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ENG 4950-002: Literary History and Bibliography

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English 4950

Literary History and Bibliography

Dr. Angela Vietto

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Class web site: <http://www.uvl.eiu.edu/~cfarv/4950.html>

Office hours: Tuesday 1:30-3, Thursday 10-12, and by appointment

Course Objectives

- ◆ To help you synthesize what you've learned in various literature courses as an English major into a historical narrative of the development of English and American literature
- ◆ To allow you to fill in gaps in that historical narrative and to obtain at least a nodding acquaintance with important authors, texts, or periods you've missed along the way
- ◆ To enable you to discuss in an informed way questions about the ongoing formation and revision of literary canons
- ◆ To allow you to consider the advantages and disadvantages of historical approaches to literary study and enable you to articulate your own position regarding historical approaches
- ◆ To give you additional practice in writing historically oriented interpretation of texts
- ◆ To increase your familiarity with a variety of bibliographic and scholarly resources

A Few Words About the Course

This course is required of all undergraduate English majors and open to English graduate students; it is a 4000-level course; it is designed to serve (along with the senior seminar) as a capstone to an undergraduate education or else as a foundation and refresher for graduate students. If I'm doing my job right, then, this should be a pretty challenging course. But I hope it will also be an enjoyable one—a course in which you find yourself making connections that you hadn't made before, finding new significance in things you've learned in the past, and making some sense out of the portion of your English major that has dealt with literary study.

Texts

Norton Anthology of English Literature, 7th ed., vols. 1 and 2

Norton Anthology of American Literature, 5th ed., vols. 1 and 2

Disability Information

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

Course Requirements and Grading

Quizzes	100	Final Grading Scale	
Mid-Term Exam	100		
Final Exam	200	900-1000	A
Seminar Project	200	800-899	B
In-Class Presentations	100	700-799	C
*Short Writing Assignments	100	600-699	D
Class Participation	100	599 & below	F
*Out-of-class Participation	100		
TOTAL	1000+		

*Extra credit possible.

QUIZZES AND EXAMS: One purpose of this course is for you to leave it with some very specific information that all English majors should know. As a result, quizzes will be all objective questions, and your exams will consist of about 2/3 objective questions and 1/3 essay. Missed quizzes may be made up with a short writing assignment provided by the instructor, covering the same material treated on the quiz.

SEMESTER PROJECT: The final paper for this course will require you to take a historical approach to interpreting and commenting on a novel, play, or long poem of your choice. Early in the semester, a more detailed assignment sheet will be provided. *You must complete the semester project with all of its required preliminary parts in order to pass this class.*

IN-CLASS PRESENTATIONS: Each member of the class will give two in-class presentations over the course of the semester; these will be assigned early in the semester. Each in-class presentation will also include a short written component that you will submit at least one calendar day before your presentation, so that it can be photocopied for the class.

SHORT WRITING ASSIGNMENTS: I will frequently provide topics for short writing assignments (at least one per major text we read); the first two such assignments are mandatory, but after that you may choose which of the assignments you will complete. Although I have designated 100 points in this category, you may earn extra credit by completing additional short writing assignments. Also, each short writing assignment may be revised (once) for an improved grade. Revisions must be accompanied by the original, graded assignment and may be turned in until the last day of class.

CLASS PARTICIPATION: This portion of your grade includes meaningful participation in class discussion and in scheduled individual conferences.

OUT-OF-CLASS PARTICIPATION: Because this course is about making connections, I require that you participate in discussions of literary study outside our classroom. Although I designate 100 points in this category, you can earn extra credit by participating in out-of-class activities beyond 100 points. Credit will be granted as follows:

- (a) participation in online discussion on the class listserv (up to 10 points per posting, depending on content and significance of contribution);
- (b) participation in small soirees with special guests, organized specifically for the class (20 points per event);
- (c) attendance at designated lectures or other events (20 points per event; attendance must be verified);
- (d) presentation of your semester project at the English/English Education conference (50 points);
- (e) participation in the English/English Education conference as an audience member (10 points per session attended).

Citation and Documentation of Sources

Any time you use sources other than an assigned primary text, you should cite sources and document them using MLA style. If you're not yet certain about MLA style, you will find a useful reference on the class web site. I am also more than happy to assist during office hours.

The English Department's Statement 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 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.”

My Statement on Plagiarism

Since this is an advanced course for English majors, I assume you understand the definition of plagiarism as presented above. I also assume that you share with me and with the rest of the faculty the respect and love for ideas and language that would lead you to scorn the idea of appropriating someone else’s words or thoughts without proper attribution.

If you have any questions or concerns about your use of sources in any assignment, however, please consult with me in person *before* submitting to me the work about which you have a doubt. If you are tempted to plagiarize because of time constraints, ask for an extension instead. No quarter will be granted to anyone who submits work that is demonstrably plagiarized.

Attendance

Given the nature of this course, I suspect you will find it difficult to do well if you do not attend class regularly, but I will not penalize you for absences per se. Attendance is at your discretion. ***Nota bene:*** It is your responsibility to obtain notes from a classmate on days you’ve missed class and to contact me if you know you will have to miss class on a day when you are scheduled to give a presentation, attend a conference, or attend an out-of-class gathering.

Class Listserv

Instructions for subscribing to the class listserv and for posting messages to the listserv will be distributed in class. Even if you do not intend to participate in discussion on the listserv, you should subscribe to it, using an email address that you check regularly. Announcements about the class may be posted to the listserv.

You may use the listserv for out-of-class discussion of class-related topics at any time. You might choose to continue a discussion that was begun in class; ask a question prompted by your reading; direct your classmates’ attention to a source, reference materials, or other information that you think would be helpful to discussion; discuss progress on your influence paper; etc. In addition, I may occasionally post questions or responses to class discussion—but you do not need to wait for me in order to use the listserv for out-of-class discussion.

Schedule of Classes

(subject to change)

Readings should be completed *before* the class when they are scheduled to be discussed.

Abbreviations: E1: *Norton Anthology of English Literature*, vol. 1
E2: *Norton Anthology of English Literature*, vol. 2
A1: *Norton Anthology of American Literature*, vol. 1
A2: *Norton Anthology of American Literature*, vol. 2

- M Jan 13 Introductions: Course, classmates, syllabus
- W Jan 15 **Due: Reading Survey and first short writing assignment
Lecture: History of the study of English and American literature
Discussion: Perspectives/experiences as English majors
- F Jan 17 **Due: Second short writing assignment
Reading: Department discussion on curriculum, collection of theoretical statements on canon and related issues (reading will be distributed in class on W Jan 15)
Discussion: Curricula, canons, and the purpose of literary study
- M Jan 20 *Martin Luther King, Jr. Birthday Observed—No classes*
- T Jan 21 *Individual conferences*
- W Jan 22 EARLY MIDDLE AGES
Reading: E1: "The Persistence of English," introduction and "The Emergence of the English Language," pp. xlvii-li, introduction to the Middle Ages through Anglo-Norman England, pp. 1-9, "Old and Middle English Prosody," pp. 19-20, Timeline, p. 21, Bede and Caedmon's *Hymn*, and *The Dream of the Rood*, pp. 23-28, *The Wanderer* and *The Wife's Lament*, pp. 99-103. (21 pages)
- F Jan 24 Reading: *Beowulf* through the fight with Grendel's mother, pp. 29-68 (through line 1650). (39 pages)
- M Jan 27 **Due: Semester project Part 1
Reports:
Beowulf, lines 1651-3182, E1, pp. 68-99
Legendary Histories of Britain, E1 pp. 115-126
Marie de France, *Lanval*, E1 pp. 126-140

- W Jan 29 ****Quiz: Early Middle Ages**
LATER MIDDLE AGES (FOURTEENTH AND FIFTEENTH CENTURIES)
 Reading: El: “Middle English Literature in the Fourteenth and Fifteenth Century” and “Medieval English,” pp. 9-18; Timeline, p. 22; Chaucer, intro and General Prologue to *The Canterbury Tales*, pp. 210-235. (35 pages)
- F Jan 31 No class—Extra time to read Chaucer and work on Semester project Part 2.
- M Feb 3 Reading: El: *The Miller’s Prologue and Tale*, *The Man of Law’s Epilogue*, and *The Wife of Bath’s Prologue and Tale*, pp. 235-280; Chaucer’s Retraction, p. 313. (46 pages)
- W Feb 5 Reading: El: *The Book of Margery Kempe*, pp. 366-379; Middle English Lyrics, pp. 349-355. (19 pages)
 Reports:
 Sir Gawain and the Green Knight, El pp. 156-210
 The Wakefield Second Shepherds’ Play, El pp. 391-419
- F Feb 7 ****Quiz: Later Middle Ages**
RENAISSANCE/SIXTEENTH CENTURY (1485-1603)
 Reading: El: Introduction and Timeline, pp. 469-498; Wyatt, “They flee from me” pp. 529-530; Marlowe, “The Passionate Shepherd to His Love,” p. 989-990; Raleigh, “The Nymph’s Reply to the Shepherd” p. 879; Queen Elizabeth, “On Monsieur’s Departure,” p. 595. (33 pages)
- M Feb 10 Reading: El: Sidney’s *Defense of Poesy*, pp. 933-955; Shakespeare’s Sonnets, introduction, pp. 1026-1028; sonnets no. 3 (pp. 1029-1030), 18 (p. 1031), 20 (pp. 1031-1032), 29 (p. 1032), 55 (pp. 1033-1034), 106 (p. 1037), 116 (pp. 1038-1039), 129 & 130 (pp. 1040-1041). (33 pages)
 Report: Spenser, *The Faerie Queene*, El pp. 622-863
- W Feb 12 Reports:
 Marlowe, *The Tragical History of Doctor Faustus*
 Shakespeare, various plays (to be determined)
- F Feb 14 *Lincoln’s Birthday Observed—No classes*
- M Feb 17 ****Quiz: Sixteenth Century**
EARLY SEVENTEENTH CENTURY (1603-1660)
 Reading: El: Introduction, pp. 1209-1232; Donne “The Flea” p. 1236; “The Canonization” pp. 1240-1241; “A Valediction: Forbidding Mourning” p. 1248; “To His Mistress Going to Bed” pp. 1256-1257; Sonnet 10 p. 1270; Sonnet 14 p. 1271; Ben Jonson, “On My First Daughter” “To John Donne” pp. 1394-1395; “A Sonnet...to Lady Mary Wroth” p. 1408; Wroth, sonnet 77 p. 1431. (33 pages)

- W Feb 19 Reading: El: Bacon, *Essays*, pp. 1529-1542; Hobbes, selections from *Leviathan*, pp. 1587-1595; Cavendish, "A True Relation" and "The Blazing World" pp. 1762-1771. (33 pages)
- F Feb 21 Reading: El: Milton, intro and selections, pp. 1771-1815. (44 pages)
- M Feb 24 ENGLISH NORTH AMERICAN COLONIES, SEVENTEENTH CENTURY
 Reading: Introductory materials to be provided in class; Al: Winthrop, *A Model of Christian Charity*, and selections from the *Journal*, pp. 214-234; Williams, *The Bloody Tenet* and "A Letter," pp. 243-246. (30 pages)
 Reports:
 Bradford Al pp. 164-205
 Mather Al pp. 373-400
- W Feb 26 Reading: Al: Bradstreet, "In Honor of ... Queen Elizabeth," pp. 256-259; "The Author to Her Book," "Before the Birth," "To My Dear and Loving Husband," "A Letter to Her Husband," "Another," pp. 270-273; "In Memory of ... Elizabeth Bradstreet," p. 275; Taylor, "The Soul's Groan" and "Christ's Reply," pp. 341-345; "Upon Wedlock, and Death of Children," pp. 346-347; "Huswifery," pp. 349-350; Wigglesworth, *The Day of Doom*, pp. 283-297. (27 pages)
- F Feb 28 ****Quiz: English and American Seventeenth Century**
RESTORATION/EIGHTEENTH CENTURY (1660-1785)
 Reading: El: Introduction and Timeline, pp. 2045-2070; Bunyan, from *The Pilgrim's Progress*, pp. 2137-2145; Locke, from *Essay Concerning Human Understanding*, pp. 2145-2150. (38 pages)
- M Mar 3 ****Due: Semester Project Part 2**
 Reading: El: Earl of Rochester, "The Disabled Debauchee" and "The Imperfect Enjoyment," pp. 2162-2165; Behn, "The Disappointment," pp. 2167-2170; Addison & Steele, intro pp. 2479-2481; *Tatler* 21, pp. 2481-2482; *Spectator* 2, pp. 2484-2488; *Spectator* 62 and 267, pp. 2494-2502. (22 pages)
 Reports:
 Pope's *Essay on Criticism*, El pp. 2509-2525
 Pope's *Rape of the Lock*, El pp. 2525-2544
 Swift's *Gulliver's Travels*, El pp. 2329-2473

- W Mar 5 Reading: E1: Samuel Johnson, *A Dictionary of the English Language*, *The Preface to Shakespeare*, and selections from *Lives of the Poets*, pp. 2719-2749; Gray, "Ode on the Death of a Favorite Cat" pp. 2829-2830; Smart, [My Cat Jeoffry] pp. 2840-2842. (34 pages)
 Reports:
 Boswell, *Life of Johnson* E1 2752-2783
 Defoe, *Robinson Crusoe*
 Defoe, *Moll Flanders*
 Burney, *Evelina*
 Richardson, *Clarissa*
- **R Mar 6** Early Mid-Term Exam Opportunity, time TBA
- F Mar 7 ****Quiz: Eighteenth Century**
 Review for Mid-Term Exam
- M Mar 10- *Spring Break*
 F Mar 14
- M Mar 17 ****MID-TERM EXAM**
- W Mar 19 **AMERICAN EIGHTEENTH CENTURY**
 Reading: A1: Edwards, Personal Narrative, pp. 441-452; Franklin, Autobiography, pp. 523-584. (72 pages)
 Report:
 Edwards, "Sinners in the Hands of an Angry God" A1 pp. 474-485
- F Mar 21 ****Due: Semester Project Part 3.**
 Reading: A1: Crèvecoeur, "What Is an American?" pp. 641-650; Paine, *Common Sense* and *The Crisis* No. 1, pp. 693-705; Declaration of Independence (to be provided in class). (24 pages)
 Reports:
 Franklin, "An Edict by the King of Prussia"
 Paine, *The Age of Reason*, A1 pp. 705-712
- M Mar 24 Reading: A1, Freneau, "To Sir Toby," "On Mr. Paine's Rights of Man," and "On the Religion of Nature," pp. 818-821; Wheatley, "On Being Brought from Africa to America," p.825; "To the University of Cambridge, in New England," pp. 829-830; "To His Excellency General Washington," pp. 834-835; Morton, "The African Chief" pp. 842-844. (7 pages)
 Reports:
 Equiano, *The Interesting Narrative*, A1 pp. 751-786
 Murray, "On the Equality of the Sexes," A1 pp. 786-795
 Brockden Brown, *Edgar Huntly or Wieland*

- W Mar 26 ****Quiz: American Eighteenth Century**
ROMANTIC PERIOD (1785-1830)
 Reading: E2: Introduction and Timeline, pp. 1-23; Blake, *Songs of Innocence and of Experience*, pp. 43-59. (39 pages)
- F Mar 28 Reading: E2: Wordsworth, Preface to *Lyrical Ballads*, pp. 238-251; "She dwelt among the untrodden ways" p. 252; "A slumber did my spirit seal" and "I traveled among unknown men," p. 254; "My heart leaps up" p. 285; "Ode: Intimations of Immortality," pp. 287-292; "The world is too much with us" "Surprised by joy" pp. 297-298; Coleridge, "Kubla Khan," pp. 439-441; "Dejection: An Ode" pp. 459-462; Letters on Shakespeare, pp. 486-489. (33 pages)
- M Mar 31 Reading: E2: Byron, "She walks in beauty," p. 556; Shelley, "Mont Blanc," pp. 720-723; "Ode to the West Wind," pp. 730-732; Keats, "When I have fears that I may cease to be," pp. 833-834; "Ode on a Grecian Urn" pp. 851-853. (12 pages)
 Reports:
 Byron, *Don Juan*, E2 pp. 621-689
 De Quincey: *Confessions of an English Opium Eater*, E2 pp. 530-543
 Mary Shelley, *Frankenstein; or, The Modern Prometheus*, E2 pp. 903-1034
 Austen, *Pride and Prejudice*
- W Apr 2 ****Quiz: Romantic Period**
VICTORIAN PERIOD (1830-1901)
 Reading: Introduction and Timeline, pp. 1043-1065; Carlyle, *Past and Present*, pp. 1110-1119; Mill, *On Liberty*, pp. 1146-1155. (40 pages)
 Reports:
 Darwin and Evolution E2 pp. 1679-1696
 Industrialism E2 pp. 1696-1719
 The Woman Question E2 pp. 1719-1740
- F Apr 4 ****Due: Semester Project Part 4.**
 Reading: Barrett Browning, Sonnets from the Portuguese, pp. 1179-1180; Tennyson, "The Kraken," p. 1201; "Mariana," p. 1202; Browning, "Soliloquy of the Spanish Cloister," pp. 1350-1352; "My Last Duchess," pp. 1352-1353; Rossetti, "The Blessed Damozel," pp. 1574-1578. (13 pages)
- M Apr 7 Reports:
 Charlotte Bronte, *Jane Eyre*
 Emily Bronte, *Wuthering Heights*
 Thackeray, *Vanity Fair*
 Eliot, *Middlemarch*
 Dickens, *Hard Times*
 Hardy, *Jude the Obscure*
 Wilde, *The Importance of Being Earnest*

- W Apr 9 **Quiz: Victorian Period
AMERICAN EARLY NINETEENTH CENTURY
 Reading: A1, Introduction and Timeline, pp. 917-933; Poe, "The Raven," pp. 1492-1495; Annabel Lee, pp. 1498-1499; "The Tell-Tale Heart," pp. 1546-1550. (24 pages)
- F Apr 11 **Due: Paper description for English/English Education conference (optional).
 Reading: A1, Emerson, "The American Scholar," pp. 1101-1114; "Self-Reliance," pp. 1126-1144; "Experience," pp. 1159-1174. (66 pages)
- M Apr 14 Reading: Thoreau, "Resistance to Civil Government," pp. 1752-1768; Douglass, "The Meaning of July Fourth for the Negro," pp. 2057-2076. (35 pages)
 Reports:
 Melville, *Moby-Dick*
 Hawthorne, *The Scarlet Letter*
- W Apr 16 **Quiz: American Early Nineteenth Century
AMERICAN, LATER NINETEENTH CENTURY
 Reading: A1, Song of Myself (1881), pp. 2198-2241; Dickinson, "I like a look of Agony" p. 2496; "Wild Nights" p. 2496; "There's a certain Slant of light" p. 2496; "Tell all the Truth but tell it slant" p. 2518; "A Route of Evanescence," p. 2521. (46 pages)
- F Apr 18 **Due: Semester Project Part 5.
 Reading: A2: Howells, "Novel-Writing and Novel-Reading," pp. 241-258
 Reports:
 James, *Portrait of a Lady*
 Twain, *Adventures of Huckleberry Finn*
 Twain, *A Connecticut Yankee in King Arthur's Court*
 Howells, *A Modern Instance*
 Chopin, *The Awakening*
 Chesnut, *The Marrow of Tradition*
- M Apr 21 Reading: A2: James, "The Art of Fiction," pp. 370-385
 Reports continued.
- T Apr 22 *Individual Conferences to Discuss Zero Draft.*
 W Apr 23 **Quiz: American Later Nineteenth Century
EARLY TWENTIETH CENTURY (BRITISH AND AMERICAN)
 Reading: Introductory materials to be distributed in class; E2: Eliot, "Tradition and the Individual Talent," pp. 2395-2401; "The Love Song of J. Alfred Prufrock," pp. 2364-2367; Yeats, "The Lake Isle of Innisfree," p. 2092; "The Second Coming," pp. 2106-1207; Dylan Thomas, "The Force That Through the Green Fuse Drives the Flower," pp. 2517-2518; "Do Not Go Gentle into That Good Night," p. 2524. (15 pages)

- F Apr 25 Reading: E2: "Araby," pp. 2236-2240; *Ulysses*, pp. 2269-2309. (34 pages)
 Reports:
 Woolf, *Mrs. Dalloway*
 Woolf, *To the Lighthouse*
 Joyce, *Finnegans Wake*
 James, *The Golden Bowl*
- Sat. Apr. 26* ENGLISH/ENGLISH EDUCATION CONFERENCE—All morning, Coleman Hall
- M Apr 28 Reading: A2: Sandburg, "Chicago," p. 1161; Stevens, "Sunday Morning," pp. 1168-1171; "Thirteen Ways of Looking at a Blackbird," pp. 1174-1175; Pound, "In a Station of the Metro," p. 1236; Millay, [I, being born a woman] p. 1458; [I will put Chaos into fourteen lines], p. 1460; cummings, "in Just—" p. 1479; "next to of course god america i" p. 1483; "somewhere I have never traveled, gladly beyond," p. 1485; Hughes, "I, Too" p. 1733; "Democracy," p. 1739. (13 pages)
 Reports:
 Fitzgerald, *The Great Gatsby*
 Larsen, *Passing*
 O'Neill, *Long Day's Journey into Night*
- W Apr 30 Discussion/review
- F May 2 ****Due: Semester Project Final Paper.**
 Discussion/review; last day of class
- Tues. May 6* ****FINAL EXAM**
12:30-2:30