

Fall 8-15-2018

ENG 2950-001: Transatlantic Literary History

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ENG 2950, section 001:
Transatlantic Literary History: Cultures, Literacies, Technologies I (Pre-1800)
Fall 2018 | Coleman 3170 | MWF 12-12.50 PM

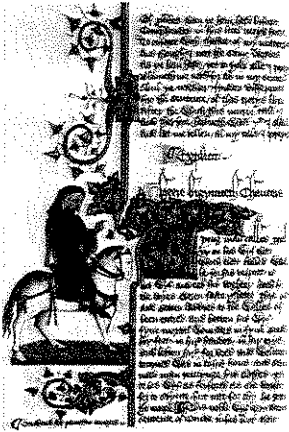
Professor: Dr. Bobby Martínez

Office: Coleman 3371

E-mail: rimartinez@eu.edu

Office Hours: MON.: 11 am-12 noon and 3-4 PM, WED.: 11 am-12 noon, and
FRI. 3-4:30 PM, and by appointment

Class Website: D2L course page



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.

Required Texts:

- Abrams, ed. *Norton Anthology of English Literature*, vol. 1, 7th edition (NAEL)
- Baym, ed. *Norton Anthology of American Literature*, vol. A, 8th edition (NAAL)
- Shakespeare, *As You Like It*
- D2L Course Library (listed as D2L below) and other online readings

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

Figure 10



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 4th absence, I will lower your final grade by 1/3 (a "+" or "-") 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.

Smartphone/Social Media Policy:

To protect the safety of the classroom and the privacy of the students, usage of cell phones or smartphones during class to videotape, to text, and to access social media sites or apps (e.g., Twitter, Facebook, Tumblr, YouTube, etc.) **is strictly forbidden**. Smartphone or cell phone use during class will only be permitted with the prior approval of the instructor.

Assignments:

- Paper #1: Analyzing features of oral literature (3-4 pages): 15%
- Oral Performance of Paper #1: 5%
- Paper #2: Analysis of Shakespeare passage: 10%
- Shakespeare Solo Project Performance: 10%
- Midterm Exam: 15%
- Final Exam: 20%
- Anthology Research Project: 25%

Grading Scale:

- A = 94-100
- A- = 90-93
- B+ = 87-89
- B = 84-86
- B- = 80-83
- C+ = 77-79
- C = 74-76
- C- = 70-73
- D = 60-69
- F = below 60

Most assignments will receive letter grades. For shorter assignments, the following check-mark system may be used:

- √+ = Excellent work that is strongly engaged, on-topic, and very well written.

- ✓ = Satisfactory work that is on-topic and cleanly written.
- ✓- = Below average work that shows little engagement, is off-topic, and is hurriedly and poorly written.

Turning in Assignments & Feedback:

Assignments turned in via D2L Dropbox must be in **Microsoft Word format**. Instructor feedback will be embedded in graded writing. Be sure to review and save your graded essays. One of your most important tools for improvement will be the comments and corrections I make in or suggest to your writing. *If you wish to see your writing improve and your grade rise as the semester progresses, you must carefully refer back to these written comments as you write subsequent essays.*

Guidelines for Specific Assignments:

All written work should be formatted thus:

- Use Microsoft Word
- Use Double-spaced, 12-point Times New Roman or Cambria font
- Use 1" (top/bottom) and 1.25" (left/right) margins
- Include your name, course name, professor's name, and date on the front page
- Include a title for your essays
- Place your name and page numbers in the headers of your essays
- Turn in all written work electronically via D2L Dropbox

A Note about Plagiarism:

Plagiarism is the intentional or unintentional use of someone else's ideas, words, or work as your own. If you use or refer to ideas or work other than your own, you must acknowledge the source and author of those ideas/that work and document it properly using MLA format (Purdue MLA guide: <https://owl.english.purdue.edu/owl/resource/747/01/>). Plagiarism is an Honor Code violation at EIU, and offenders will be referred to the EIU Office for Student Standards. **Failure to cite any outside sources or critics will constitute plagiarism.**

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.

Student Academic Integrity:

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>). Violations will be reported to the Office of Student Standards.

Disability Services:

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](tel:217-581-6583).

Student Success Center:

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (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](tel:217-581-6696), or go to 9th Street Hall, Room 1302.

Tech Support:

If you need assistance with D2L, call D2L Support toll free at 1-877-325-7778. Support is available 24 hours a day, seven days a week. E-mail and Chat options are also available on the "My Home" page after logging in to D2L. Other D2L resources including a D2L Orientation course for students are available on the same page. For technical questions regarding other software, hardware, network issues, EIU NetID/password, or Panthermail, please contact the ITS Helpdesk at 217-581-4357 during regular business hours (8 am-5 pm) or submit a help ticket at <https://techsupport.eiu.edu/>. If you have a question regarding course content, contact your instructor.

English 2950, Fall 2018 - Assignments Schedule*

*Some assignments and class activities subject to change.

Date	What We'll Do in Class	Homework
Mon., 8/20	- Introduction to the course: discuss assignments, code of conduct, etc. - Some Assets and Liabilities of Literary History	Read "The Persistence of English" <i>NAEL</i> , xlvi-lxi; "The Middle Ages," <i>NAEL</i> , p. 1-22
Wed., 8/22	Start Unit I: Orality in Anglo-Saxon Britain and the Americas: Discuss features of the long Middle Ages; discuss "Caedmon's Hymn"	Read: - Walter Ong, selection from "Some Psychodynamics of Orality" (D2L) - "Caedmon's Hymn," <i>NAEL</i> , p. 23-26
Fri., 8/24	Discuss Ong's essay and reflect on "Caedmon's Hymn"	Read: - <i>NAAL</i> , p. 3-8 - Andrew Wiget, "Native American Oral Narrative" (D2L) - Iroquois and Navajo Creation Stories, <i>NAAL</i> p. 23-34
Mon., 8/27	Discuss Ong, Wiget, and early evidence of narratives from the Americas	Start reading <i>Beowulf</i> , <i>NAEL</i> , p. 29-49; Listen to examples of old and middle English (follow link on D2L)
Wed., 8/29	Discuss Ong and <i>Beowulf</i>	Read <i>Beowulf</i> , <i>NAEL</i> , p. 49-69
Fri., 8/31	Discuss <i>Beowulf</i>	Finish <i>Beowulf</i> , <i>NAEL</i> , p. 69-99
Mon., 9/3	Labor Day - No Class	Review <i>Beowulf</i>
Wed., 9/5	Discuss <i>Beowulf</i>	Read: - Marie de France, "Fables," <i>NAEL</i> , p. 140-141; and "Lanval" (p. 127-139) - Sioux/Navajo "trickster tales," <i>NAAL</i> , p. 100-101, 111-120
Fri., 9/7	Discuss Marie de France and Sioux/Navajo tales	Read: - "Middle English Literature in the 14 th and 15 th Centuries" - Chaucer, "The General Prologue," <i>NAEL</i> , p. 213-235
Mon., 9/10	Late Middle Ages: Discuss Chaucer and "The General Prologue"	Read: - Review "The General Prologue" - Chaucer, "The Miller's Tale," <i>NAEL</i> , p. 235-252
Wed., 9/12	Discuss Chaucer and "The General Prologue"	Review "The Miller's Tale"
Fri., 9/14	Discuss Chaucer and "The Miller's Tale": the fabliau tradition	Read Malory, selections of <i>Morte Darthur</i> , <i>NAEL</i> , p. 419-439
Mon., 9/17	Conclude Chaucer's "The Miller's Tale" Discuss Malory and Arthur tradition Essay 1 due via D2L Dropbox; post performance of work in D2L Forum	Read The English Bible, <i>NAEL</i> , p. 538-542

Wed., 9/19	Unit II: Humanism, Reformation, Challenges to Scripture, and Representations of the "New" World Discuss English Reformation, the English Bible	Read: - "The Sixteenth Century," NAEL, p. 469-497 - Thomas More, selections of <i>Utopia</i> , NAEL, p. 506-522
Fri., 9/21	Discuss More's <i>Utopia</i>	Review <i>Utopia</i>
Mon., 9/24	Discuss More's <i>Utopia</i>	Read John Foxe, "The Death of Anne Askew" from Foxe's <i>Book of Martyrs</i> (NAEL, p. 551-552)
Wed., 9/26	Discuss examples of Foxe's <i>Book of Martyrs</i>	Read: - "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 - "The Wider World," NAEL, p. 889-890 - Hariot, <i>Report on Virginia</i> , NAEL, p. 901-906
Fri., 9/28	Discuss explorer narratives (Columbus, De Las Casas, Cortes, etc.)	Think about themes of explorers' letters and narratives alongside Herzog's film
Mon., 10/1	Watch Herzog's <i>Aguirre, Wrath of God</i>	Think about themes of explorers' letters and narratives alongside Herzog's film
Wed., 10/3	Watch Herzog's <i>Aguirre, Wrath of God</i>	Start reading: Montaigne, "On the Education of Children" (D2L)
Fri., 10/5	Discuss <i>Aguirre</i> film	Finish Montaigne over weekend
Mon., 10/8	Discuss film and discuss Montaigne	Start reading Shakespeare, <i>As You Like It</i> (Acts 1 & 2) Assign Shakespeare Solo project
Wed., 10/10	Discuss Shakespeare, Acts 1-2	Finish Shakespeare, <i>As You Like It</i> (Acts 3-5)
Fri., 10/12	No Class - Fall Break!	Finish Shakespeare, <i>As You Like It</i>
Mon., 10/15	Discuss Shakespeare, Acts 3-4	Finish up Shakespeare solo projects
Wed., 10/17	Finish discussing Shakespeare (Act 5)	Essay 2 Due: Complete and post Shakespeare solos project
Fri., 10/19	Discuss Shakespeare solo projects!	Study!
Mon., 10/22	Midterm Exam!	Read: - "The Early Seventeenth Century," NAEL, p. 1209-1231 - Seal, "Pamphlet Wars" (D2L) - John Milton, selections from <i>Areopagitica</i> , NAEL, p. 1801-1810
Wed., 10/24	Unit IV: Print Culture and the Americas: Civil War and Political Experimentation Discuss Seal and Milton	Read English radical writers: John Lilburne, Gerrard Winstanley, and Anna Trapnel, NAEL, p. 1734-1751

Fri., 10/26	Discuss radicals: Lilburne, Winstanley, Trapnel	Read: - "Pilgrim and Puritan," et al, <i>NAAL</i> , p. 13-18 - <i>New England Primer</i> , <i>NAAL</i> , p. 361-363 - <i>The Bay Psalm Book</i> , <i>NAAL</i> , p. 186-193
Mon., 10/29	Discuss Puritanism in Americas	Read Aphra Behn, <i>Oroonoko</i> , <i>NAEL</i> , p. 2170 ff
Wed., 10/31	Unit V: Discourses of Slavery and Freedom Discuss <i>Oroonoko</i>	Finish <i>Oroonoko</i>
Fri., 11/2	Finish discussion of <i>Oroonoko</i> Assign Anthology Project	Start thinking about topic choice for your Anthology Project
Mon., 11/5	Research Day: Work on Anthology Project Meet in Booth Library	
Wed., 11/7	Research Day: Work on Anthology Project Meet in Booth Library	
Fri., 11/9	Research Day: Work on Anthology Project Meet in Booth Library	Read: - "American Literature, 1700-1820," <i>NAAL</i> , p. 365-377 - Native American speeches: Pontiac, Occom, Logan, Tecumseh, <i>NAAL</i> , p. 442-455
Mon., 11/12	Discuss Native American speeches	Read: - Benjamin Franklin, selection of the <i>Autobiography</i> and "Concerning the Savages of North America," <i>NAAL</i> , p. 476-480 - Thomas Jefferson, <i>NAAL</i> , p. 659-677
Wed., 11/14	Discuss Franklin and Jefferson	Read Phyllis Wheatley, <i>NAAL</i> , p. 763-774
Fri., 11/16	Discuss Wheatley	Be working on and nearing completion of final projects!
11/19- 11/23	No Classes - Thanksgiving Break!	Read "The Restoration and the Eighteenth Century," <i>NAEL</i> , p. 2045-2068
Mon., 11/26	Introduction to Eighteenth Century thought and culture	Read: - Pope, "An Essay on Man," <i>NAEL</i> , 2554-2561 - Swift, "A Description of the Morning" and "A Description of a City Shower" (D2L) - Addison and Steele, <i>NAEL</i> , p. 2479-2502
Wed., 11/28	Discuss Pope and Swift and Addison & Steele	
Fri., 11/30	Discuss Pope and Swift and Addison & Steele	Read Thomas Paine, selections from <i>Common Sense</i> , p. 639-647
Mon., 12/3	Discuss Paine	
Wed., 12/5	Review for Final Exam (cumulative)	
Fri., 12/7	Last Day of Class Complete Course Evals Review for Final Exam	

Cumulative Final Exam: Wednesday, December 12, 12:30 PM - 2:30 PM

English 2950, Fall 2018 – REVISED Assignments Schedule*

*Some assignments and class activities subject to change.

Date	What We'll Do in Class	Homework
Wed., 9/12	Discuss <i>Beowulf</i> analysis	Read: - Marie de France, "Fables," <i>NAEL</i> , p. 140-141; and "Lanval" (p. 127-139) - Sioux/Navajo "trickster tales," <i>NAAL</i> , p. 100-101, 111-120
Fri., 9/14	Wrap up <i>Beowulf</i> analysis; discuss Marie de France and Native American Trickster Tales	Read: - Chaucer, "The General Prologue," <i>NAEL</i> , p. 213-235
Mon., 9/17	Discuss Middle English literature traditions and Chaucer's "General Prologue"	Read: - Chaucer, "The Miller's Tale," <i>NAEL</i> , p. 235-252
Wed., 9/19	Finish discussion of "General Prologue" and start discussion of Chaucer's "The Miller's Tale"	Read: - Review Chaucer - Malory's <i>Morte Darthur</i> , <i>NAEL</i> , p. 419-439
Fri., 9/21	Conclude discussion of Chaucer's "The Miller's Tale" Start discussion of <i>Morte Darthur</i> ?	Read: - Review Malory's <i>Morte Darthur</i> - Start reading Thomas More, selections of <i>Utopia</i> , <i>NAEL</i> , p. 506-522
Mon., 9/24	Discuss <i>Morte Darthur</i>	Review More's <i>Utopia</i>
Wed., 9/26	Discuss More's <i>Utopia</i>	Read The English Bible, <i>NAEL</i> , p. 538-542
Fri., 9/28	Essay 1 due via D2L Dropbox; post performance in D2L Forum Unit II: Humanism, Reformation, Challenges to Scripture, and Representations of the "New" World Discuss More, discuss English Bible	Read: - "Voyages of Discovery," and "First Encounters," <i>NAAL</i> , p. 8-13, 52-54; - Columbus and De las Casas, <i>NAAL</i> , p. 34-42; - Cortes and De Champlain, <i>NAAL</i> , p. 54-64 - "The Wider World," <i>NAEL</i> , p. 889-890 - Hariot, <i>Report on Virginia</i> , <i>NAEL</i> , p. 901-906
Mon., 10/1	Exploring the "New World": Discuss letters of Columbus, De las Casas, Cortes, etc.	Think about themes of explorers' letters and narratives alongside Herzog's film
Wed., 10/3	Watch Herzog's <i>Aguirre, Wrath of God</i>	Think about themes of explorers' letters and narratives alongside Herzog's film
Fri., 10/5	Watch Herzog's <i>Aguirre, Wrath of God</i>	
Mon., 10/8	Discuss film	Start reading Shakespeare, <i>As You Like It</i> (Acts 1 & 2) Assign Shakespeare Solo project
Wed., 10/10	Discuss Shakespeare, Acts 1-2	Finish Shakespeare, <i>As You Like It</i> (Acts 3-5)
Fri., 10/12	No Class – Fall Break!	Finish Shakespeare, <i>As You Like It</i>

Mon., 10/15	Discuss Shakespeare, Acts 3-4	Finish up Shakespeare solo projects
Wed., 10/17	Finish discussing Shakespeare (Act 5)	Essay 2 Due: Complete and post Shakespeare solos project
Fri., 10/19	Discuss Shakespeare solo projects!	Study!
Mon., 10/22	Midterm Exam!	Read: - "The Early Seventeenth Century," <i>NAEL</i> , p. 1209-1231 - Seal, "Pamphlet Wars" (D2L) - John Milton, selections from <i>Areopagitica</i> , <i>NAEL</i> , p. 1801-1810
Wed., 10/24	Unit IV: Print Culture and the Americas: Civil War and Political Experimentation Discuss Seal and Milton	Read English radical writers: John Lilburne, Gerrard Winstanley, and Anna Trapnel, <i>NAEL</i> , p. 1734-1751
Fri., 10/26	Discuss radicals: Lilburne, Winstanley, Trapnel	Read: - "Pilgrim and Puritan," et al, <i>NAAL</i> , p. 13-18 - <i>New England Primer</i> , <i>NAAL</i> , p. 361-363 - <i>The Bay Psalm Book</i> , <i>NAAL</i> , p. 186-193
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		- Addison and Steele, <i>NAEL</i> , p. 2479-2502
Wed., 11/28	Discuss Pope and Swift and Addison & Steele	
Fri., 11/30	Discuss Pope and Swift and Addison & Steele	Read Thomas Paine, selections from <i>Common Sense</i> , p. 639-647
Mon., 12/3	Discuss Paine	
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Fri., 12/7	Last Day of Class Complete Course Evals Review for Final Exam	

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