etc.). Biographical information is important in so far as it relates to the text.
Essays (90% of grade): You will be required to submit a total of two research papers on the dates appointed on the syllabus. The subject of your paper can be any single work, an analysis or comparison of two or more works. The course permits freedom to develop your own scholarly/critical interests. Hence, while your research is not bound to the texts on our reading list, you are bound by the period (1945-1960) and geography of the course. (Post war Britain includes the commonwealth, so you are free to do research on post-colonial authors of the period.) You will be evaluated on the originality and creativity of your thesis (i.e. your personal treatment of an assigned topic), the strength of your supporting evidence and illustrations, and the overall quality of your writing (i.e. clear thesis statement, clarity of prose style, punctuation, grammar, spelling, etc.). The conference-length paper (8-10 pgs) can be developed into the longer research paper (18-25 pages). Conference papers are not rough drafts, but rather are research papers ready to be presented at a conference of scholars. It is not, however, ready for publication, but is in a developmental stage. This enables one to obtain feedback before expanding it into publishable form. Hence, this seminar mimics the publication process that many academics undergo. Obviously, the final product—the research-length essay—carries more weight and the grade you receive on that essay will supplant that of the conference length essay.

**Note: When calculating your grade, use the following scale and mode of translating letter into numerical grades.
Grading Scale is Standard (A=90-100; B=80-89; C=70-79; D=60-69; <60=F)

Attendance: Attendance is required. We meet only once weekly, so there will be no unexcused absences. For excused absences, please provide documentation before or soon after the excused absence. You will receive an FA if you do not attend a meeting of the seminar and do not have a legitimate excuse.

Excused Absences: Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up missed essay deadline (e.g. hour exams, midterm exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. Except in unusual
circumstances, such as continued absence of the student or the advent of University holidays, a make-up due date for the assignment will take place within two weeks from the time that the student initiates arrangements for it.

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Disability Accommodations:** Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844.2096 (V/TT).

**Justification for Graduate Credit:** The course operates at the graduate level because of its extensive research and writing requirements and because it prepares students for engagement in professional activities in English studies.