



ENGL*3340 British Imperial Culture

Fall 2020

Section(s): 01

School of English and Theatre Studies

Credit Weight: 0.50

Version 1.00 - August 21, 2020

1 Course Details

1.1 Calendar Description

This multi-genre course introduces students to the literature of British imperialism in the eighteenth and nineteenth centuries. The course will consider the changing relationship between nation, empire, and colony by examining literary representations of such topics as: orientalism; travel writing; the construction of race; the representation of trade; the popular literature of empire; children's literature; the question of the other. Reading-intensive course.

Pre-Requisites: 7.50 credits including 0.50 credits in English (excluding ENGL*1030)

1.2 Timetable

Timetable is subject to change. Please see WebAdvisor for the latest information.

Schedule

Week One (Monday, Sept. 14 to Friday, Sept. 18)

Lectures: Introduction and *Peter Pan and Wendy* (See CourseLink, under content, in "Lectures")

Week Two (Monday, Sept. 21 to Friday, Sept. 25)

Lectures: *Peter Pan and Wendy* and *Treasure Island* (See CourseLink, under content, in "Lectures")

Week Three (Monday, Sept. 28 to Friday Oct. 2)

Lectures: *Treasure Island* (See CourseLink, under content, in "Lectures")

Take-home exam #1 will be available on CourseLink by noon on Friday, Oct. 2.

Week Four (Monday, Oct. 5 to Friday, Oct 9)

Lectures: *King Solomon's Mines* (See CourseLink, under content, in "Lectures")

Week Five (Monday, Oct. 12 to Friday, Oct. 16)

Lectures: *King Solomon's Mines* (See CourseLink, under content, in "Lectures")

Take-home exam due in CourseLink dropbox by noon on Friday, October 16.

Week Six (Monday, Oct. 19 to Friday, Oct. 23)

Lectures: *Heart of Darkness* (See CourseLink, under content, in "Lectures")

Week Seven (Monday, Oct. 26 to Friday, Oct 30)

Lectures: *Heart of Darkness* (See CourseLink, under content, in "Lectures")

Take-home exam #2 will be available on CourseLink by noon on Friday, Oct. 30.

Week Eight (Monday, Nov. 2 to Friday, Nov. 6)

Lectures: *Kim* (See CourseLink, under content, in "Lectures")

Week Nine (Monday, Nov. 9 to Friday, Nov. 13)

Lectures: *Kim* (See CourseLink, under content, in "Lectures")

Week Ten (Monday, Nov. 16 to Friday, Nov. 20)

Lectures: *Jewel of the Seven Stars* (See CourseLink, under content, in "Lectures")

Take-home exam due in CourseLink dropbox by noon on Friday, November 13.

Week Eleven (Monday, Nov. 23 to Friday, Nov. 27)

Lectures: *The Beetle* (See CourseLink, under content, in "Lectures")

Take-home final exam will be available on CourseLink by noon on Friday, Nov. 27.

Week Twelve (Monday, Nov. 30 to Friday, Dec 4)

Lectures: *The Beetle* (See CourseLink, under content, in "Lectures")

Final Take-Home Exam due in CourseLink dropbox by noon on Monday, Dec. 14.

1.3 Final Exam

Exam time and location is subject to change. Please see WebAdvisor for the latest information.

Final Take-Home Exam due in CourseLink dropbox by noon on Monday, Dec. 14.

2 Instructional Support

2.1 Instructional Support Team

Instructor:	Pablo Ramirez
Email:	pramirez@uoguelph.ca
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2.2 Teaching Assistants

Teaching Assistant:	Jesse Russell
Email:	jrusse17@uoguelph.ca
Teaching Assistant:	Alice Hinchliffe
Email:	ahinchli@uoguelph.ca

3 Learning Resources

Peter Pan and Wendy, J.M. Barrie

Treasure Island, Robert Louis Stevenson

King Solomon's Mines, H. Rider Haggard

Heart of Darkness, Joseph Conrad

Kim, Rudyard Kipling

Jewel of the Seven Stars, Bram Stoker

The Beetle, Richard Marsh

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1.
 - *acquire critical and creative thinking skills by generating a dialogue between a text and its historical and/or theoretical context.*
 - *be able to understand and analyze how late nineteenth-century British literature's engagement and support of imperialism has helped to shape our cultural identity and values, especially in regard to race, gender, science, and trade.*
 - *be able to understand and analyze how late nineteenth-century British literature helped create, perpetuate, and/or sometimes criticized ideologies that justified and rationalized the imperial project.*
 - *gain a great understanding of the changing relationships among nation, empire, and colony by examining literary representations of such topics as: orientalism; the construction of race; the representation of trade; the popular literature of empire; children's literature; and the question of the other.*
 - *understand and analyze how the New Romance writers translated the British imperial project into a story of masculine adventure.*
 - *understand and analyze how the growth of empire also produced narratives of*

degeneration ad reverse invasion.

- hone their skills in writing and argumentation by writing two midterms and a final. *Students will write take-home exam essays that require them to use textual evidence to support their points and shape their argument, as well as utilizing the historical background and theory from the lectures to contextualize their reading.*
- have developed organizational and time management skills in order to be prepared for class and submit work by assigned deadlines.

5 Teaching and Learning Activities

The material of this course will be delivered using recorded lectures. See schedule for more details.

A word about the recorded lectures: In their evaluations, students often comment (usually favorably) about the amount of information I pack into my lectures. I realize this, and in face-to-face instruction, I often summarize the last lecture, and I ask students if they have any questions. This takes up about 10 minutes in an 80-minute lecture. I am also more interactive in my lectures, asking students questions and having a discussion with them. This usually takes up an additional 15-20 minutes in an 80-minute lecture. I've always seen this as an essential aspect of my lectures; these discussions tell me whether or not students have understood the material, but more importantly they help me understand how the students are approaching the text and what assumptions they hold. Unfortunately, I will not be able to do this for remote instruction.

Consequently, instead of 160 minutes of lectures, I have decided to record about 90-100 minutes of lectures per week. The recorded lectures will be strictly audio lectures; they will be divided into several sections of 10-15 minutes. I have recorded lectures in the past when I had to miss giving a lecture due to illness. Students mentioned how these short recorded segments made it easier for them to take notes and maintain their attention. They also mentioned how easily they could fit these fifteen-minute recordings into their busy schedules. I would suggest hearing one or two sections a day. Maybe it is because I'm middle-aged, but I find it difficult to focus on audio recordings longer than 30 minutes. If you're able to listen to all 100 minutes in one sitting and take excellent notes...well...congratulations! That said, try not to cram all the weekly lectures into one sitting and definitely do not cram 4 weeks of lectures into a day or two, either. Unless you have super powers, it will just turn out to be a useless exercise. Don't do that to yourself.

6 Assessments

Grade Breakdown:

Two Take-Home Exams (30% each)

Take-Home Final Exam (40%)

6.1 Marking Schemes & Distributions

Methods of Evaluation:

Two Take-Home Exams (30% each)

Students will write two take-home exams. Usually, students are only given a couple of days to complete a take-home exam. Due to the pandemic, I have decided to give students two weeks to complete these exams. Since you will not be taking quizzes, the first half the exams will consist of short-answer questions, testing you on the lecture materials. The second half of the exam will involve a 7- to 9-paragraph essay in which you compare and contrast two texts. This section is used to assess how well you use the lectures as a resource, but it is also used to assess your critical thinking and close reading skills. While I have made sure to provide several points of contact between the two texts in my lectures, I do not make those points of contact explicit. In other words, I do not compare and contrast the two texts for you in the lectures.

Even though you have two weeks, it is important that you begin working on the exam when it first becomes available. Why? Because **no extensions will be given** for the take-home exams unless you have been hospitalized or suffered the loss of a loved one. (Documentation will be required in order to receive an extension in either case.) The reason I will not be giving extensions is that it is easy to fall behind when it comes to remote learning. Firm deadlines will hopefully make you keep up with the lectures. Your goal should be to have a full draft of the exams one week before absolute final deadline. The extra time is there as a buffer to deal

with unforeseen events and the distractions that come with remote learning.

Exam # 1 will cover *Peter Pan and Wendy* and *Treasure Island*. Exam #2 will cover *King Solomon's Mines* and *Heart of Darkness*.

Take-Home Final Exam (40%)

Students will write a take-home final exam on *Kim*, *Jewel of the Seven Stars*, and *The Beetle*. Like the take-home exams, you will be given two weeks to prepare your answers. The exam will be in three parts: part one will consist of short-answer questions on the lectures; part two will be a short essay on *Kim*; and part three will be a compare-and-contrast essay on *Jewel of the Seven Stars* and *The Beetle*.

7 University Statements

7.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

7.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions
<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

7.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes
<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses
<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

7.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

7.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

7.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

7.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

7.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

7.9 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

7.10 Illness

The University will not require verification of illness (doctor's notes) for the fall 2020 or winter 2021 semesters.
