

# ENGLISH 3368 The British Novel

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***SEMESTER - Distance Learning***

## **Course Details**

### **Instructor**

Instructor: Chad Hammett

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### **Course Description**

This course explores British prose fiction in the specific literary genre of the novel. Students analyze how authors use narrative structure, characterization, voice, and theme to shape their fictions and how historical, cultural, and artistic contexts have informed the evolution of the genre. Through close reading, contextual inquiry, and analytical writing, students develop foundational tools for understanding narrative traditions in a British context. Readings vary depending on instructor emphasis and may be organized by narrative technique, thematic development, and/or genre evolution.

### ***Course Prerequisites***

none

### **Course Materials**

<b>REQUIRED TITLE</b>	<b>PUBLISHER</b>	<b>ISBN</b>
Regeneration by Pat Barker	Penguin (c/o RH)	9780142180594
Station Eleven by Emily St. John Mandel	Penguin Random House LLC	9780804172448

White Teeth by Zadie Smith	Vintage	9780375703867
<p><b>Required TITLES available through Canvas links</b></p> <p>The following titles appear linked in the course. If you prefer a physical copy, you're welcome to purchase. Most of these titles can be found in any bookstore and all are available at online book retailers.</p>		
Pride and Prejudice by Jane Austen		
Wuthering Heights by Emily Bronte		
Howard's End by E.M. Forster		
Frankenstein by Mary Shelley		

### Course Outcomes

Course outcomes describe the knowledge, skills, and abilities with which you will leave this course.

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

1. Analyze the development of the British novel from the 18th century to the present within its historical and cultural contexts.
2. Apply literary theories and critical frameworks to interpret themes, narrative techniques, and representations of identity in British novels.
3. Compare thematic and stylistic developments across multiple British novels.
4. Evaluate scholarly interpretations and competing critical arguments about British novels.

5. Produce a well-supported literary research paper that synthesizes historical context, critical scholarship, and original analysis using appropriate academic conventions.

### ***Module Learning Objectives (MLO)***

This course is divided into learning modules. Each module has distinct learning objectives that contribute to the achievement of the overall Course Outcomes (COs).

#### **Module 1**

1. Identify defining characteristics of the early British novel. (CO 1, 3)
2. Analyze representations of class and gender in *Pride and Prejudice*. (CO 2)
3. Compose a literary analysis using textual evidence. (CO 1, 2)

#### **Module 2**

1. Select text for research paper assignment and explain the rationale behind the choice. (CO 2)
2. Demonstrate understanding of the aesthetic, historical, and intellectual value of the literature selected as a research topic. (CO 4)
3. Evaluate two scholarly interpretations of *Pride and Prejudice* (CO 4)
4. Write a documented, well-organized, well-supported critical response to a literary work as part of a research assignment. (CO 1, 4, 5)

#### **Module 3**

1. Identify the characteristics of Gothic, Romantic, and science fiction literature within Shelley's novel (CO 1, 2)
2. Analyze the frame narrative in *Frankenstein* and its effect on perspective, reliability, and characterization (CO 2, 3)
3. Analyze how Romantic and Gothic elements shape characterization and thematic development in *Frankenstein*. (CO 1, 2)

#### **Module 4**

1. Identify the role of Victorian Era social class, the Industrial Revolution, and religious influences on the novel's development and reception (CO 1, 2)
2. Examine *Wuthering Heights*' shifting points of view, specifically evaluating the reliability of narrators (CO 3)
3. Develop a thesis-driven literary analysis of Victorian context and narrative perspective in *Wuthering Heights* using textual evidence. (CO 1, 2)

## Module 5

1. Identify elements of Modernism in portrayal of rigid class structures in early 20th-century England and within the British military during WWI (CO 1, 2)
2. Evaluate how *Howards End* and *Regeneration* depict early 20<sup>th</sup>-century class anxieties, long-lasting Victorian mores, and modern alienation (CO 2, 3)
3. Develop a thesis-driven literary analysis of Victorian context and narrative perspective in *Wuthering Heights* using textual evidence. (CO 1, 2)

## Module 6

1. Analyze development of contemporary novels and post-WWII British identity (CO 1, 2)
2. Apply literary concepts like postcolonialism, postmodernism, apocalyptic fiction, and narrative structure to analyze *White Teeth* and *Station 11* (CO 2, 3)
3. Compare thematic and stylistic developments between *White Teeth* and *Station Eleven* using postcolonial or postmodern theory. (CO 2, 3)

## Assignments and Grading

### Assignments

<u>Assignment</u>	<u>% (100 total)</u>
Discussion Posts 1-6	10%
Module Assignments 1-6	30%
Research Paper	30%
Final Exam (cumulative)	30%

### Grading

90-100	A
80-89	B
70-79	C
60-69	D
Below 59	F

## **Assignments**

Within each module, you'll be asked to make a short discussion post using the Discussions tool in your Canvas menu. The best way to get full credit for your response? Give a thorough response that directly answers the question posed.

At the end of each module, you are asked to write a short paper on a question that allows you to formulate your response to the text and synthesize the module material with the text(s) you've read. Be thorough in your explanations with plenty of specific examples to help prove your point.

## **Research Paper**

You will write one out-of-class research paper (minimum 1000 words), which MUST meet the specifications discussed for the assignment. The paper can be turned in any time between receiving your grade on the Novel Selection Discussion Post and taking your final exam.

## **Final Exam**

We will have one cumulative final exam in this course. The exam consists of short essays. As with the Module Assignments, it's important to be thorough in your explanation and to give as many specific details as you can.

## **Course Policies**

This is a self-paced class in which you need to make sure you've given yourself time to complete all assignments by the end date of your course.

## **AI Policy**

### **Limited AI use permitted:**

Only the following AI tools are approved: *Grammarly* for proofreading, *Zotero* for citation management. For similar tools not listed, ask the professor before you use them. Using other AI tools (especially for *creating or suggesting* content beyond grammar or spelling) is not allowed and will be considered plagiarism and will be treated as any other violation of the Academic Honor Code as listed in this syllabus and will be reported to the Honor Code Council. If you're unsure about a tool, consult the instructor first.

## **Institutional Policies**

### **Texas State Honor Code**

As members of a community dedicated to learning, inquiry, and creation, the students,

faculty, and administration of our university live by the principles in the [Honor Code \(UPPS No.07.10.01\)](#). These principles require all members of this community to be conscientious, respectful, and honest.

### **Need Accommodations?**

If you're managing ADHD, a learning difference, a health condition, or any disability, [Disability Services](#) (DS) can work with you to set up accommodations that support your learning. Reach out early—both staff and your instructors are here to support your success. You can contact DS at 512-245-3451 or via email at [ods@txstate.edu](mailto:ods@txstate.edu).

### **Need help and not sure where to start? Just Raise your hand.**

If you're unsure where to start or need help with something specific—like tutoring, financial aid, or personal support—use the Hand Raise feature in [NavigateTXST](#). It's a quick way to let someone know you need assistance; a staff member will follow up to connect you with the right resources.

### **Health and Well-being Support**

Feeling overwhelmed? Worried about a friend? Just need someone to talk to? We've got options:

- CARE Team: Submit a [Here to Help](#) form, and someone will reach out with 1-on-1 support and get you connected to the right campus resources.

Want to learn more about what additional support is available to you? Visit the [Student Success website](#).

### **Statement on Civility in Instructional Settings**

Civility in instructional settings is fundamental to an effective educational process and is everyone's responsibility. The university's shared values, sense of community, and collective commitment to respect, civil dialogue, and the free exchange of ideas are the cornerstones of successful teaching and learning. If students have questions about appropriate behavior in a particular class, they should address them with their instructor first. Although rare, disciplinary procedures may be implemented for refusing to follow an instructor's directive, disrupting classroom activities, or disregarding university policies.

For more information regarding conduct in instructional settings, please review policies at [AA/PPS 02.03.01](#), Section 03: Courteous and Civil Learning Environment, and [Code of Student Conduct](#), number II, Responsibilities of Students, Section 2.02: Conduct Prohibited.

## Course Schedule

The following can be found in Modules in the class Canvas site – all assignment are due at end of module unless indicated:

### Module 1 - Previewing Prolonged Prose: Early English Novel & *Pride and Prejudice*

- Readings
  - Jane Austen *Pride and Prejudice*
  - All readings within module
- Assignments
  - Module 1 Discussion Post
  - Module 1 Assignment

### Module 2 - Choose Your Own (Narrative) Adventure: Research Paper

- Readings
  - Critical articles on *Pride and Prejudice*
  - All readings within module
- Assignments
  - Novel Selection Discussion Post (due at end of Module 5)
  - Module 2 Assignment
  - Research Paper (due at end of Module 6)

### Module 3 - Romanticism Bound and Unbound: Frankenstein

- Readings
  - Mary Shelley *Frankenstein*
  - All readings within module
- Assignments
  - Module 3 Discussion Post
  - Module 3 Assignment

### Module 4 - Victorian Engage and Disengage: Wuthering Heights

- Readings
  - Emily Bronte *Wuthering Heights*
  - All readings within module
- Assignments

- Module 4 Discussion Post
- Module 4 Assignment

Module 5 - Lonely Connect: *Howard's End* & *Regeneration*

- Readings
  - E.M. Forster *Howard's End*
  - Pat Barker *Regeneration*
  - All readings within module
- Assignments
  - Module 5 Discussion Post
  - Module 5 Assignment

Module 6 - Postmodern, Postcolonial, and Posterity: *White Teeth* & *Station 11*

- Readings
  - Zadie Smith *White Teeth*
  - Emily St. John Mandel *Station 11*
  - All readings within module
- Assignments
  - Module 6 Discussion Post
  - Module 6 Assignment