

Texas A&M University—San Antonio
English 3346: 20/21 c. British Literature
Spring 2024, asynchronous online

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Office Hours: Wed, 1:00-2:00pm; Thu, 11:00am-noon; and f2f or virtual meetings by appointment

Course Description for Spring 2024

This course will be a survey of British Anglophone literature from the start of the twentieth-century to the present. “Anglophone” means “English-speaking,” so includes writers from Ireland and other nations of the British Commonwealth and former Empire. Indeed, we will give special attention to representations of Empire and critical issues related to colonialism, imperialism, and their legacies.

Asynchronous Format

Our online format will be asynchronous, which means that there will be no in-person or virtual live sessions. You will independently determine how you progress through this course, albeit within the confines of the course’s design and schedule. As you will see at the end of this document, we will follow a regular work schedule built around weeklong units. This consistent schedule includes specific readings and topics for each week, as well as clear deadlines, but you have flexibility for how and at what pace you proceed through each week’s readings and assignments. I intend to upload 1-2 videos (running approx. 30-45 minutes) per week, likely one to introduce material at the start of the week and another later in the week to elaborate and, possibly, begin responding to questions and student posts.

No matter what work plan and pace works best for you, I strongly encourage you to begin reading assignments at the start of the week and you visit our Blackboard page regularly for announcements.

Course Goals

On completion of this course, students will:

- demonstrate knowledge and understanding of twentieth-century British and Anglophone literatures and the key critical issues concerning it; and
- critically read and analyze a range of texts, making note of the relationships between the texts and their theoretical, historical, and cultural contexts.

Transferable Skills

Skills practiced in this class that are valuable elsewhere include critical thinking and reading, persuasive writing, analytic writing, synthesis of information, and collaboration.

Required Texts

All course readings will be available online via our course Blackboard site.

Attendance and Participation

In an asynchronous class such as this one, participation is synonymous with assignment completion, and, since we do not have live sessions, there is no traditional form of attendance. Furthermore, the class requires no minimum number of log-in times, nor individual appointments with me. In other

words, attendance as usually understood does not apply. However, please note that I am available for virtual or in-person conference appointments, if you need to meet, but they are optional not required.

Assignments & Percentages

The course uses a points system for grading. Cumulatively, the course assignments total 300 points.

- *Blackboard blog* x2 (5 points apiece, totaling 10 points)
- *Padlet post* x8 (10 points apiece, totaling 80 points).
- *Close Reading assignment* (50 points)
- *Exam* (50 points)
- *Critical Paper* draft x2 (5 points apiece, totaling 10 points)
- *Critical Paper* final draft (100 points).

See assignment handouts for more information on requirements and grading criteria.

How to Submit Your Work

Submit assignments electronically to Blackboard. Be sure to familiarize yourself with the Blackboard system prior to submission / posting, and contact me if you have questions. Use MLA format.

Late Papers

I accept work after deadlines, but with late penalties. For every week in which a blog or Padlet post is late, an automatic 1-point deduction occurs; for every week in which the Close Reading, Exam, and Critical Paper is late, an automatic 3-point deduction occurs. Excepted are the two Critical Paper drafts, for which I do not accept late submissions. If you anticipate not completing an assignment before its due date arrives, I highly encourage you to request an extension in advance.

Artificial Intelligence Statement

ENGL 3346 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Writing, Language, and Digital Composing Center:

The Center provides writing support to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Students can schedule appointments with the Center in JagWire under the student services tab. The Writing, Language, and Digital Composing Center can be reached by emailing wldcc@tamusa.edu. Students can also make appointments with the Writing, Language, and Digital Composing under the Student Services tab in JagWire.

JAGS

Additional academic skill resources can be found in The JAGS (Jaguar Academic Guides to Success) Program. JAGS offers academic skill building strategies and can assist you in developing an effective

academic success plan. If you are interested in the JAGS program, please contact the Student Academic Success Center at (210) 784-1352.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability that may require accommodations, please contact Disability Support Services (DSS) for the coordination of services. DSS is located at the Main Campus on the 2nd floor of the Central Academic Building in room 210. The phone number for DSS is (210) 784-1335 and email is dsupport@tamusa.edu.

Counseling Resources

As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8 a.m. and 5 p.m., Monday – Friday. After-hours crisis support is available by calling 210-784-1331. Please contact UPD at 911 if harm to self or harm to others is imminent.

All mental health services provided by the SCC are free, confidential (to the extent permitted by law), and are not part of a student's academic or university record. SCC provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit www.tamusa.edu/studentcounseling

Safer Spaces

We will work together to create a safer classroom for every student enrolled in this course. We will treat each other with common decency and respect. Derogatory or abusive comments made regarding race, class, gender identity, sex, sexual orientation, size, appearance, age, religion, ethnicity, political orientation, or nationality are grounds for dismissal from the classroom community. I expect online civility. If you experience discomfort, please contact me and we will redress it.

Meeting Essential Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Student Misconduct

Appropriate conduct is essential to the effective functioning of the University. University policy defines unacceptable conduct, both academic and non-academic misconduct, and penalties for such behavior in [The Student Handbook](#) and The Student Code of Conduct.

Academic Rights and Responsibilities

As a member in an academic community, students at Texas A&M University-San Antonio are expected to exhibit a high level of honesty and integrity in their pursuit of higher education, be

mature, be self-directed and be able to manage their own affairs. Students who are unwilling to abide by these basic expectations will find themselves facing academic and/or disciplinary sanctions. Students are expected to share in the responsibility and authority with faculty and staff to challenge and make known acts that violate the Texas A&M University-San Antonio Code of Conduct. For more information please [this site](#), which includes information on policies for the use of AI tools. Students, moreover, are expected to contend with the content of the course and the academic field from which that content emerges. Please refer to [the Student Handbook](#) for more information.

Texas SB17

Texas Senate Bill 17, the recent law that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas, does not in any way affect content, instruction or discussion in a course at public colleges and universities in Texas. Expectations and academic freedom for teaching and class discussion have not been altered post-SB 17, and students should not feel the need to censor their speech pertaining to topics including race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion.

Financial Aid and Verification of Attendance

According to the following federal regulation, [34 CFR 668.21: U.S. Department of Education \(DoE\) Title IV regulation](#), a student can only receive Title IV funds based on Title IV eligibility criteria which includes class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving Federal financial aid who does not attend the first week of class will have his/her aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may need to return a portion of his/her federal aid.

University Email Policy and Course Communications

All correspondence between professors and students must occur via University email accounts. You must have Jaguar email account ready and working. If it is not working, contact the help desk at sahelp@tamusa.edu or at 210-784-4357.

The Six-Drop Rule

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Course Schedule

Week of January 15

Familiarize yourself with course policies and Blackboard navigation.

Blog post #1 due by 11:59 pm on Sun, January 21. In this post, introduce yourself to the class and course. Please share any relevant and appropriate information about yourself that you would like to share (e.g. academic major, timeline to graduation, reason(s) for taking this course, interests and hobbies). Be sure to address, however, your familiarity with our course topic: 20th and 21st century British literature. What do you aim to accomplish or otherwise take away from this class? Please share your goals and expectations for this course.

Week of January 22

“Nation, Race, and Language”

George Orwell, “Shooting an Elephant”

Post to the week’s Padlet bulletin board over one or more of our readings by Sun, 11:59pm.

Unit 1: Ireland

Week of January 29

W.B. Yeats, “Easter, 1916”

Seamus Heaney, “Casualty”

Michael Longley, “Ceasefire”

Post to the week’s Padlet bulletin board over one or more of our readings by Sun, 11:59pm.

Week of February 05

Paul Muldoon, “Meeting the British”

Eavan Bolland, “Fond Memory”

Post to the week’s Padlet bulletin board over one or more of our readings by Sun, 11:59pm.

Week of February 12

Seamus Heaney, “Digging”

Seamus Heaney, “Punishment”

Post to the week’s Padlet bulletin board over one or more of our readings by Sun, 11:59pm.

Week of February 19

Close reading assignment due by Sun, 11:59pm.

Unit 2: Language

Week of February 26

Salman Rushdie, “English is an Indian Literary Language”

Ngũgĩ wa Thiong’o, excerpt from *Decolonising the Mind*

Post to the week’s Padlet bulletin board over one or more of our readings by Sun, 11:59pm.

Week of March 04

Kamau Brathwaite “Nation Language”

Nourbese Philip, “Discourse on the Logic of Language”

Exam due by Sun, 11:59.

Week of March 11
Spring Break

Unit 3: Legacies

Week of March 18

Louise Bennett, "Colonization in Reverse"
Grace Nichols, "The Fat Black Woman Goes Shopping"

Post to the week's Padlet bulletin board over one or more of our readings by Sun, 11:59pm.

Week of March 25

Hanif Kureishi, "My Son, the Fanatic"
Zadie Smith, "The Waiter's Wife"

Post to this week's Padlet bulletin board over one or more assigned readings by Sun, 11:59.

Week of April 01

Linton Kwesi Johnson, "Inglan Is a Bitch"
Wole Soyinka, "Telephone Conversation"

Post to the week's Padlet bulletin board over one or more of our readings by Sun, 11:59pm.

Unit 4: Critical Analysis

Week of April 08

Working draft (minimum 1.5 pages) of Critical Analysis due by Sun, 11:59pm.

Week of April 15

Revised draft (minimum 2.5 pages) of Critical Analysis due by Sun, 11:59pm.

Week of April 22

Final draft of Critical Analysis due Sun, 11:59pm.

Final Unit: Reflections

Week of April 29

Blog 2 reflection due by 11:59 pm on Tue, April 30. In this closing blog post, look back on the semester and consider—as it moves into the rear-view—what you took from it and how the experience went. What were the challenges, and how did you employ to overcome them? Were any readings particularly relevant or meaningful to you, and, if so, why? How do you see this course embedded in or related to other courses and/or other parts of your life? Consider revisiting your blog post from the beginning of the semester and crafting this final one as a "response" of sorts to your initial impressions and expectations for the class.

April 30 (Reading Day)

Last day to submit outstanding work (submit by 11:59pm).

May 01-May 07 (Finals Period)

No Final Exam.