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ENG 3805-001: Restoration and Eighteenth-Century British Literature

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Eastern Illinois University

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**Alien Encounters:
Study of British Literature and Culture from 1660-1800
English 3805 (90808)
FALL 2022
3 CREDIT HOURS**

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Office Hours: MTTh 12:15-13:45 in Booth; and by app't
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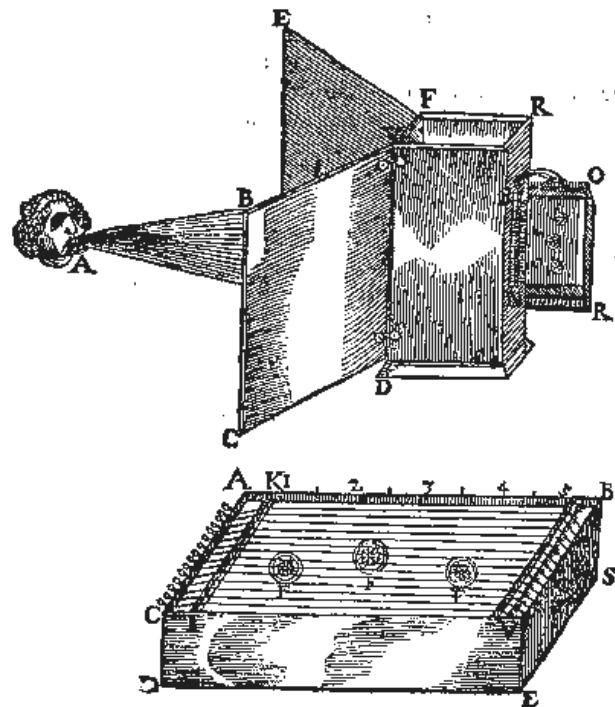
Course Information:
9:30-10:45 TTh
Section: 001
Room: CH 3609 and Booth 1220

From the EIU Course Catalog: ENG 3805 - Study of British literature and culture from 1660-1800, from the end of the English Civil War to the start of the French Revolution. Writers may include Wycherley, Behn, Dryden, Swift, Pope, Manley, Fielding, Johnson, Gray, Equiano, Sheridan. (Group 3A) WI

ENG 3805—Alien Encounters, 1660-1800

To simplify matters a bit, it would seem that aliens (by which I mean, for now, outer-space creatures) enter into popular culture in two distinct forms. There are the terrifying and destructive ones that want to take over our planet, or possibly our brains, and make us into slaves, food, or maybe even food for slaves. And then there are those aliens who have a quirky sense of humor, the ones who observe the oddities of human life on planet Earth through the curious eyes of impartial spectators—“Look at those Earthlings! So *weird!*”

In this course, we will investigate historical reasons for our tendency to see aliens according to these two categories. The period between the Restoration of the British monarchy in 1660 and the end of the eighteenth century was profoundly marked by moments of “alien encounter,” with strangers greeted by some as welcome guests and others as threatening intruders. These strangers took many forms: the foreigner from abroad (the tourist, the merchant, the slave), but also the stranger from within (the rural poor, the Celtic populations, and even sometimes women). Even nonhuman animals and things could be deemed alien or domestic, depending on one’s point of view. Threaded throughout the period, and certainly by the end of the century, many thinkers recognized an “alien within”—that parts of the individual self were marked by an alien, unknowable presence. Many even embraced this insight!



In keeping with the theme of this course, we will observe the artefacts of the past as though we ourselves are an alien species, with a need to translate what we are examining into a language of our own.

What is Enlightenment?

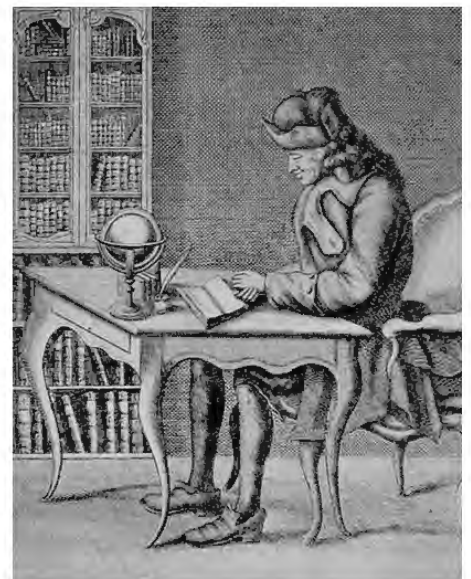
At its central core, thinkers of the 17th- and 18th-centuries showed a profound trust in the capacity of human beings to be rational. If humanity followed the basic principles of reason, a better world could and would be created on earth. There were of course differing ideas as to how best to come to grips with reason: some thinkers saw the abstract rules of mathematics as the governing principle, while others thought that sustained observation of the world should guide all scientific development.



William Congreve (d. 1729) points with derision at a frontispiece of Thomas Gray's Elegy Written in a Country Churchyard (1753)

As a simplified way of understanding these two competing theories, historians often call those who stressed the power of reasoning through abstract principles Rationalists (e.g., Descartes, Spinoza, and Leibniz), while those who stressed the gradual accumulation of data through the senses (scientific observation) Empiricists (i.e., Locke, Berkeley, Hume).

While these developments in the fields of philosophy and science (which at the time were considered basically the same thing) were progressing, there were parallel developments in literature. One of the most profound ways that the written word paralleled philosophical ideas was in way in which many writers deemed it to be their duty to help shape the growing numbers of the literate public. By “shape,” I mean that writers wanted to help instruct their readers on how to become productive and thoughtful members of a wider community working towards a better world.



Voltaire (d. 1774)

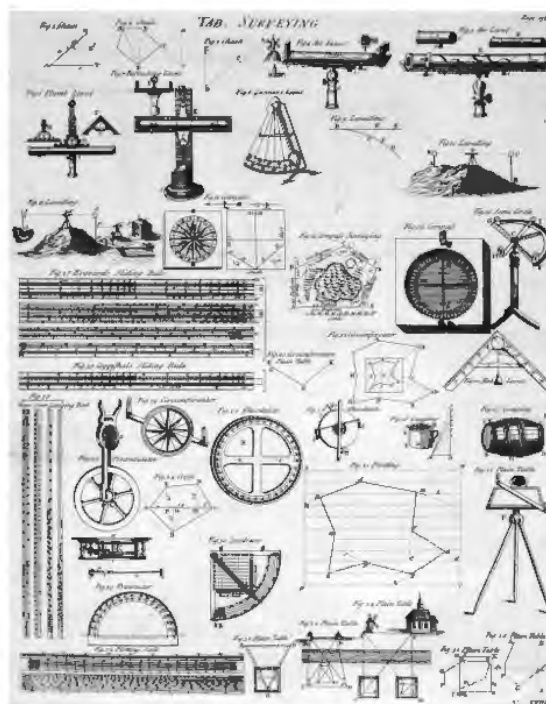
Sometimes these works took the form of didacticism, spelling out for readers how they should understand their place in the world, how the universe is governed, and how they should act in order to be “good” subjects (of the nation and/or of God). Sometimes these works, through satire, demonstrated how *not* to think and act, by demonstrating the irrational, the unproductive, and the overly selfish. Nevertheless—and once again, as a gross generalization—writers of the 17th- and 18th-centuries were focused on the principle of *improvement*, that through reason and/or observation, human beings could discover more and more about the universe, and find better and better means to build societies that improved upon the work of previous generations.

The Enlightenment was a period of profound trust in progress, and that, through rational means, the world would become improved through human endeavor. And the basic unit through which progress would manifest itself was through **the improvement of the individual**.

Is this course a Survey of Enlightenment Writing?

Yes. And no.

The image to the right, a “Table of Surveying” from Ephriam Chambers’s 1728 *Cyclopædia*, one of the first encyclopedias written in English, depicts various tools to use in measuring, mapping, designing, and observing. This entry from Chambers’s encyclopedia offers a pictorial overview—a “survey,” if you will—of instruments available to the surveyor of the 1720s. Chambers’s work is symptomatic of a new drive for collection and classification —of images, of words, of information—that began to appear with great regularity in eighteenth-century publications. Such a “drive to classify” eventually lead to what we would today call “anthologies,” or collections of literary works according to varying criteria—e.g., purpose, theme, genre, point of origin. In turn, these types of publications, in their sampling literary works, seem to function as the progenitors of institutional literary studies, the models for textbooks of “English Literature.”



This course offers, in a way analogous to the image from Chambers’s *Cyclopædia*, a “survey of instruments of surveying.” What I hope we can accomplish in this course is to create a survey of literary survey of the Restoration and Eighteenth-Century period. That is, I hope we can do a “survey” of some literature that contemplates acts of surveying, in the widest sense of the term “survey.” The term *survey* is not, however, restricted to acts of measuring geographical features: “survey” connects to varying forms of observation—from statistical sampling to archeological field study to governmental surveillance to gazing at the earth and the stars.

Texts

Broadview Anthology of British Literature, Vol. 3

Broadview Anthology of Literature of the Revolutionary Period 1770-1832

Goethe, Johann Wolfgang von. *The Sorrows of Young Werther*.

Kleist, Heinrich von. *The Marquise of O—and Other Stories*.

Walpole, Horace. *The Castle of Otranto*.

Requirements

Participation	10%
Written Responses	30%
Midterm and Final Exam	30%
Other Writing Assignments (collaborative)	30%

WRITTEN RESPONSES: 30%

I will be asking you to write out “responses” to our class discussions during 6 of the 13 weeks of the semester before Thanksgiving. You **must** write a response to the first week’s discussion, just to get you started. These responses should be written well (that is, you should think about them deeply and revise them after completing a first draft), and they should at times include reference—*by name*—to other students’ ideas expressed in class. You will submit these responses at the end of the week (any time from the end of class on Friday to the end of the weekend) to a folder in our class D2L page. (I would like to spend my Mondays reading (and assessing) your responses, so if you get them done Sunday-night-slash-wee-hours-of-Monday, that’s fine. Responses should be a minimum of 250 words, but you may write as much as you like. For your responses, always focus on finding something you want to say—something that the world needs to hear. The responses do not need to be “complete.” That is, you shouldn’t stress finding conclusions. They are meant to exploratory and speculative, rather than conclusive and summative. By the way, if you find yourself engaged in a particular topic, and you write an awful lot, please do tell me that you got carried away because the topic was so interesting for you, and ask me if maybe it could count as two responses. That seems fair, doesn’t it?

MIDTERMS AND FINAL: 30%

There will be one midterm exam in this class, worth 15%, and a final, also worth 15% of your grade. The midterm will be short (75 minutes maximum) and will involve your close reading of an important passage (or passages) from one or more of the literary texts we are reading in this class. We will practise this exercise before I ask you to write the midterm. The final will be similar.

OTHER WRITING ASSIGNMENTS: 30%

I will assign a few (three?) smaller assignments that will ask you to “translate” a text from the eighteenth century into another “medium” (perhaps more contemporary language, or into a “tweet,” for example). At least one of these assignments will be collaborative.

CLASS PARTICIPATION (10%)

In this class, I want us to think of learning as an exercise in community. The time we spend together is our opportunity to exchange ideas and create a positive learning environment. At the end of the semester when I reflect on your participation (and the grade I will give you for “participation”), I will consider not only how often you contributed to class discussions, but the *quality* of those comments. **Also, I expect a high level of commitment in class, so checking your notifications, surfing, sleeping, etc., will greatly reduce your participation grade.**



Assigned texts should be read by the date on the reading schedule (or changes made to the schedule).

I would like to comment on *how* you should read in this course. **I encourage you to read everything at least twice for this class.** When you are not using textbooks from TRS, mark in the text while you read, underlining what seems like important sentences and noting where you have questions. Some students feel that this sort of marking is disrespectful to the text, but it is common practice in college and aids you in comprehension. Granted, if you are using a rental book, you can't mark in them. You can, however, use post-it notes to highlight key points, and take notes in a separate notebook. Please *come prepared with a comment or question regarding each of our readings* so that you are fully engaged in the class discussion. Finally, you must always have the reading in front of you. If you arrive without your reading in print, you are not fully participating in class.

As we all know, success in learning is more about one's attitude than one's skills. To succeed in this course, your biggest assets will be an abiding curiosity about ideas unfamiliar or new to you and the desire to succeed. Meeting all deadlines, working hard, and having a positive attitude when facing challenges are key drivers for successful learning. If a reading feels "boring" or "too hard," I encourage you to embrace that feeling, and recognize it as an incentive to reflect on ways to improve.

ON BOREDOM:

Boredom is underrated. It really is. If you feel bored occasionally during your first semester at university, or any other, you should count yourself lucky. We will speak more about this in class. If, however, you are bored with the topics you have chosen for yourself to write about in this class (either for the responses or the final project), you should work on finding more interesting topics to write about!

COURSE OBJECTIVES

The primary aim of this course is to introduce you—through reading, writing, and discussion—to the field of literary theory and cultural criticism. In this course, I expect that you will:

- communicate effectively in both oral and written (i.e., "alien") encounters;
- reflect upon your own considerations about "alien encounters" and consider the viewpoints and arguments of others (such as aliens);
- be introduced students to some important British writers and movements from the Restoration period and eighteenth century;
- gain an awareness of some of the major historical events and figures, social and political forces, and economic and scientific insights that were represented and fashioned by a selection of texts of the period;
- develop basic strategies used by literary scholars such as attentive reading practices, research into previous critical and theoretical analyses, and effective argument;
- economically incorporate and correctly document sources of ideas and information.

COURSE POLICIES

Attendance, punctuality, and meeting deadlines are all part of academic life. Coming to class is part of your obligation to your academic career and to your community, just as it is when you have an “official job.” In other words, please do come to class. Students who miss class usually have great difficulty passing this or any other university course, or, in your case, maintaining “honors” status. For this reason, missing more than five classes—which constitutes more than 20% of class time for this course—will result in your receiving an “F” for the class. You should not interpret this policy as “allowing for”—or “encouraging”—five missed classes! Every class you miss reduces the amount of time you spend learning together with others. If you find yourself in a situation that is causing you to miss classes, please discuss the situation with me as soon as possible, and we will work on finding ways for you to remain in the course, if we can.

All major writing assignments must be completed in order to pass the course.

PRONOUNS

To address the issues of preferred-gender pronouns (PGPs), I cite (with appropriate changes) an [editorial by undergraduate student Christiana M. Xiao](#): “I personally take any pronouns. But people by and large are uncomfortable with that idea, even though ‘any’ literally means you can’t get it wrong. So I often need to qualify my PGPs as ‘any pronouns — people generally use [he/his],’ since I have a [man’s] body and a [man’s] face and I know people are most comfortable using [he/his] to refer to me. As you might imagine, that’s a little long to fit on the end of my display name in Zoom.” I welcome you sharing your PGPs with me, by email or in conversation, but I do not mandate that you introduce yourself to others with your pronouns, for the good reasons outlined by Xiao in the article cited below.

Xiao, Christina M. “The Case Against Mandatory Preferred Gender Pronouns.” *The Harvard Crimson* (16 October 2020). <https://www.thecrimson.com/article/2020/10/16/xiao-against-mandatory-preferred-gender-pronouns/>

COLLEGE CONDUCT

EIU’s composition director Timothy Taylor wrote following guidelines. I think they offer solid advice, but I have edited his suggestions slightly, in order to reflect my own voice and enhance a few points.

Guidelines for Any College Course:

1. Come to class on time and stay the entire period.
2. Bring texts, paper, and writing utensils.
3. When we discuss a reading or writing assignment, have the materials in front of you.
4. When we are engaged in course discussions, be prepared to contribute, revise your opinions, and compose your ideas articulately. You don’t always have to talk, but listening is a must.
5. Respect others’ opinions and be open to them, even if you disagree. And it is okay to disagree, with your peers and with me.
6. Even though it is sometimes very tempting, do not carry on side conversations with other students when the instructor or a student has the floor during class.
7. General rudeness and disrespect, to each other or to me, will not and should not be tolerated by any of us.
8. No profanity (with obvious exceptions). We will speak more about this in class.
9. If you are sleeping, you are giving everyone else in the class an impression that you probably don’t want them to have.
10. Unless it’s a pressing need, use the restroom before or after class. It’s only 75 minutes!

11. Phones. Screens of any kind. Different instructors will have various policies, but you have the right to make **the best decision that will help you succeed at university**, and that decision is this: **you should leave your phone in your room**. If you can't do that, you should promise yourself that for every class, you will put your phone in a place where it will be inaccessible to you and inaudible for the entire class. We will speak more about this in class.

12. Listen to the little voice in your head that tells you that it's important to get enough sleep, to avoid addictive behaviors and actions of all kinds, to eat healthy foods even when more tempting options are available, and to take the time to ask the people around you questions about their lives.

Email Policy:

I welcome emails if you have questions or concerns about your work in this class. Emailing provides you with an opportunity to show yourself off in the best light, and I want to help you do just that.

Developing a professional manner in your emails will help you with other professors and also give you practice in effective communication.

Here are some ideas for writing effective messages through email:

- Use the subject line. Leaving it blank is almost unpardonable!
- The subject should be clear, such “Absent This Friday” or “Question about Revision” or “Availability for a Meeting?” If your subject is “Hello,” your professor might think that your email is spam.
- Use an address, such as “Dr. Wharram,” or “Dear Dr. Wharram”. At the university level, it's safest to use “Dr.” or “Prof.” Instructors who do not have doctorates and want you to write “Mr.” or “Ms.” will let you know. Better to err on the “up side.”
- Be concise yet clear in your question or request.
- Use paragraph breaks for reading ease and strong organization.
- Proofread.
- Refrain from using abbreviations or “txting-prose.”
- Close with a short statement followed by a comma and your name, such as “Thanks for your time,” or “Sincerely,” or “Have a good weekend”.

Following these guidelines should help you make good impressions on your current and future professors.

ESSAY FORMAT

Your paper should include a title—even if it's simply “Response #1”—and page numbers. Format: 12-point Garamond font (or similar), double-spaced, with one-inch margins. Always submit your papers using a consistent documentation format.

Using the Writing Center

I encourage you to use our wonderful Writing Center located at 3110 Coleman Hall. This free resource provides one-to-one conferences with writing consultants who can help you with brainstorming, organizing, developing support, documenting, and revising your papers.

To schedule an appointment, you can drop by the center (3110 Coleman Hall) or you can call 581-5929.

UNIVERSITY-WIDE POLICIES

Academic integrity and Plagiarism

Plagiarism will not be tolerated and will result in a failing grade on the assignment, if not for the course. I follow the departmental policy on plagiarism:

“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 own 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 Judicial Affairs Office.”

Students are expected to maintain principles of academic integrity and conduct as de-fined in EIU’s Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations are reported to the Office of Student Standards.

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 (SDS). All accommodations must be approved through SDS. Please stop by McAfee Gym, Room 1210, or call 217-581-6583 to make an appointment.

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) for assistance with time management, text 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 McAfee Gym, Room 1301.

Eastern Illinois University Learning Goals (<http://www.eiu.edu/learninggoals/revisedgoals.php>)

EIU graduates reason and communicate clearly as responsible citizens and leaders in diverse personal, professional, and civic contexts.

Critical Thinking

EIU graduates question, examine, evaluate, and respond to problems or arguments by:

1. Asking essential questions and engaging diverse perspectives.
2. Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.
3. Understanding, interpreting, and critiquing relevant data, information, and knowledge.
4. Synthesizing and integrating data, information, and knowledge to infer and create new insights
5. Anticipating, reflecting upon, and evaluating implications of assumptions, arguments, hypotheses, and conclusions.
6. Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.

Writing and Critical Reading

EIU graduates write critically and evaluate varied sources by:

1. Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.
2. Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.
3. Producing documents that are well-organized, focused, and cohesive.
4. Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
5. Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.
6. Evaluating evidence, issues, ideas, and problems from multiple perspectives.
7. Collecting and employing source materials ethically and understanding their strengths and limitations.

Speaking and Listening

EIU graduates prepare, deliver, and critically evaluate presentations and other formal speaking activities by:

1. Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.
2. Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.
3. Developing and organizing ideas and supporting them with appropriate details and evidence.
4. Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
5. Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
6. Employing effective physical delivery skills, including eye contact, gestures, and movement.
7. Using active and critical listening skills to understand and evaluate oral communication.

Quantitative Reasoning

EIU graduates produce, analyze, interpret, and evaluate quantitative material by:

1. Performing basic calculations and measurements.
2. Applying quantitative methods and using the resulting evidence to solve problems.
3. Reading, interpreting, and constructing tables, graphs, charts, and other representations of quantitative material.
4. Critically evaluating quantitative methodologies and data.
5. Constructing cogent arguments utilizing quantitative material.
6. Using appropriate technology to collect, analyze, and produce quantitative materials.

Responsible Citizenship

EIU graduates make informed decisions based on knowledge of the physical and natural world and human history and culture by:

1. Engaging with diverse ideas, individuals, groups, and cultures.
2. Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.
3. Participating formally and informally in civic life to better the public good.
4. Applying knowledge and skills to new and changing contexts within and beyond the classroom.