Engl 4390.201
Honr 3390.201
World War II in British
History, Literature, and
Film
ECDC-219B
2-3:55 pm

Texts:

Green, Henry./ Back.
Taylor, Elizabeth. At Mrs. Lippincote’s.
Warner, Rex. The Aerodrome.

Description

The scope of the course will be unique in that it will examine works produced by British subjects during World War II for the purpose of examining how crisis elicits an artistic response from a particular culture. Texts will include short novels, poems, non-fiction writing, and film. Cultural, political, and historical events from 1939-1945 will be explored, and two sorts of guest speakers will be invited to class: academics who can discuss some aspect of course content, including historical events, propaganda, film technique, music, and people who had personal experiences relating to World War II—veterans and people who lived in the UK during the time frame in question.

Student Learning Outcomes

1. Students will be able to analyze the way war affects a culture through an examination of a variety of genres.
2. Students will be able to demonstrate presentation skills and the ability to lead class discussion.
3. Students will be able to write critically and creatively in order to explore literature.
4. Students will be able to analyze literature within a larger social, historical and cultural context.
5. Students will be able to demonstrate their knowledge of MLA citation.
## Grades

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<th>Component</th>
<th>Weight</th>
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<td>Daily work</td>
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<td>Paper 1</td>
<td>20%</td>
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<td>Paper 2</td>
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<tr>
<td>Presentation</td>
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<tr>
<td>Examination</td>
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A  90-100  
B  80-89  
C  70-79  
D  60-69  
F  below 60

## Course Requirements:

### Daily Work

The major business of this class is to read. If you do the reading, you will do fine. Each novel is broken up into manageable ‘chunks,’ so that I don’t expect you to read the whole book in one sitting. Reading is always due on the day it appears on the syllabus, so that, if the reading is “The Aerodrome Chapters 1-3,” you should show up having already read the first three chapters of that book.

The exam will be in two parts, each worth a total of two points:

**Objective**—These will be fact based answers to determine whether or not you have done the reading. You can answer them quickly; I’ll give you a free answer now. At one point in *Devil in a Blue Dress*, Easy Rawlins goes into a speakeasy named John’s.

I will ask you, “What is the name of the speakeasy Rawlins went into?” You will answer “John’s.” You will receive maximum points for that answer; massive celebration will follow.

There will be up to four objective questions **worth a total of two points**.

**Discussion**—The other two points will be based on your ability to effectively answer a discussion question based on some idea or concept in the reading.

2 points—You wrote in a thoughtful, careful manner about the material. 1 point—You wrote in a way that showed you’d read the material. 0 points—You wrote in a way that showed you were present but not well prepared.

### Papers/Research and Analysis Projects

You will write two literary analyses about some aspect of the texts we are reading. You could explore a particular war theme (combat, the home front, the horror of war, religion in the foxhole, and so on), you could analyze a particular character type (the crusty sergeant, the paranoid government official, etc.), you might frame a work in a particular historical context, or you might look and gender or ethnic themes (these are only suggestions—run your idea by me). First essay will be shorter in length—3-4 pages—and can focus on one text. Your essay will be medium length—8 to 10 pages, should incorporate secondary sources, and should cover at least **two** of the texts we
are reading for class. Note that secondary sources are not "Botswana Bob's Rex Warner Page" or a posting from a list serve; they need to be from legitimate scholarly sources. Do some early exploration about what's available, and beware you may need to do a bit of interlibrary loan. Some scholarly journals are available online, but Sturgeon's Law applies doubly to what's on the 'net. Papers should done in MS word or a similar program, with 12 point Times New Roman font, normal margins, and double spaced. Citation should be done in the MLA format. I will provide you with more detailed information in class about both assignments.

Presentation:

You will prepare a presentation and an activity which illuminates one of the works we read—a portion of a novel, a poem, a film, or an essay. You will want to find GOOD information (beware Milt's Melville Website and other easy-to-find but not very accurate information you'll get on 'net search engines) and to share it with the class; however, most important is that you conduct your facilitation in such a way that it involved your fellow classmates with the text at hand.

Examination

The exam will cover what is discussed in the course. You will be asked to demonstrate familiarity with key concepts and ideas and to write two in-class essays. I am most interested in your making connections between texts and your exploration of ideas we’ve discussed in class, so you’ll be asked to think and analyze rather than recite “facts” in these essays. I do believe in review sheets, so, about a week before the exam, you will receive a detailed review about what's expected for the exam.

Course Policies:

Communicating with Me

I need to know if you are doing well, if you are having trouble, and if you have questions. I also like to kibbitz (engage in small talk face to face). I can be reached in the following ways:

In Person/F2F: My office is Faculty Center 288. I am in my office during my office hours, and, quite frankly, many more hours than my office hours. If you need to see me outside of office hours, give me a quick holler, just to make sure I’m “in.” If so, come on by.

Email. Grown ups use e-mail. I will communicate with the whole class regularly via e- mail. Checking one’s e-mail is a regular expectation in most professional jobs, so “I don’t check my e-mail” isn’t a good reason for missing something important. My e-mail is charles.etheridge@tamucc.edu. I am faithful about returning e-mails, and will return every e-mail within 24 hours. On the other hand, I am not glued to my computer and phone 24/7, so don’t email me with a question at 3:30 in the morning and expect an immediate reply. Weekend Exception. If you e-mail me late Friday afternoon or on Saturday or Sunday, you might not receive a reply until Monday morning.

Telephone. My phone number is 825-5755 (or 361-825-5755 if you are calling from outside of Corpus or have a non-Corpus cell phone number). Call me if you need me. Leave a message if I don’t answer. This is a generational thing, I know—I have noticed many younger students (including my own children) hang up if someone doesn’t answer the phone. If you call and I don’t pick up, leave your name and a message including the number at which I can call you back.
**Facebook:** The class will have a Facebook group which can be by searching for “Dr E Blitz Lit Class” in the Search function of Facebook. You can use this to ask questions of each other, share interesting ideas, post clips of protest lit you have found, and to otherwise communicate with your classmates and me. You are not required to join this group; but it might enhance your learning experience if you do. All materials and announcements will be made by regular e-mails. Although Facebook is a way to communicate with me, I do not “friend” current students on Facebook. If you send me a request, please do not be insulted if I do not respond. I maintain both a personal and professional presence on the social media, as should you. Do you really want me to see your pictures of what you did last weekend, esp. if we have a test and you might have studies more? **Skype.** My Skype ID is TechWriteDrE. I only have my Skype turned on during office hours. **Texting.** Nope. I prefer not.

**Attendance and Tardy Policy**

You need to make every reasonable effort to attend every class. I realize this will not always be possible. Three types of absences may be excused: illness, personal emergency, and school business. If you are ill enough to miss class, you are ill enough to seek medical attention, and your illness will be excused when I receive some sort of medical documentation. If you have some sort of personal emergency, such as an illness or death in the family, please notify student affairs and they will arrange for you to make up any missed work. If you miss because of school business (band trip, athletic event, etc.), please let me know before you leave so that you will not return from your trip behind in your school work.

**NOTE:** If you accumulate two absences that are unexcused, you will have missed more than a week’s worth of class without explanation. If you do so, I reserve the right to penalize your grade up to and including failure of the course. If you miss four or more classes without reasonable explanation, you run the risk of failing.

**Tardies:** This is a 2:00 pm class. What are you going to do--oversleep? Don't be late. If you come after class starts, you will be considered tardy. Two tardies count as an unexcused absence.

**Late Work**

Daily work cannot be turned in late for any reason. I will not accept late papers or projects unless you have talked to me in advance of the due date about an extension. Makeup exams will only be given in extraordinary situations that are discussed with me in advance. No late work will be accepted for any reason after the final exam.

**Extra Credit and Make-Up Assignments**

If you miss class, you can make up the related daily points by writing a review of a poetry or fiction reading, play, lecture, art exhibit, or other cultural event related in some meaningful way to multicultural America. If you miss no classes, you may write such a review for extra credit points. During the semester, I will announce these events as I hear of them. If you know of others, please tell the rest of us. The first step is to attend such a reading, play, or lecture. Then compose a brief summary of the event in which you describe what happened (or what you saw) with details. Finally, give your thoughtful opinion of the event: Was any particular part of the event moving, brilliant, or clever? What was it like to be there? What was important or significant about the event? What did you learn? The review should be 1-2 pages (typed, double-spaced) and is due to me no later than 3 weekdays after the event. Reviews will be evaluated on a 4-point scale: 4 is for a detailed, specific, and insightful review; 3 is the score I will award most often; 2 is for reviews that are pretty vague; and 0 to
is the score you will earn if I'm not sure you even attended the event. You may hand in no more than two reviews during the semester. Daily work cannot be made up in any other way for any reason. No reviews will be accepted after the final exam. Hint: You may be able to assure an evaluation score higher than a 0 or 1 if you are able to attach to your review an event ticket, program, brochure or other paraphernalia demonstrating your attendance.

Academic Honesty

I will follow the policy that appears in the university catalogue and in the student code of conduct. Plagiarism, which is “the presentation of work of another as one's own work” is only one form of academic dishonesty, which also includes falsification (the intentional alteration of information), fabrication (the intentional invention of information), multiple submission (using the same material for two separate assignments or courses without permission from the instructors), and abuse of academic materials (the intentional destruction of resource materials). Sometimes students commit unintentional plagiarism (not citing sources properly, for example) because they are unaware of the standards that apply. If you are unsure of how to document or properly use information, please check with me WELL BEFORE THE PAPER IS DUE. Also, know that I have some heavy-duty anti-plagiarism web applications, so you'll probably get caught. If you have questions or doubts about what constitutes a breach of integrity, a violation of policies or a proper citation, it is important that you consult with me. The SMALLEST penalty you will get if you are caught is a zero on the project; you could, potentially fail the course, and, if you have plagiarized in other classes, you may face disciplinary action by the university.

I only feel it fair to notice that this issue is something the university is "Hot and Bothered" about right now, and that, if we suspect something, we are now REQUIRED to notify the administration. This isn't something we can keep "in house" anymore.

All of this can be avoided simply by doing your own work to the best of your ability.

Writing Center

The Writing Center of Texas A&M University-Corpus Christi provides free help for students at any stage in the writing process. Writing center consultants are trained to work with writers one-on-one to help them find ideas, organize their thoughts, cite sources, and succeed at all aspects of the writing task. The writing center works closely with faculty across campus to understand the writing projects they assign and to help students meet the expectations of those assignments. The writing center is located in the Glasscock building. Both drop-in and scheduled appointments are available. More information is available at http://critical.tamucc.edu/wiki/WC/Home.

Academic Advising

It is imperative that all students visit regularly with an academic adviser. Each college within the university has an academic advising center, staffed by full-time, professional advisers to assist students with course selection, degree plans, and other academic matters. To find out how to contact the right adviser, go to http://www.tamucc.edu/academics/advising.php

Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information, go to: http://www.tamucc.edu/~aac

Grade Appeals

Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the
course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

**Disabilities Accommodations**

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 disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Reminder to English Majors**

As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should keep a copy of all essays, research papers, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.

**A Note on Reading Assignments:** Readings must be completed by the date noted. Some of the readings are lengthy. To avoid falling behind, you will need to determine how much time you require to get the reading done and build that time into your schedule. It is a good idea to use the weekends to get ahead in your reading.

**Tentative Course Schedule (subject to change):**

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<th>May 30</th>
<th>31</th>
<th>June 1</th>
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<td>BH I Bk 8-Bk. II Ch. 4</td>
<td>Finish <em>BH</em>   ADJ: Stephen Spender</td>
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<td>Film: Spitfire!</td>
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**Note:** The final exam will be Friday, June 30th, during normal class time.

**Electronics Policies**

Cell phones may be used when they are relevant to the business of the class—if you purchase ebooks and access them via your phone, or if they are serving as PRDs (Portable Research Devices) for work we are doing. Otherwise, no e-mail, shopping, and social. While we're on the subject of technology, note that you may not "record" any class, either in an audio or visual format, without the instructor's permission. I'll likely give it, but you do need to ask. Use of laptops and notebooks should be sparing, specifically only for the purpose of taking notes, or, when class activity calls for it, researching. And, although I don't like to have to say this, if you are e-mailing or on any social networking software during class, you'll be counted absent that day.

**In Conclusion**
This should be a worthwhile and even enjoyable class. You can count on me to do three things. I will read everything you have to, so depending on the author, we will either enjoy or suffer together. I will endeavor to make class as interesting and as stimulating as possible. Finally, I am here to help you, but I cannot do so unless you let me know when you need help. Communicate.