

# BRIT 230/330/330H British Studies.

Literary Perspectives Summer 2025

---

<b>Instructor</b>	Dr Lindy Rudd	<b>Phone</b>	
<b>Office Location</b>	British Faculty Offices	<b>Email</b>	lr251@evansville.edu
<b>Course Meeting Days and Time</b>	16 <sup>th</sup> /17 <sup>th</sup> /21 <sup>st</sup> /23 <sup>rd</sup> /28 <sup>th</sup> /30 <sup>th</sup> July 4 <sup>th</sup> /6 <sup>th</sup> /11 <sup>th</sup> August 0900hrs – 1200hrs	<b>Student Drop-In Office Hours</b>	By appointment
<b>Course Mode</b>	In-person		

---

## Course Information

---

### Catalog Description:

This course introduces students to a range of literary perspectives in relation to the development of modern Britain. The central theme of the course is the development of a sense of national identity within the British Isles and the ways in which literature has both shaped and questioned British identity. We will consider how national identity intersects with other key themes including gender, race, class, colonialism, science, technology, environmentalism and belonging.

Moving broadly chronologically, the course will examine a variety of literary styles and genres (including plays, poetry, novels, and films) to explore how different writers and creators responded to a changing colonial, anti-colonial and post-colonial Britain and sense of what it means to be “British”. Writers and artists covered will include William Shakespeare, John Gay, William Wordsworth, Elizabeth Barrett-Browning, Bram Stoker, Virginia Woolf, Agatha Christie, Clint Dyer and Roy Williams. How have these different writers and creators articulated what it means to be British? How were works shaped by, and how did they respond to, the changing historical, political and cultural contexts in which they were created?

### Credit Hour Policy Statement:

**Standard lecture: “This class meets the federal credit hour policy of 1 hour of class with an expected 2 hours of additional student work outside of class each week for approximately 15 weeks for each hour of credit, or a total of 45-75 total hours for each credit.” (Def 1)**

### General Education Requirements:

University of Evansville students enrolled on BRIT 230; BRIT 330; BRIT 330H are eligible for General Education credit for Outcome 2 and credit for Components A and E.

**Course Learning Outcomes:**

BRIT 230/330/330H focuses on a selection of major literary works and trends that have shaped modern British identity. The course aims to situate you within a complex multinational and multicultural society, challenging you to identify issues and to affect change within your new home and community by:

- a. Inquiry, research, and analysis
- b. Intercultural knowledge and understanding
- c. Critical and creative thinking
- d. Cultural competency
- e. Written and oral communication
- f. Information literacy
- g. Teamwork and problem solving

**Required Materials:**

William Shakespeare - *The Tempest* (any version)  
John Gay – selected poems (provided on handout)  
William Wordsworth – [Preface to Lyrical Ballads](#) (online or any version)  
John Clare – selected poetry (provided on handout)  
Bram Stoker – [Dracula](#) (online or any version)  
Virginia Woolf – *Kew Gardens* ([audiobook](#) or [online text](#))  
Agatha Christie – [The Mirror Crack'd](#)

**Methods of Instructions:**

A combination of in-class lectures, group discussion of literary texts, presentations, screenings, class-related activities, and experiential learning days.

**Withdrawal and Attendance policies:**

Harlaxton College expects regular class attendance by all students. Students are considered sufficiently mature to appreciate the necessity of regular and punctual attendance, to accept this personal responsibility and to accept the consequences of failure to attend. When absences occur due to emergency or medical reasons, students are expected to notify their instructors of the absence prior to class or to seek the assistance of the College nurse or a member of the Student Experience Team for help in notifying instructors.

Add/drop deadline for summer 2: 6/24 Tuesday

Withdrawal deadline for summer 2: 7/18 Friday

Instructors have the authority to grant excused absences for medical, psychological, or personal reasons upon review of appropriate documentation and professional recommendation supporting such a request. In the event of long-term illness, reasonable accommodations will be made to allow a student to complete a course. In these cases, the Dean will need to approve the long-term nature of the accommodation.

The Dean of Harlaxton College has the authority to grant excused absences for medical, psychological, or personal reasons.

Each instructor is expected to maintain an attendance policy in keeping with the nature of the Harlaxton program and may consider it in evaluating performance in their courses.

### **Policy Governing Unexcused Absences:**

Harlaxton College operates an attendance policy that is binding on all faculty and students. The number of unexcused absences that are allowed before incurring a penalty is related to the number of times a class meets each week. For courses which meet three times a week, students are allowed a maximum of three unexcused absences during the semester without attracting penalty points. For courses meeting twice a week two such absences are permitted, and for courses meeting once a week a single absence is allowed. Additional unexcused absences will attract a grade penalty.

For classes meeting twice a week there are two unexcused absences allowed during the semester. Thereafter, each additional unexcused absence will result in a grade drop being applied to the overall grade. e.g. A- to B+.

In Summer Sessions, a class is 3-hours in duration. This constitutes a double-class session. Consequently, missing one session constitutes the use of two unexcused absences.

### **Policy Governing Excused Absences.**

- Excused absences are not given to facilitate student travel independent of College-sponsored travel.
- Students may be permitted to miss class because of participation in academic field trips.
- Instructors must co-ordinate and confirm academic fieldtrips with the Dean, prior to the commencement of the Semester to ensure their inclusion in the Semester timetable.
- Where authorization for an academic fieldtrip is requested after the commencement of the semester, the request must be submitted to the Dean.

The following information is required:

- Purpose and brief description of the official Harlaxton event or academic fieldtrip.
- Dates, location, and times (as applicable).
- Alphabetical list of students involved [Last Name/First Name] along with their student identification number.

If approval is granted:

- Instructors affected will be notified at least one week prior to the class period during which absence is anticipated, or as soon as possible.
- Missed class time due to student participation is to be considered an excused absence.
- The grade of a student may not be lowered in any class due to excused absences.
- It is the student's responsibility - to take the initiative by consulting with their instructors before the absence occurs, and - to do what is required by the instructor to make up all missed assignments and/or examinations.
- Instructors are required to assist students in these occasional situations of excused absences.

### Grading Criteria:

Students will be graded on the following assessments:

Assignment	Value	Submission Due	Status
Discussion Forum	10% of overall grade	Monday 7/28	Mandatory
Class Participation	10% of overall grade	Summer 2	Mandatory
Creative project	30%	Friday 8/1	Option A
Research Paper	30%	Friday 8/1	Option B
Photo essay	50%	Friday 8/8	Mandatory

### Discussion Forum

A question will be posted on Blackboard and you will be expected to contribute in 2 ways:

1. A contribution of 300-400 words in response to the question(s) posed by the instructor,
2. Two contributions of 150-200 words commenting on the responses posted by your peers.

### Class Participation

Class participation recognises characteristics which promote effective learning practices: individual preparation, the quality of participation, collaboration and interaction in class and asynchronous activities.

### Option A - Creative Project

Your critical-creative project can involve images, film, text, fiction, poetry or drama and should respond to one or more of the texts studied on the module. It should be based on a clear research question, for example, 'How does the literature of the past help us to understand the history of nationalism?' The aims of your project should be clear and focused, and the link to the primary text(s) should be expressed in an accompanying narrative, including an introduction giving an overview of the topic, and a thesis statement articulating the overall point of the project.

### Creative Project Grading Rubric

Grade	Assessment Criteria
A	Demonstrates an excellent understanding of technical/stylistic challenges of material; an excellent dramatic/creative interpretation; a unique and novel use of source material; an excellent and entertaining presentation of project; a cogent link to primary source(s)
B	Demonstrates an excellent understanding of technical/stylistic challenges of material; an excellent dramatic/creative interpretation; a unique and novel use of

	source material; an excellent and entertaining presentation of project; a convincing link to primary source(s)
C	Demonstrates an excellent understanding of technical/stylistic challenges of material; an excellent dramatic/creative interpretation; a unique and novel use of source material; an excellent and entertaining presentation of project; a clear link to primary source(s)
D	Demonstrates an excellent understanding of technical/stylistic challenges of material; an excellent dramatic/creative interpretation; a unique and novel use of source material; an excellent and entertaining presentation of project; some link to primary source(s)
F	No understanding of technical/stylistic challenges of material; a poor dramatic/creative interpretation; no use of source material; no entertainment value; no link to primary source

### Option B - Essay

You may develop your own question and agree it with the tutor in advance. It should be focused on one or two of the texts studied. It should have a clear thesis statement and develop an argument that answers the question.

### Essay Grading Rubric

<b>Academic Criteria</b>	<b>Excellent A</b>	<b>Strong B</b>	<b>Satisfactory C</b>	<b>Weak D</b>	<b>Unsatisfactory F</b>
<b>Clarity and quality of analysis and argument</b>	Clear, cogent, extraordinarily original case, establishing a clear position and developing it throughout	Clear, cogent, persuasive case with considerable originality. May contain minor ambiguities in justifying or developing the case	Competent case; perhaps limited in scope or justification.	Poor or overly limited argument or reasoning; case not developed or justified.	Incoherent, impenetrable argument or absence of argument
<b>Research: use of appropriate reading and sources</b>	Well-chosen evidence, used convincingly as the basis for supporting claims	Well used evidence to clearly support the case on the whole	Some examples support the case but not enough or the links need to be clearer or more developed	Some examples illustrate the theme, but research, quotes or sourced materials do not provide enough evidence for claims	None used; or used inappropriately
<b>Exploration of topic</b>	Extensive knowledge of relevant theory and context	Clear understanding of relevant theory and context	Some inaccuracies, but theory and context generally understood	Limited awareness of theory and context	No evidence of awareness of relevant issues
<b>Structure, presentation, use of</b>	Entirely appropriate.	Generally appropriate.	Adequate; some aspects need	Unbalanced coverage, or lack	Inappropriate; major themes

<b>English and referencing</b>	Layout, paragraphs, font, spacing etc. correct and neat. Inventive and fluent. Correctly and extensively used references. No errors.	Layout, paragraphs, font, spacing etc. Fluent and appropriate. Correctly used referencing. Few errors.	more coverage, or coherent ordering. Layout, paragraphs, font, spacing etc. generally correct. Generally clear and effective. Referencing generally adequate. Some technical errors.	of overall coherency. Layout, paragraphs, etc. poorly presented. Problems of vocabulary or grammar; meaning is sometimes unclear. Major technical errors in referencing. Errors predominate.	marginalised, or incoherent structuring. Major weaknesses in vocabulary or grammar; incoherence. No discernible consistency with any referencing system. Inappropriate for academic work.
--------------------------------	--	--	--	--	---

## Photo essay

A critical-creative assignment combining carefully selected images (taken by the student-author) with substantive captions (short paragraphs) in relation to a selection of the texts we have studied and places visited. The photo-essay must provide an introduction giving an overview of the essay and include a thesis statement articulating the overall point of the essay. Your primary text should be different from those discussed in Option A or B.

## Photo-essay Grading Rubric

<b>Academic Criteria</b>	<b><i>Excellent</i> A</b>	<b><i>Strong</i> B</b>	<b><i>Satisfactory</i> C</b>	<b><i>Weak</i> D</b>	<b><i>Unsatisfactory</i> F</b>
<b>Selection and interpretation of photo in terms of argument</b>	Judiciously chosen images, used convincingly as the basis for supporting a discernible and developed argument	Well-chosen to clearly support the case on the whole with a clear argument, perhaps containing minor ambiguities	Some examples chosen which support the case, but argument lacking clear thesis or development	Some examples illustrate the theme, but case not developed or justified	Absence of argument
<b>Technical coherence</b>	Convincing and original cogency between text and image	May contain minor ambiguities in justifying links between text and image	Links need to be clearer or more developed	Images do not provide enough evidence for claims	Images used inappropriately
<b>Structure, presentation, use of English and referencing</b>	Entirely appropriate. Layout, paragraphs, font, spacing etc. correct and neat. Inventive and fluent. Correctly and extensively used references. No errors.	Generally appropriate. Layout, paragraphs, font, spacing etc. correct and neat. Fluent and appropriate. Correctly used referencing. Few errors.	Adequate; some aspects need more coverage, or coherent ordering. Layout, paragraphs, font, spacing etc. generally correct. Generally clear and effective. Referencing generally	Unbalanced coverage, or lack of overall coherency. Layout, paragraphs, etc. poorly presented. Problems of vocabulary or grammar; meaning is sometimes unclear. Major technical errors in	Inappropriate; major themes marginalised, or incoherent structuring. Major weaknesses in vocabulary or grammar; incoherence. No discernible consistency with any referencing

			adequate. Some technical errors.	referencing. Errors predominate.	system. Inappropriate for academic work.
--	--	--	----------------------------------	----------------------------------	--

**Honor Code:**

All students at the University of Evansville agree to the University honor code: *I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.*

**Course AI Policy:**

AI may be used only with prior permission or direction by the instructor.

- All work submitted in this course must be your own.
- The use of generative AI composition tools, such as those offered by ChatGPT, Google Bard etc. is prohibited in this course except for specific assignments and subject to the instructor’s guidelines.
- Work generated by such tools without proper attribution is plagiarism and, thereby, a breach of the University’s Plagiarism and Academic Honesty policy.

**Course Schedule:**

- Week 1** Wednesday 7/16 An Introduction to the Course  
Thursday 7/17 Shakespeare, *The Tempest*, and colonialism  
Friday 7/18 Experiential Learning: London, Shakespeare’s Globe Theatre (pm) Bloomsbury Theatre (eve)
- Week 2** Monday 7/21 Augustan Literature – John Gay  
Wednesday 7/23 The Romantics – William Wordsworth, William Blake, and John Clare  
Thursday 7/24 Experiential Learning: London, Kew Gardens **Discussion Forum due 7/28**
- Week 3** Monday 7/28 Victorian/Fin de Siècle – Elizabeth Barrett Browning and Bram Stoker  
Tuesday 7/29 Experiential Learning: John Clare’s Cottage and Tolethorpe Hall (eve theatre performance)  
Wednesday 7/30 Modernism – Virginia Woolf **Option A or B due 8/1**
- Week 4** Monday 8/4 The Golden Age of Detective Fiction – Agatha Christie  
Wednesday 8/6 *Death of England* Film Screening and discussion  
Thursday 8/7 Experiential Learning: Cambridge, Fitzwilliam Museum, St John’s College **Photo-essay due 8/8**
- Week 5** Monday 8/11 Final class – review of course

---

**University Policy Statements**

**Disability Policy:**

The University of Evansville is committed to providing an accessible and supportive environment for students with disabilities. It is the policy and practice of the University of Evansville to make reasonable accommodations for students with properly documented disabilities. Students should contact Disability Services at 812-488-2663 to seek services or accommodations for disabilities. Written notification to faculty from Disability Services is required for academic accommodations.

**Institutional Equity and Title IX**

UE is committed to fostering an atmosphere free from harassment and creating an inclusive campus for all members of the University community regardless of their sex, sexual orientation, gender identity, race, religion, ethnicity, country of origin, ability, or veteran status. All Faculty members are considered Responsible Employees and required to report instances of discrimination, harassment, or sexual violence to the Office of Institutional Equity

You may also choose to speak to a Confidential Resource about your experience. Confidential Resources at the University include:

Counseling Services: 812-488-2663, [counselingservices@evansville.edu](mailto:counselingservices@evansville.edu)

Crayton E. and Ellen Mann Health Center: 812-488-2033, [healthcenter@evansville.edu](mailto:healthcenter@evansville.edu)

Spiritual Formation Coordinator: 812- 488-5265, [spiritualformation@evansville.edu](mailto:spiritualformation@evansville.edu)

If you or someone you know has been harassed, assaulted, or discriminated against you can find the appropriate resources by contacting the Assistant Director of Institutional Equity and Title IX Coordinator: email [titleix@evansville.edu](mailto:titleix@evansville.edu) ; phone (812) 488-5261. For more information visit <https://www.evansville.edu/offices/titleix/policy.cfm> .

### **Non-discrimination Statement**

The University of Evansville expects all members of its community to treat each other with respect and civility. Harassing behaviors directed towards any member of our community will not be tolerated. As part of its commitment to non-discrimination, the University specifically prohibits harassment based on any other characteristics set forth in its nondiscrimination statement as follows: including race, color, gender, gender identity and expression, sexual orientation, creed or religion, national origin, age, disability, veteran status and all federally protected groups/classes. Any form of harassment undermines the mission of the University and negatively impacts the University community as a whole. For more information contact the [Center for Inclusive Excellence](#).

### **Campus Safety**

All members of the UE community are automatically enrolled in the Ace Alerts Emergency Alert System. When the system is activated, emergency notification information is sent in the following manner: calls to campus IP phones, text messages, emails, campus housing speaker system, active threat sirens (non-weather related), digital signage, and AlertUS desktop on campus-owned computers.

**To contact the Office of Public Safety:**

**Emergencies:** 812-488-6911

**Non-emergencies:** 812-488-2051

### **Complaints, Grievances, and Appeals**

The University of Evansville seeks to resolve all student concerns in a timely and effective manner through policies and processes documented in the University [Course Catalog](#) and [Student Handbook](#).

---

## **Student Resources**

Access the links below to connect with departments and resources that are here to support all UE students.

**Academic Services:** Contact the Center for Academic Advising to connect with academic support services including supplemental instruction, tutoring, and time management and study skills help.

**Blackboard Guides:** Blackboard is the University of Evansville's course management system for online courses. Guides on using Blackboard can be found within [MyUE](#).

**Writing Center** : The Writing Center provides access to writing resources, appointments for one-on-one writing help, and assistance with any stage of the writing process.

**Counseling Services:** Counseling Services provides general, short-term counseling that assists students in identifying barriers and setting goals while improving coping strategies to achieve personal and academic goals.



**University Libraries:** Conduct research, access resources, and contact librarians for any research related help.

**Harlaxton College**

- College Nurse: Lesley Selby, RGN, +44 01476 403027, [lseyby@harlaxton.ac.uk](mailto:lseyby@harlaxton.ac.uk)
- Counselling Services: [counselling@harlaxton.ac.uk](mailto:counselling@harlaxton.ac.uk)