

Saint Louis University - Madrid Campus Department of English

ENGL 3353: Scottish Literature: Rediscovering the Voices

Syllabus Spring 2016

Credits: 3.00.

Prerequisite: ENGL-190 or ENGL-192

Class Time: Monday, Wednesday, Friday 10.00 – 10. Room PAH 7

Professor: Marjory Hutchison

Email: hutchim@slu.edu

Office Hours: Fridays 12.00 – 12.50, or by arrangement. My office is No. 312, in SIH

Course Objectives and Description: This course is designed to introduce students to the variety of voices represented in Scottish Literature, and to explore how these voices have found greater expression throughout the 20th and 21st centuries. The class will briefly review key events in Scottish and British history which had an effect on Scottish society and its literature, thus underlining the connection between society, political situations and literature. An overview of major dialects will facilitate the reading of many of the texts, although most use Standard English prose. The texts studied come from the Highlands, the East Coast, Edinburgh, Clydeside, and Orkney, with possibly a small number of translations from Gaelic. Through the close readings of a wide range of writing from these different areas of Scotland students are trained in methods of literary analysis and critical thinking. They will also develop their ability to express their responses to the novels read, both in class discussions and through their own writing.

Course Requirements:

1. Two shorter essays (4 pages), and one longer essay which involves research into a specific author or region (6-7 pages)
2. In-class written responses
3. Completion of all reading assignments
4. Class participation
5. Midterm and final examinations

Required Texts:

Kidnapped – Robert Louis Stevenson

Sunset Song – Lewis Grassie Gibbon

The Prime of Miss Jean Brodie – Muriel Spark

How late it was, how late - James Kelman

Class packet, containing poetry and short stories

Recommended: A Handbook of Literary Terms (for example, that of Abrams)

Course Outcomes:

By the end of the course, you should:

Have a basic knowledge of Scottish vocabulary and common spelling forms,

Be able to read, and understand, texts in various forms of Scottish dialect,

Be familiar with the key aspects of Scottish geography and history and their relevance to the literature,

Be able to analyze the styles and themes of the most important Scottish authors of the last three centuries,

Understand the differences between the various regions of Scotland and the reasons for the literary themes each region has produced,

Be sensitive to the specific importance of man's changing relationship with Nature in these texts,

Be able to plot the development of Scottish Literature from the 18th century to the present day.

Be aware of the importance of the Scottish Renaissance and its influence on writers since then,

Be able to discuss the importance of choice of language and style in national literatures.

Attendance: Unexcused absences will lower a student's grade; after **five** unexcused absences, the student may fail the course. If you know you cannot attend a class, please tell me in advance, and keep up with the class work.

Reading Assignments: Students should come to class prepared – which means having read the assigned texts carefully and critically, and being ready to take part in class discussions. I will periodically ask you to write a response to a passage from one of the readings, in class. Occasionally, informal quizzes will be given to ensure that you are keeping up with the reading assignments. Students are expected to be familiar with the basic terminology used in discussing literary texts (see Abrams).

Writing Assignments: The first essay requires you to analyze a specific concept or theme from one or more texts; the second asks you to compare and/or contrast two texts or authors: style, content, purpose, language, etc. The third involves research into a Scottish novelist, short story writer, or poet, describing his/her style, or genre, and main works, and explaining why he/she was important within the canon. This should also include a discussion of the literary or historical context. I will give out the essay topics before each essay is due. You may also develop your own essay topic, but **only** subject to my approval. Please bring your essays to class, printed and following MLA style guidelines and email me a copy of your work for assessment purposes. If you are not sure what that means, please contact me, or go to the Writing Centre.

Late Paper Policy: You have one extra day to hand in papers, after which they will drop one half grade per day. Any student who fails to turn in a paper within a week of its due date will receive a D on that assignment. Please contact me before an assignment is due if you anticipate a problem or wish to request an extension. All essays must be completed in order for you to pass the course. If you receive the grade of C- or lower on an essay or on the midterm, you **must** either make an appointment to meet with me or see me during my office hours. In all cases please do contact me by email in the case of any doubts or problems concerning either class work or essays.

Revisions and Writing Center: Revising essays requires rigorous re-thinking and re-writing. While you may revise any or all of your essays within one week, you must contact me before doing so and work with teaching assistants at our Writing Center.

Examinations: There is one midterm and a final exam in this course. The exams will ask you to identify and discuss the significance and style of passages discussed in class from the texts we have read. They will also ask you to write brief essays that consider thematic issues based on evidence from the texts and literary terms reviewed in class.

Academic Honesty and Plagiarism:

You are expected to maintain the standards of academic integrity required by Saint Louis University. To quote from the University's policy: *Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University's evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator...Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University.*

Examples of plagiarism include: turning in someone else's work (published or unpublished) as your own; presenting ideas that are not your own, or that are not common knowledge, either directly (verbatim) or paraphrased without proper

citation; willful misrepresentation of sources (citing a source that isn't the source from which you obtained your information).

Policy: If you turn in work that violates these policies and if this is your first offense, you will receive an "F" on the assignment. If you violate the policy for a second time, you will receive an "F" as a final grade for the class.

Library Resources: While the SLU Madrid Library's collection of books and journals is not large, don't forget there are excellent online sources available to students. The librarians are always ready to help with this. I will also leave literary criticism and background readings on reserve at the library, and will be happy to lend students books, whether literary, historical, or critical.

Title IX Statement: Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858 ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858 ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 91-700-1979) To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address:http://spain.slu.edu/student_life/docs/SLUMadridSexualMisconductPolicy.pdf.

Schedule

Week 1

Jan 13, 15: Scottish geographical, historical, political, linguistic background
The past: Sir Walter Scott, Robert Burns, Robert Louis Stevenson

Week 2

-Jan 18, 20, 22: The heritage: poetry by Sir Walter Scott and Robert Burns.
Some basics of the Scots language
Robert Louis Stevenson, *Kidnapped*. The 1745 rebellion; Bonnie Prince Charlie; Highlanders versus Lowlanders versus the English.

Week 3

-Jan 25, 27,-: Robert Louis Stevenson, *Kidnapped*. The historical adventure novel.
Character development.
More poems and songs by Burns.

TUESDAY 26th: Last day to drop without a grade of 'W', last day to choose Audit (AU) or Pass/No Pass (P/NP)

Week 4

-Feb 1, 3, 5: Scottish Ballads. The effect of the Clearances. Emigration to Canada
Short story.

Week 5

-Feb 8, 10, 12: Lewis Crassic Gibbon, *Sunset Song*. East coast farming.
Stream of consciousness. Male-female stereotypes.

First essay due

Week 6

-Feb 15, 17, 19: Lewis Grassie Gibbon, *Sunset Song*. The pull of the land.
The Scottish Renaissance: MacDiarmid.

Week 7

Feb 22, 24, -: Lewis Grassie Gibbon, *Sunset Song*.

Mid term exam

Week 8

-Feb 29, Mar 2, 4: Myths and legends. The Supernatural.
Poetry: Edwin Muir.

Week 9

-Mar 7, 9, 11: Muriel Spark, *The Prime of Miss Jean Brodie*.
Middle class Edinburgh. Presbyterianism.

FRIDAY March 11th: Last day to drop and receive a grade of 'W'

Week 10

-Mar 14, 16, 18: Muriel Spark, *The Prime of Miss Jean Brodie*.
Breaking with traditions. Schools and religions.

Second essay due

MARCH 21st to 27th: EASTER WEEK. NO CLASSES

Week 11

Mar 28, 30, Apr 1: George Mackay Brown, short stories.
Orkney; the Norse influence. Fishermen and the sea.

Week 12

Apr 4, 6, 8: Myths and Legends connected with the sea.
Short story. Shetland poetry. (Gaelic poetry?)
Norman McCaig, poetry

Week 13

Apr 11, 13, 15: Alastair Gray. Surreal stories and art.
Language used as political statement. Revival of Glasgow theatre.
The 'Second Scottish Renaissance': Welsh, Banks, Kelman.

Week 14

Apr 18, 20, 22: James Kelman, *How late it was, how late*. Life on the margins of
society.
Tom Leonard, dialect poetry.

Week 15

Apr 25, 27, 29: James Kelman, *How late it was, how late*
Inner monologue versus official speech. Language as power.

Final essay due

Where to now? AL Kennedy on the place of modern Scottish
literature. What is the role of regional literature in the world?
Dialect or Standard English?

Final exam: Tuesday May 10th, 8.30 – 11.30

Accommodation Statement: In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <http://> letter.

Assessment and Submission of Work: Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, we regularly assess our courses and programs for evidence of student learning outcomes achievement. For this purpose, we keep on file representative examples of student work from all courses and programs such as: assignments, papers, exams, multimedia presentations, portfolios, and results from student surveys, focus groups, and reflective exercises. Thus, copies of your work for this course—including exams, assignments, or submitted papers—may be kept on file for institutional research, assessment and accreditation purposes. All samples of student work will be anonymized before they are used in assessment exercises. If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your instructor.

Grading Rationale: Quizzes/in class responses 10%
 2 Short Essays (4-5 pages) 15% each
 Research Essay (6-7 pages) 25%
 Midterm 10%
 Final 15%
 Class Attendance and Participation 10%

Finally, please do not hesitate to talk to me personally or email me if you have any doubts or questions, whether about the course or the assignments, or anything is not clear to you. My email is hutchim@slu.edu and I check it every night and most mornings.

- spain.slu.edu/academics/learning_resources.html.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 230, send an e-mail to counselingcenter-madrid@slu.edu, or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved