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ENG 4950-002: Literary History and Bibliography

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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 literary-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 develop ideas concerning likely and possible 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 (10-12 pages, not including "Works Cited" and other machinery), you will examine a period of literary transition, a period of particular interest to you. Your job will be to advance and/or challenge proposed causes for literary
change within the period of transition. Your argument must be supported by a synthesis of a significant range of secondary sources (6-8 sources).

**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 two longer responses (about 250 words each) on the basis of two of four items presented.

**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.” As you begin work on the research essay, I will meet with you during a conference. And at your request, I will meet with you to discuss your drafting of the essay. This way I can advise you about improvements you can make to the essay before you submit it for grading.

**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

**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**: This course is writing intensive; therefore, you can submit your Research Essay to the EWP.
TENTATIVE SCHEDULE

OLD AND MIDDLE ENGLISH

1. Week of August 20
   - Introduction to Course
   - Beowulf (32-58)

2. Week of August 27
   - 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)
   - Sir Gawain and the Green Knight (181-210)

3. Week of September 3
   - Labor Day: No Classes
   - 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 10
   - Langland: from Piers Plowman (317-349)
   - The Second Shepherd’s Play (379-80, 391-419)
   - Malory: "Morte Darthur" (419-39)

RENAISSANCE AND REFORMATION

5. Week of September 17
   - "The Sixteenth Century (469-96); from Moore's Utopia (503-23)
   - Sidney (9—11); Sidney’s The Defense of Poetry (934-54)
   - Spenser (614-17); The Faerie Queene, from Book I (622-87)

6. Week of September 24
   - Marlowe (970-71); “The Passionate Shepherd to His Love” (989-90); The Tragical History of Dr. Faustus (990-1024)
   - Shakespeare (1026-28); King Lear (1106-31)

7. Week of October 1
   - King Lear (1131-93)
   - "The Early Seventeenth Century" (1209-30); Donne (1233-35), Poems (1248-49, 1268-72); Herbert (1595-96), Poems (1597-99)
   - Review for Midterm
8. Week of October 8

-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)
  -Fall Break: No Classes

9. Week of October 15

-Out-of-class Midterm 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 22

-“The Restoration and the Eighteenth Century (2045-70); Dryden (2071-72): “Mac Flecknoe” (2099-2105) and from An Essay on Dramatic Poetry (2114-18)
-Congreve (2215-17): The Way of the World (2217-80)
-Pope (2505-9): “The Rape of the Lock” (2525-44) and from The Dunciad (2573-79)

11. Week of October 29

-The Rise of Prose Fiction: Aphra Behn (2165-67): from Oroonoko, 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’s The Rambler Essays (2674-78)
-Johnson (2660-62): from Rasselas (2678-2712) and The Preface to Shakespeare (2725-36)

SENSIBILITY, ROMANTICISM, AND VICTORIANISM

12. Week of November 5

-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 “Kblal Khan” (439-441)

13. Week of November 12

-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)
-Gothics: Mary Shelley (903-5): Frankenstein, “Authors Introduction (908-12) and final Scenes (1020-34); Poe (563-65 in American Tradition): “The Sleeper” (567-69) and “The Fall of the House of Usher” (591-604)
THANKSGIVING BREAK

14. Week of November 26
   - Victorian Sages: Abrams, II: Carlyle (1066-69): from *Sartor Resartus* 1077-1102) and

REALISM AND MODERNISM
   - James (1076-79) in *American Tradition*: “The Beast in the Jungle” (1135-64)

15. Week of December 3
   - Eliot (1516-19): “The Love Song of Alfred Prufrock” (1524-28); Stevens (1563-64): Selected Poems (1570-76) All poems are from *American Tradition*.
   - Yeats (2085-88): Selected Poems (2106-2113); Joyce (2231-35): from *Ulysses* (2269-2309)
   - Essays Due In Class; Review; Students Evaluation of Instruction

NOTES