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ENG 4950-001: Literary History and Bibliography

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Literary History and Bibliography (Writing Intensive)
English 4950
Fall 2014

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CATALOG DESCRIPTION

(3-0-3) F, S. A historical study of British and American literary periods, schools, figures, and genres, with emphasis on current resources, methods, and theories in research. Required of and enrollment limited to English majors. (Group 4) WI

Prerequisites & Notes:
ENG 1002G.
Credits: 3

NATURE OF COURSE

Because the course reviews a wide range of literary periods, movements, genres, and figures, it will probably strike you as different from many of the courses you have taken in the past. Quite rightly, most courses in literature stress discussion and/or question-answer exchange, extended reflection on a limited range of texts related to a single period or topic, and creative interpretation of just one to a very few texts within a critical essay. This course, however, reviews over a thousand years of literary-historical evolution—at least many of the salient developments about which students of literature should be acquainted. Such a panoramic scope requires more time devoted to lecture, greater attention to different periods, movements, and figures, and more concentration on broad interpretations of literature written over many years. You will gain most from the course if you are resolved to engage a great variety of works and “world-views” and are determined to commit intellectual, political, and literary developments to memory.

OBJECTIVES OF COURSE

To help you reinforce a substantive literary-historical knowledge of periods, movements, genres, and figures;

To encourage you to think critically concerning intellectual, social, political, and aesthetic causes of literary change;

To encourage you to examine ideas about the formation and revision of canons;

To provide an opportunity to engage in literary-historical research and interpretation, a project that will require you to work with bibliographic and other scholarly resources.
COMPONENTS OF GRADE

Midterm Examination (25%): Your midterm will include two parts. In part one you will respond to twenty of the twenty-five short-answer items. In part two you will write an essay (about 800 words) based on one of three items.

Research Essay (45%): In your research essay, you will examine a period of literary transition of particular interest to you. Your job will be to advance and/or challenge proposed causes for literary change within a period of transition, and your argument must be supported by a synthesis of a significant range of scholarly sources (6-8 sources). Undergraduates will produce an essay of 12-14 pages of argument, plus Works Cited; graduate students will produce an essay of 16-18 pages of argument, plus Works Cited.

Final Examination (30%): The final will include two parts. In part one you will respond to twenty of twenty-five short-answer items. In part two you will write a response of about 800 words.

EVALUATION OF WORK

I use a simple ten-point scale when I assign grades. For example, an 85% is a “B,” an 82% is a “B-,” an 87% is a B+.”

When I evaluate your written work on exams and essays, I will consider the following elements: specificity and depth of content, logic and coherence of organization, clarity and grace of style, grammatical and mechanical correctness. Of course, content and organization deserve greater emphasis than do style and correctness. But an essay with a tortured style and/or a series of major composition errors cannot earn a grade above a “C.” An essay with a great many major errors of composition will fail. As you begin work on the research essay, I will meet with you during a conference so that we can discuss your plans. Subsequently I will be happy to advise you as you draft and edit your essay.

ATTENDANCE POLICY RELATED TO GRADE

Since your presence in class is important to your learning and that of your peers, you will forfeit one letter grade (10%) after three unexcused absences. Thereafter, you will forfeit 5% for each additional unexcused absence. To receive an excused absence, you must provide verification from Health Service, a doctor, or an appropriate member of the faculty or staff of Eastern Illinois University.

TEXTBOOKS FOR COURSE

Norton Anthology of English Literature, 1 & 2.
The American Tradition in Literature (Concise Edition)
Abrams, A Glossary of Literary Terms.

Note: From time to time, I may place books on reserve as additional, not required, resources for you to consult.
STUDENTS WITH DISABILITIES

If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

ELECTRONIC WRITING PORTFOLIO

You may submit one of your essays for your Electronic Writing Portfolio. Keep in mind that submissions must be at least 750 words long.

OFFICE HOURS

Whenever you want to ask questions about assignments or talk about your work for the course, feel free to schedule a time to meet with me during office hours or some other time of mutual convenience. I look forward to seeing you.

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, avoiding procrastination, setting goals, and other skills to support academic achievement. The Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.
TENTATIVE SCHEDULE

OLD AND MIDDLE ENGLISH

1. Week of August 25
   - Introduction to Course
   - Abrams, Vol. I, 1-6 ("The Old English Period"); 23-28 (Bede and "Caedmon’s Hymn"; "The Dream of the Rood")
   - Beowulf (29-58)

2. Week of September 1
   - Labor Day: No Classes
   - Beowulf (58-99)
   - "The Wanderer" and "The Wife’s Lament" (99-103); "The Middle English Period" (7-12)
   - Sir Gawain and the Green Knight (156-81)

3. Week of September 8
   - Sir Gawain and the Green Knight (181-210)
   - Chaucer: Background and "The General Prologue" to The Canterbury Tales (210-34) and "The Miller’s Tale" (235-53)
   - "The Wife of Bath’s Tale" (253-81)

4. Week of September 15
   - Langland: from Piers Plowman (317-349)
   - The Second Shepherd’s Play (379-80, 391-419)
   - Malory: from Morte D’Arthur (419-39)

RENAISSANCE AND REFORMATION

5. Week of September 22
   - "The Sixteenth Century (469-96); from Moore’s Utopia (503-23)
   - Whitney’s Will and Testament (606-14)
   - Sidney (911); Sidney’s The Defense of Poesy (934-54)

6. Week of September 29
   - Spenser (614-17): The Faerie Queene, from Book I (622-87)
   - Marlowe (970-71): “The Passionate Shepherd to His Love” (989-90); The Tragical History of Dr. Faustus (990-1024)
   - Shakespeare (1026-28): Sonnet 18 (1031), Sonnet 73 (1035), Sonnet 130 (1040-41); from King Lear (1143-47, 1152-56, 1189-93)

7. Week of October 6
   - "The Early Seventeenth Century" (1209-30); Donne (1233-35): “A Valediction: Forbidding Mourning” and from Holy Sonnets (1248-49, 1268-72);
   - Review for Midterm
8. Week of October 13

Midterm Examination: Part I (in class); Handout of Part II
- Jonson (1292-94): “To Penhurst” and “Song: To Celia” (1399-1402), “To the Memory of My Beloved, The Author, Mr. William Shakespeare, and What He Hath Left Us” (1414-16);
- Marvell (1684-85): “To His Coy Mistress” and “The Definition of Love” (1691-93);
- Robert Herrick (1643-44): from Hesperides and “To the Virgins, to Make Much of Time” (1644-45, 1649-50)
- Fall Break: No Classes

9. Week of October 20

Out-of-class Midterm Essay Due; Milton (1771-74): Paradise Lost, Book I (1815-36)
- Paradise Lost, Books II and IV (1836-58, 1874-95)
- Paradise Lost, Book IX (1961-86) and from X and XII (2002-10, 2036-44)

RESTORATION AND EIGHTEENTH CENTURY

10. Week of October 27

“The Restoration and the Eighteenth Century (2045-70); Dryden (2071-72):
- Macflecknoe” (2099-2105)
- Congreve (2215-17): The Way of the World (2217-80)
- Pope (2505-9): “The Rape of the Lock” (2525-44); Essay Proposals Due

11. Week of November 3

The Rise of the Novel: Aphra Behn (2165-67): from Oronoko, or The Royal Slave (2199-2215); Defoe (2284-85): from Roxana (2285-91); Swift (2298-99): from Gulliver’s Travels (2346-72)
- Continuing Development of the Essay: Swift’s “A Modest Proposal” (2473-79); Essays of Addison and Steele (2479-87, 2492-2505); Johnson (2660-62): The Rambler Essays (2674-78)
- Johnson: from Rasselas (2678-2712); Franklin (188-91); from The Autobiography (191-99, 212-17)

SENSIBILITY, ROMANTICISM, AND VICTORIANISM

12. Week of November 10

Gray (2825-26): “Elegy Written in a Country Churchyard” (2830-33); Goldsmith (2857-58): “The Deserted Village” (2858-67); Cowper (2875): from The Task (2875-80) and “The Castaway” (280-81)
- Switch to Volume 2 of Norton. Blake (35-39): from Songs of Innocence and of Experience (43-59) and The Marriage of Heaven and Hell (72-82)
- Wordsworth (219-21) and Coleridge (416-18): Wordsworth’s “Lines” (235-38) and Book Twelfth of The Prelude (364-72); Coleridge’s “The Eolian Harp” (419-20) and “Kubla Khan” (439-441)

13. Week of November 17

Byron (551-55): from Child Harold’s Pilgrimage (563-88); Shelley (698-701): “Mont Blanc” (720-23) and “Ode to the West Wind” (730-32)
- Keats (823-26): Selected Sonnets (833-34) and Odes (849-56)
Thanksgiving Recess

14. December 1


REALISM AND MODERNISM

- American Tradition: James (1076-79): “Daisy Miller” (1079-1118)

15. Week of December 8

- Essays Due In Class; Preparation for Final; Student Evaluation of Instruction

NOTES