

Fall 8-15-2009

ENG 2009G-004: All is Fair in Love and War?: The Cultural Value of Emotion from The Faerie Queene to Fight Club

M Caldwell
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall2009



Part of the [English Language and Literature Commons](#)

Recommended Citation

Caldwell, M, "ENG 2009G-004: All is Fair in Love and War?: The Cultural Value of Emotion from The Faerie Queene to Fight Club" (2009). *Fall 2009*. 68.

http://thekeep.eiu.edu/english_syllabi_fall2009/68

This Article is brought to you for free and open access by the 2009 at The Keep. It has been accepted for inclusion in Fall 2009 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

All is Fair in Love and War?: The Cultural Value of Emotion from *The Faerie Queene* to *Fight Club*

Prof. Caldwell
Email: mcaldwell@eiu.edu
Office: Coleman 3015
Hours: MWF 2-3, or by appt.

Course: ENG 2009G/004
Class Meetings: Coleman 3170
MWF 11-11:50

Texts

Ovid, *Metamorphoses*
 Plato, *Symposium* (selections on e-reserve)
 Geoffrey Chaucer, *Canterbury Tales* (selections)
 Edmund Spenser, *Faerie Queene*, Book 2 (selections)
 William Shakespeare, *Othello*, *Sonnets* (selections)
 Elizabeth Braddon, *Lady Audley's Secret* (selections)
 Mary Shelley, *Frankenstein*
 Toni Morrison, *The Bluest Eye*
 Kazuo Ishiguro, *Never Let Me Go*
 Chuck Palahniuk, *Fight Club* (film version)
 Hal Hartley, *Flirt* (film)
 Tim O'Brien, "The People We Marry" (e-reserve)
 Raymond Carver, "What We Talk About When We Talk About Love" (e-reserve)

Course Expectations

In teaching an English course that is also a general education course, my goal is to help you develop your analytical thinking skills as well as your written and oral communication skills by studying a focused topic (emotion) across a broad range of time (from the ancient period to the present). While at first the older material covered in this class may seem remote or irrelevant to you, I believe that studying the past and appreciating its differences and similarities with our own time can help us to better understand and define our own values. It is expected that you come to class having read the assigned text for the day, that you are ready to participate in class discussion, that you will actively and respectfully listen to the ideas of your peers, and that you bring the text to class with you (preferably stuffed full with sticky notes marking passages you want to discuss).

Office Hours

I am absolutely committed to your success in this course and at EIU more generally. I will hold regularly scheduled office hours every week. Please use them, and when they do not fit into your schedule, please ask me about making an appointment. I'm happy to help you work through difficult texts, develop paper ideas, or discuss any concerns or frustrations you have about the course. I am also happy to answer emails, but do not wait until the last hour (or minute!) before an assignment is due to email me.

Classroom Expectations

The classroom is meant to be a place of engaged thought and productive discussion. Arguing your point is encouraged, but so is listening and respecting everybody's opinion in the room. Please set cell phones to vibrate and put them away. If you choose to use a laptop computer for taking notes during class, please turn off all wireless capability. Distracting the class from its work is disrespectful to everybody in the room. The first time I catch you texting or chatting or doing other kinds of distracting or irrelevant behaviors, you will receive a warning; the second time you will be

asked to leave the classroom and your grade will suffer. If you eat or drink in class, please do so discreetly.

Assignments and Grade Breakdown:

1. Response papers (20% total, 5% each)

I will post detailed instructions about response paper assignments on WebCT. Over the semester, you will have the opportunity to write six 2-page response papers; however, you are only required to write **four** of the six (*except for the first paper, you may choose which ones you want to write, but I urge you to not do them all at the end!*). I will post a focal question for the response paper on WebCT. While the paper need not be as polished as a formal term paper, it should demonstrate that you have read and thought about the reading and it should explore one main point using evidence (i.e. do not ramble aimlessly and do use quotations). These papers should be typed and double-spaced and obey the basic rules of grammar and mechanics.

2. Term paper (20% total)

You may choose to develop one of your response papers into a longer 6-7 page, polished paper, or you may develop a new topic altogether. You will have a chance to discuss your papers with me in an optional conference, have a draft workshop with your peers, and receive feedback from me on a draft of your term paper in a mandatory conference. In short, you will have plenty of time and resources to help you develop and hone your writing skills.

3. Short Group Presentations (20% total)

Group work and oral communication skills are vital in the world outside of college. You will be paired with 4-5 other members of the class and asked to do a small amount of additional reading that is related to an assigned reading. You will meet with your group to discuss the material and prepare a short 5-10-minute presentation to the class on the material (details will be described in the assignment posted on WebCT). In order to document your work, the group should submit 1 brief 1-page outline or lesson plan detailing the main points you want to share with the class; the group should write a paragraph or list documenting what each person contributed to the assignment, which each member of the group will be asked to sign.

4. Exams (40% total, 20% each)

There will be a midterm and a cumulative final exam on Wednesday, Dec. 16, 10:15-12:15.

5. Extra Credit

Insightful and regular contributions to the discussion board and/or extra response papers can earn you extra credit in the course.

Participation:

While there is no formal participation grade, I reserve the right to lower your final grade if you do not participate or if you make it evident that you, at bare minimum, are not at least actively listening to class discussion (i.e. following along in the text and taking notes). Conversely, if you are an active participant in discussion on a daily basis and you contribute thoughtful ideas to our class, I reserve the right to raise your final grade. In order to assist you and give you a sense of some ideas we may discuss in class, reading questions will be posted for each assignment, so there will be no excuse for not having something to say in class. While it is my hope that everyone is comfortable sharing their ideas in class, you may also want to contribute to class discussion by using the discussion board on WebCT.

Absences and Tardiness:

You must attend class in order to participate; if you are absent more than 3 times during the semester, your grade may be lowered. If there is a reason why you must be absent from class, please discuss this need with me so that we can make sure you do not fall behind in the class. Please arrive to class on time; after several late arrivals, I may start counting you absent. Late assignments will rarely be accepted, and then only with prior permission.

Plagiarism:

Plagiarism absolutely will not be tolerated. If at any point in the semester you find that you are confused about what constitutes plagiarism, it is your responsibility to come talk to me **before** you turn in an assignment. If you plagiarize recklessly and intentionally on any assignment, you will receive a failing grade in the course. If you plagiarize unintentionally, you will likely receive a failing grade on the assignment and/or be asked to resubmit your work.

Schedule of Readings and Assignments**Weeks 1-2: Defining Attraction and Human Emotion**

- Aug. 24 1st day of class, overview of course expectations
 Aug. 26 Ovid, *Metamorphoses*, from Bk. 1, p. 1-16
 Aug. 28 Plato, *Symposium*, p. 3-27 (on e-reserve: password = mc2009)
 Aug. 31 Plato, *Symposium*, p. 36-50 (on e-reserve)
 Sept. 2 **Response paper 1 due (mandatory)**, in class discussion of papers

Weeks 3-4: The Things We Do For Love: Human and Cosmic Forces on Love

- Sept. 4 Chaucer, *Knight's Tale*, Part 1-2
 Sept. 7 Labor day, no class
 Sept. 9 Chaucer, *Knight's Tale*, Part 3; **short presentation 1 (group)**: Ovid's *Metamorphoses* and Chaucer's *Knight's Tale*
 Sept. 11 Chaucer, *Knight's Tale*, Part 4
 Sept. 14 Chaucer, *The Miller's Tale*

Weeks 5-7: Passions Run Amok and the Ethics of Emotion

- Sept. 16 Spenser, *Faerie Queene*, Canto 1
 Sept. 18 Spenser, Canto 4, stanzas 1-36
 Sept. 21 Spenser, Canto 12, stanzas 1-2, 42-87; **response paper 2 due**
 Sept. 23 Shakespeare, *Othello*, Act 1
 Sept. 25 Watch film version of *Othello*
 Sept. 28 *Othello*, Acts 2-3
 Sept. 30 *Othello*, Act 4
 Oct. 2 *Othello*, Act 5; **response paper 3 due**
 Oct. 5 Shakespeare's *Sonnets*: 12, 15, 18, 23, 24, 29, 60, 73, 94, 113, 135, 138, 147

Oct. 7 **Short presentation 2 (group):** Shakespeare's *Sonnets*
Oct. 9 Fall break—no class

Weeks 8-11: Madness, Obsession, and the Motives of Love and Hate

Oct. 12 **Midterm exam**
Oct. 14 Elizabeth Braddon, *Lady Audley's Secret*, Volume 1
Oct. 16 *LA's Secret*, Volume 1

Oct. 19 *LA's Secret*, Volume 2 (short section) and 3
Oct. 21 *LA's Secret*, Volume 3; **response paper 4 due**
Oct. 23 Mary Shelley, *Frankenstein*, opening materials (Introduction of Mary Shelley, Preface, and letters)

Oct. 26 *Frankenstein*, volume 1
Oct. 28 *Frankenstein*, volume 2
Oct. 30 *Frankenstein*, volume 3

Nov. 2 *Frankenstein*; **short presentation 3 (group): critical readings [on e-reserve]**
Nov. 4 Film, Hal Hartley's "Flirt"
Nov. 6 "The People We Marry," Tim O'Brien [on e-reserve]; attend O'Brien talk, **1-page paper proposal due**

Weeks 12-15: Communicating Emotion in a Postmodern World

Nov. 9 Toni Morrison, *The Bluest Eye*, opening and Autumn; **conference about paper proposals (recommended)**
Nov. 11 *The Bluest Eye*, Winter
Nov. 13 *The Bluest Eye*, Spring (to 163[?])

Nov. 16 *The Bluest Eye*, Spring (remaining) and Summer; **response paper 5 due**
Nov. 18 **Draft of term paper due for in-class workshop**
Nov. 20 Film: *Fight Club*, **Draft of term paper due (turn in workshop and revised draft)**

Nov 23-27 Thanksgiving break

Nov. 30 *Fight Club*; **conferences on drafts (mandatory)**
Dec. 2 Kazuo Ishiguro, *Never Let Me Go*
Dec. 4 *Never Let Me Go*

Dec. 7 *Never Let Me Go*; **response paper 6 due**
Dec. 9 "What We Talk About When We Talk About Love," Raymond Carver [on e-reserve]
Dec. 11 Course review, discussion of final papers; **final paper due (please include all drafts).**