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### ENG 2950-001: Transatlantic Literacy History I

Robert Martinez

*Eastern Illinois University*

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**ENG 2950, section 001:**  
**Transatlantic Literary History: Cultures, Literacies, Technologies I (Pre-1800)**  
**Fall 2019 | Coleman 3150 | Tu./Th. 2 PM -3.15 PM**

**Professor:** Dr. Bobby Martínez  
**Office:** Coleman 3371  
**E-mail:** rlmartinez@eiu.edu  
**Office Hours:** Tuesdays, 10 AM -11 AM & 4.45 PM -5.45 PM  
Wednesdays, 1 PM -3 PM  
Thursdays, 12.30 PM -1.30 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:**

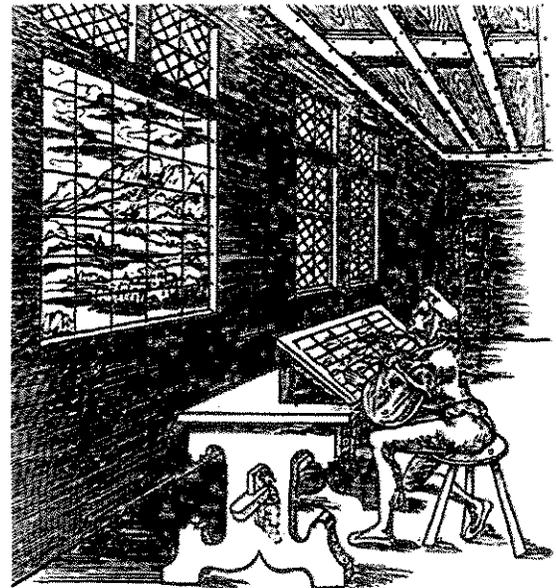
- Abrams, ed. *Norton Anthology of English Literature*, vol. 1, 7<sup>th</sup> edition (NAEL)
- Baym, ed. *Norton Anthology of American Literature*, vol. A, 8<sup>th</sup> edition (NAAL)
- Shakespeare, *As You Like It*
- D2L Course Library (listed as D2L below) and other online readings

**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 4<sup>th</sup> 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.*

### **Reading and Listening Study for Class:**

You are required to do all assigned reading for this course. More importantly, you are expected to read all assignments **carefully** and **conscientiously**, meaning you are to make note of your reactions to the readings and be prepared to share your critical thoughts of the readings. If you do not understand something in the reading, you should read it again and work at its meaning. This process is what is known as "**critical reading**": you must study a writer's language and think critically about its meanings and ramifications. This critical, thoughtful attention to detail applies equally to any audio/visual texts (music, film) we study: pay careful attention to sounds, melody, lyrics, camera movement, editing, use of color, etc., and think carefully about their meaning.

The texts listed above are available from Textbook Rental (TRS). Other required readings or films will be available online via our course page on D2L.

### **Smartphone/Social Media Policy:**

To protect the safety of the classroom and the privacy of the students, usage of cell phones or smartphones to screen capture and post any material to social media sites or apps (e.g., Twitter, Facebook, Tumblr, SnapChat, Instagram, YouTube, etc.) **is strictly forbidden**. Smartphone or cell phone use for social media regarding 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 (4-5 pages): 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.* When turning in any revised work, you must make sure that the instructor's feedback does **not** remain in your revised document

### **Regarding Assignment Due Dates:**

With the exception of deadlines missed due to documented emergencies, **no late assignments will be accepted**. Assignments may only be turned in late if the student provides documentation of an emergency. Proper documentation must be an official, original scanned document containing the student's name; it must also cover the date(s) in question and be signed by a professional (e.g., a doctor). An e-mail that merely describes why you want to turn in your assignment late is not proper documentation.

### **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](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](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 2019 – Assignments Schedule\*

\*Some assignments and class activities subject to change.

Date	What We'll Do in Class	Homework
Tu., 8/20	- Introduction to the course: discuss assignments, code of conduct, etc. - Some Assets and Liabilities of Literary History Lecture: "The Persistence of English" <i>NAEL</i> , xlvii-lxi; "The Middle Ages," <i>NAEL</i> , p. 1-22	Read: - Walter Ong, selection from "Some Psychodynamics of Orality" (D2L) - "Caedmon's Hymn," <i>NAEL</i> , p. 23-26
Th., 8/22	Start Unit I: Orality in Anglo-Saxon Britain and the Americas: Discuss Ong's theory of orality and "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
Tu., 8/27	Discuss 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)
Th., 8/29	Discuss <i>Beowulf</i>	Read <i>Beowulf</i> , <i>NAEL</i> , p. 49-79
Tu., 9/3	Discuss <i>Beowulf</i>	Finish <i>Beowulf</i> ; <i>NAEL</i> , p. 79-99
Th., 9/5	Discuss <i>Beowulf</i>	Review <i>Beowulf</i> Read: - Marie de France, "Fables," <i>NAEL</i> , p. 140-141; and "Lanval" (p. 127-139)
Tu., 9/10	Conclude <i>Beowulf</i> Discuss Marie de France <b>Assign Essay 1</b>	Read: Sioux/Navajo "trickster tales," <i>NAAL</i> , p. 100-101, 111-120 Begin reading Chaucer, "The General Prologue" to <i>The Canterbury Tales</i> ( <i>NAEL</i> , pp. 213-220)
Th., 9/12	Discuss Sioux/Navajo tales Start discussing Chaucer	Read: Chaucer, "The General Prologue," <i>NAEL</i> , p. 221-235
Tu., 9/17	Discuss "The General Prologue"	Read: Chaucer, "The Miller's Tale," <i>NAEL</i> , p. 235-252
Th., 9/19	Discuss Chaucer and "The Miller's Tale": the fabliau tradition	Read Malory, selections of <i>Morte Darthur</i> , <i>NAEL</i> , p. 419-439
Tu., 9/24	Conclude Chaucer's "The Miller's Tale" Discuss Malory and Arthur tradition	Read The English Bible, <i>NAEL</i> , p. 538-542
Th., 9/26	Unit II: Humanism, Reformation, Challenges to Scripture, and Representations of the "New" World  Interpretation War: Controversy and the Bible, discuss	Read: Thomas More, selections of <i>Utopia</i> , <i>NAEL</i> , p. 506-522  <b>Due:</b> - <b>Essay 1 by Friday, 9/27, 5 PM in D2L Dropbox;</b> - <b>Post performance of work in D2L Forum</b>
Tu., 10/1	Discuss More's <i>Utopia</i>	Review <i>Utopia</i>
Th., 10/3	Discuss More's <i>Utopia</i>	Read John Foxe, "The Death of Anne Askew" from <i>Foxe's Book of Martyrs</i> ( <i>NAEL</i> , p. 551-552)

Tu., 10/8	Discuss Foxe and pictorial representations of Sixteenth-century culture	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
Th., 10/10	Discuss explorer narratives (Columbus, De Las Casas, Cortes, etc.)	<b>Start studying for midterm exam!</b>
Tu., 10/15	Watch Herzog's <i>Aguirre, Wrath of God</i>	Think about themes of explorers' letters and narratives alongside Herzog's film
Th., 10/17	Finish watching Herzog's <i>Aguirre, Wrath of God</i> and discuss	
Tu., 10/22	<b>Midterm Exam</b>	Start reading Shakespeare, <i>As You Like It</i> (Acts 1 & 2)
Th., 10/24	Discuss Shakespeare, Acts 1-2 <b>Assign Essay 2: Shakespeare Solo project</b>	Finish reading Shakespeare, <i>As You Like It</i> (Acts 3-5)
Tu., 10/29	Discuss Shakespeare	Re-read/review <i>As You Like It</i>
Th., 10/31	Discuss Shakespeare	Read: - "The Early Seventeenth Century," <i>NAEL</i> , p. 1209-1231 - John Milton, selections from <i>Areopagitica</i> , <i>NAEL</i> , p. 1801-1810
Tu., 11/5	Conclude Shakespeare Start discussing Milton	Read English radical writers: John Lilburne, Gerrard Winstanley, and Anna Trapnel, <i>NAEL</i> , p. 1734-1751
Th., 11/7	Begin work on Anthology Projects Meet in Booth Library 4450	- Be working on finding a topic for your Anthology Project - Review Milton - Read Lilburne, Winstanley, Trapnel
Tu., 11/12	Begin work on Anthology Projects Meet in Booth Library 4450	- Be working on finding a topic for your Anthology Project - Review Milton - Read Lilburne, Winstanley, Trapnel
Th., 11/14	- Conclude Milton - Discuss English radical writers (Lilburne, Winstanley, Trapnel)  <b>Essay 2 Due: Turn in Shakespeare analysis in D2L Dropbox and post Shakespeare performance project in D2L Forum</b>	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
Tu., 11/19	Conclude radical writers and discuss Puritans in America	Read Phyllis Wheatley, <i>NAAL</i> , p. 763-774
Th., 11/21	Discuss Wheatley's letters and poetry	
Mon.-	<b>Thanksgiving - No Classes!</b>	Read:

<p>Fri., 11/25- 11/29</p>		<p>- "American Literature, 1700-1820," <i>NAAL</i>, p. 365-377</p> <p>- Native American speeches: Pontiac, Occom, Logan, Tecumseh, <i>NAAL</i>, p. 442-455</p> <p>- Benjamin Franklin, selection of the <i>Autobiography</i> and "Concerning the Savages of North America," <i>NAAL</i>, p. 476-480</p> <p><b>- Post forum response to Native Am. Speeches and Franklin readings in D2L by Monday, Dec. 2, 5 PM</b></p> <p><b>- Be working on your Anthology Project!</b></p>
<p>Tu., 12/3</p>	<p>Discuss Native American speeches and Ben Franklin</p>	<p>Read:</p> <p>- Thomas Jefferson, <i>NAAL</i>, p. 659-677</p> <p>- Thomas Paine, selections from <i>Common Sense</i>, p. 639-647</p>
<p>Th., 12/5</p>	<p><b>Last Day of Class</b> Discuss Jefferson, Paine Review for Final Exam</p>	<p><b>Anthology Projects due in D2L Dropbox by Tuesday, Dec. 10, 5 PM.</b></p>

**Cumulative Final Exam: Monday, December 9, 2:45-4:45 P.M.**