

Fall 8-15-2016

# ENG 2950-001: Transatlantic Literary History I

Melissa Caldwell  
*Eastern Illinois University*

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## Recommended Citation

Caldwell, Melissa, "ENG 2950-001: Transatlantic Literary History I" (2016). *Fall 2016*. 47.  
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## From Manuscript to Print: Representations of Self & Nation



### Transatlantic Literary History: Cultures, Literacies, Technologies I (Pre-1800)

English 2950, Section 001  
(3-0-3)  
CH 3160 / 11 – 11:50 a.m.  
Fall 2016

Professor Caldwell  
Email: [mcaldwell@eiu.edu](mailto:mcaldwell@eiu.edu)  
Office: CH 3050  
Office Hours: M 1-3; W, F 1-2; or by appointment

### Required Texts

- Abrams, ed. *Norton Anthology of English Literature*, vol. 1, 7<sup>th</sup> edition (NAEL)
- Baym, ed. *Norton Anthology of English Literature*, vol. A, 8<sup>th</sup> edition (NAAL)
- D2L Course Library (listed as D2L below) and other online readings

### Course Description\*

In this course we will examine some of the main events in the development of literature and language, its conception, production, and reception. More than simply an introduction to the key cultural movements and genres in British and American literary history, this course will ask you not just to accept but also to think critically about literary history and tradition. In addition to familiarizing you with the history of orality, literacy, and print technology in textual production from the Anglo-Saxon period to the beginning of the 18th century, this core course of the English major will prepare you to enter your concentration with a foundation in critical issues surrounding the lives and afterlives of texts, genres, and traditions. Specifically, in this course we will think about how the use of language changes our sense of self, our sense of others, and our consciousness altogether.

### Course Learning Goals

In this course, we will work on achieving the following goals:

1. Read and analyze a variety of Transatlantic texts that represent important moments of intersection between literature and relevant cultural, social, and/or historical events from the oral tradition to the rise of the novel.
2. Demonstrate an understanding of the primary characteristics of Transatlantic literary periods and relationships between them.

3. Demonstrate an understanding of the impact of key moments in the history of print, literacy, and information technology.
4. Devise an intellectual framework applicable to their course of study and/or intended career path.
5. Analyze texts, genre, and literary technique in their intertextual context (i.e. in relation to prior and/or subsequent texts).
6. Advance their research skills and their understanding of literary history and the discipline of English studies through the use of appropriate digital archives and databases.

### **Attendance and Class Participation**

My attendance policy is simple: I expect you to attend every class. By attend, I mean not merely showing up as a warm body, but being intellectually present in the class. Bring your book; take notes; come with something to say and/or be prepared to respond thoughtfully to the matters that we discuss in class. After your 4<sup>th</sup> absence, I will lower your final grade by 1/3 a letter grade for each subsequent absence. If there is a reason why you must miss class for an extended period of time, you should consult with me early about your absences. I reserve the right to count you absent for behavior inappropriate and unbecoming a college classroom including, but not limited to, texting, chatting, or any irrelevant use of technology in class, reading materials irrelevant to class, repeated tardiness, sleeping, or any other behavior that is disrespectful to myself and your peers.

*If you miss class on the day of the midterm or final exam, you will not be permitted to make up the exam unless you can document an excused absence.*

### **Academic Integrity and Plagiarism**

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). The English Department's policy on plagiarism states the following:

“Any teacher who discovers an act of plagiarism—‘The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one’s original work’ (*Random House Dictionary of the English Language*)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments, of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Office of Student Standards.”

To put this another way: plagiarism absolutely will not be tolerated in this class regardless of whether it is intentional or unintentional, or whether occurs in written, oral or electronic work (e.g., a PowerPoint). Plagiarists will be reported to the Office of Student Standards and will fail the course. If you are confused about plagiarism at any point in the semester, it is your responsibility to ask me about it before you turn in an assignment.

### **Information for Students with Disabilities**

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583.

### **Other Resources**

#### *The Student Success Center*

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

#### *The Writing Center*

You are always welcome to meet with me during office hours to discuss any writing issues. However, I also encourage you to use EIU's Writing Center located at 3110 Coleman Hall. This free service provides one-to-one conferences with writing center consultants who can help you with brainstorming, organizing, developing support, documenting your papers, and working with sentence-level concerns. The writing center is open to help any student from any major at any stage of his or her writing process, and its system of one-to-one conferences demonstrates value and respect for individual writers, all of whom can benefit from feedback about their works in progress. To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929.

### **EIU Writing Portfolio**

If you wish to do so, you may submit any essay longer than 750 words to your Electronic Writing Portfolio by the end of the semester. Please see me for advice on revising your essay before submitting it.

### **Teacher Certification Students**

Students seeking Teacher Certification in English Language Arts should provide each of their English Department professors with a copy of the yellow "Application for English Department Approval to Student Teach" before the end of the semester. These forms are available in a rack outside the office of Dr. Donna Binns (CH 3851).

### **Assignments, Grade Distribution and Scale**

<b>Assignment</b>	<b>Weight</b>	<b>Final Grading Scale</b>	
Class Participation and Quizzes (as needed)	15%	90-100	A
Presentations (2)	10%	80-89	B
Homework and Class Wiki	10%	70-79	C
Exams (midterm and final)	20%	60-69	D

Short Essays (2)	20%	Below 60	F
Semester Research Project	25%		

## Course Calendar

### I. Orality in Anglo-Saxon Britain and the Americas (Weeks 1-4)

- M 8/22 Introduction: Some Assets and Liabilities of Literary History
- W 8/24 Walter Ong, selection from "Some Psychodynamics of Orality" (D2L), "The Persistence of English" *NAEL*, xlvii-lxi; "The Middle Ages," *NAEL*, p. 1-22; Caedmon's *Hymn*, *NAEL*, p. 23-26
- F 8/26 Walter Ong, "Writing Restructures Consciousness" (D2L), *NAAL*, p. 3-8; Andrew Wiget, "Native American Oral Narrative" (D2L); Iroquois and Navajo Creation Stories, *NAAL* p. 23-34.
- M 8/29 *Beowulf*, *NAEL*, p. 29-49; Listen to examples of old and middle English (follow link on D2L)
- W 8/31 *Beowulf*, *NAEL*, p. 49-79
- F 9/2 *Beowulf*; *NAEL*, p. 79-99
- M 9/5 Labor Day—No class.**
- W 9/7 Marie de France, fables, *NAEL*, p. 140-141; Sioux and Navajo "trickster tales," *NAAL*, p. 100-101, 111-120
- F 9/9 "Middle English Literature in the 14<sup>th</sup> and 15<sup>th</sup> Centuries," Chaucer, "The General Prologue," *NAEL*, p. 213-235
- M 9/12 Chaucer, "The Nun's Priest's Tale," *NAEL*, p. 296-310
- W 9/14 Malory, selections of *Morte Darthur*, *NAEL*, p. 419-439
- F 9/16 The English Bible, *NAEL*, p. 538-542; **Essay 1 due via D2L Dropbox post** performance of work, keeping in mind the characteristics of oral tradition and performance.

### II. Humanism, Print Culture and Representations of the "New" World (Weeks 5-6)

- M 9/19 Writing and the Reformation: Roger Chartier, "The Practical Impact of Writing" (D2L); Jan Dirk-Mueller, "The Body of the Book" (D2L); Elizabeth Eisenstein, "Defining the Initial Shift" (D2L)
- W 9/21 In-class work on reading visuals in early texts
- F 9/23 "The Sixteenth Century," *NAEL*, p. 469-497; Thomas More, selections of *Utopia*, *NAEL*, p. 506-522
- M 9/26 "Voyages of Discovery," and "First Encounters," *NAAL*, p. 8-13, 52-54; Columbus and De las Casas, *NAAL*, p. 34-42; Cortes and De Champlain, *NAAL*, p. 54-64
- W 9/28 "The Wider World," *NAEL*, p. 889-890; Hariot, *Report on Virginia*, *NAEL*, p. 901-906; Hakluyt, *Principle Navigations* (D2L)

F 9/30 Montaigne, "On Cannibals" (D2L); Bacon, *Novum Organum*, NAEL, p. 1544-1548

### III. Print and the Question of Representation (Weeks 7-9)

M 10/3 *Everyman*, NAEL, p. 445ff.; **Essay 2 due via D2L**

W 10/5 Sidney, *The Defense of Poesy*, NAEL, p. 933-954

F 10/7 Edmund Spenser, "October," *The Shepheardes Calendar*, NAEL, p. 616-622

M 10/10 Edmund Spenser, NAEL, *The Faerie Queene*, author's letter and Book 1, Canto 1

W 10/12 Shakespeare, *King Lear*, Acts 1-2

**F 10/14 Fall Break—No class**

M 10/17 Shakespeare, *King Lear*, Act 3

W 10/19 Shakespeare, *King Lear*, Acts 4-5; **complete and post Shakespeare solos project**

F 10/21 **Midterm Exam**

### IV. Print Culture and the Americas: Civil War and Political Experimentation (Weeks 10-11)

M 10/24 "The Early Seventeenth Century," NAEL, p. 1209-1231; Seal, "Pamphlet Wars" (D2L); John Milton, selections from *Areopagitica*, NAEL, p. 1801-1810

W 10/26 John Milton, *Paradise Lost*, "The Verse" and Book 1, NAEL, p. 1815ff.

F 10/28 John Lilburne, Gerrard Winstanley, and Anna Trapnel, NAEL, p. 1734-1751

M 10/31 "Pilgrim and Puritan," et al, NAAL, p. 13-18; *New England Primer*, NAAL, p. 361-363; *The Bay Psalm Book*, NAAL, p. 186-193

W 11/2 Anne Bradstreet, NAAL, p. 207-236

### V. Discourses of Slavery and Freedom (Weeks 12-13)

F 11/4 Aphra Behn, *Oroonoko*, NAEL, p. 2170 ff.

M 11/7 Aphra Behn, *Oroonoko*

W 11/9 "American Literature, 1700-1820," NAAL, p. 365-377; Native American speeches: Pontiac, Occom, Logan, Tecumseh, NAAL, p. 442-455

F 11/11 Mary Rowlandson, NAAL, p. 256-288

M 11/14 Benjamin Franklin, selection of the *Autobiography* and "Concerning the Savages of North America," NAAL, p. 476-480; Thomas Jefferson, NAAL, p. 659-677

W 11/16 Olaudah Equiano, *Narrative of the Life*, NAAL, p. 687-721

F 11/18 Phyllis Wheatley, NAAL, p. 763-774

**M 11/21 – F 11/25 Thanksgiving Break**

### VI. The Self and the Enlightenment

M 11/28 **Conferences**

W 11/30 "The Restoration and the Eighteenth Century," NAEL, p. 2045-2068; Addison and Steele, NAEL, p. 2479-2502; Pope, "An Essay on Man," NAEL, 2554-2561

F 12/2            Thomas Paine, selections from *Common Sense*, p. 639-647

M 12/5            Presentations of final projects

W 12/7            Presentations of final projects

F 12/9            Finish presentations; examine final class Wiki and class anthology

**Cumulative Final Exam: Wednesday, December 14<sup>th</sup>, 10:15 a.m. – 12:15 p.m.**

**\*Catalogue Description**

ENG 2950. Transatlantic Literary History: Culture, Literacies, and Technologies I. (3-0-3) F.  
Transatlantic Literary Hist I. An introduction to the key cultural movements and genres in Transatlantic literary history aimed at familiarizing students with the history of orality, literacy, and print technology in textual production from the Anglo-Saxon period to the beginning of the eighteenth century.