

Fall 8-15-2003

# ENG 4950-001: Literary History and Bibliography

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## Recommended Citation

Vietto, Angela, "ENG 4950-001: Literary History and Bibliography" (2003). *Fall 2003*. 142.  
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English 4950, Fall 2003

4950-001

## Literary History and Bibliography

Dr. Angela Vietto

Office: 3345 Coleman Hall / 581-6293

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Office hours TR 10:30-12, W 10-11:30; and by appointment

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

### Course Objectives

- ◆ To help you synthesize what you've learned in various literature courses into a historical narrative of the development of English and American literature
- ◆ To allow you to fill in some 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 introduce you to bibliography (the study of manuscripts and printed items as material objects)
- ◆ To give you additional practice in writing historically oriented interpretation of texts

### Texts

*Norton Anthology of English Literature*, 7<sup>th</sup> ed., vols. 1 and 2

*Norton Anthology of American Literature*, 5<sup>th</sup> ed., vols. 1 and 2

### Course Requirements and Grading

		Final Grading Scale	
Contribution to Discussions	100 points		
Quizzes (4 @ 50 points)	200 points		
Short Papers (5 @ 60 points)	300 points	900 and up	A
Reading Survey	100 points	800-899	B
Individual Reading Unit	125 points	700-799	C
Final Class Presentation	75 points	600-699	D
Final Exam	100 points	0-599	F
Conference Presentation (optional)	<u>100 points</u>		
<i>Total Possible Points</i>	1000-1100		

*You may retake quizzes to improve your grade.* Retake quizzes will cover the same information, but questions and order of questions may change. Quizzes may be retaken as many times as desired, up to the last day of class. Please meet with me briefly before scheduling a retake.

*You may revise papers to improve your grade.* Papers may be revised as many times as desired. Revisions will be accepted until the last day of class. Please meet with me briefly before revising.

### 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.

# *Policies and Advice*

## *Reading*

This course is, by its nature, a course that aims to develop breadth and synthesis rather than depth in any one area or any one text. That does not mean, however, that you should skip or skim readings. On the contrary, I'll be relying on you to use all the skills you've developed as a professional reader of literature, so that the assigned readings will add a degree of depth to the broad perspective we'll attempt to develop through class discussions. (In addition, you'll find that carefully reading the assigned texts is critical to doing well on quizzes, and should also be helpful to your papers.)

## *Taking Notes*

If you plan to teach literature at any level or if you plan to attend graduate school in English, you'll find it invaluable to keep your notes about everything you've ever read. If, as many students tell me, you don't normally take notes on your reading unless you're required to turn in something written for a grade, this class is an ideal time to develop the habit of making some basic notes that might be of use to you in the future if you decide to teach what you've read, or if you want to refer back to a text you've already read for some future class. If you want some guidance on note-taking, I can provide a worksheet and advice.

## *Short Papers*

You may, if you wish, use the same text as the subject of Papers 1-4 (for all four of them, or for just two or three). I encourage you to choose a text that you find especially interesting—either one that you've read recently and wish to explore further, or one that you've always wanted to read but haven't yet had the time.

It's fine to use a text you wrote about in a previous class, as long as you're not recycling the actual paper (since these assignments are very specific, that wouldn't work very well anyway). Note well, however: If you wish to use a text that you are working with in another course this semester, and you plan to reuse *any* part of the work you do in this class for another class this semester, University policy requires that you obtain the permission of BOTH instructors. Failure to do so may be construed as academic dishonesty.

## *Optional Conference Presentation*

In addition to the final presentation that you will make in class, you have the option of making a presentation at the English Student Conference. If you choose to do so, you'll have to propose a paper (or, if you wish, a panel in conjunction with classmates) by a due date that will be announced later this semester. It's best to make a decision pretty early in the semester about whether or not you plan to do this, and if you do wish to do the optional presentation, you'll find it will be very advantageous to use the same text as the focus of Papers 1-4, since your conference presentation would most likely grow out of some combination of those papers. I'll offer additional information and assistance on this project over the semester.

I highly recommend this option, especially to those of you who intend to go to graduate school.

## *8:00*

I'm not really a morning person. Many college students aren't, either. But I believe that together we can overcome this disadvantage and make this a great and memorable class anyway. The truth is, though, if you've had little sleep, that'll be difficult. So if you're not normally up at this hour, think hard about your time management this semester. And feel free to bring your coffee or other breakfast items (I'll probably bring breakfast stuff now and again as well).

# *Policies and Advice (continued)*

## *Attendance*

If you wish to earn an A or B in this class, I believe you will find it almost indispensable to attend class whenever humanly possible. Nonetheless, I will not penalize you for absences per se, except in the case of the individual reading unit, in which your attendance at group meetings is mandatory to earn points for the unit. Of course frequent absences will also make it difficult to earn points for contributing to discussion.

## *Late Work/Make Up Work*

If you miss class due to a documented illness or emergency on the day a paper is due or a quiz is given, simply bring your documentation when you talk to me about making up the work. If you miss class for any other reason, you may still make work up, with a 10% per day late penalty to your grade. (On the other hand, I'm always willing to grant extensions to paper deadlines if they are requested BEFORE the deadline.)

## *Communicating with Me*

In addition to my announced office hours, I am often in Coleman Hall from early in the morning into the evening. So I'm available to meet at lots of times, but you should always check in advance to save yourself a wasted trip. Just see me before or after class, or phone me at the office to arrange an appointment. I am also more than happy to meet over coffee, in which case I'll offer one beverage of your choice, on me.

Please do not email me about anything that needs a quick reply. Rather, speak to me face to face or by phone (if you don't reach me at the office, I have voicemail, so please leave a detailed message). Instant messenger is also fine, if you find me at my desk (my userid on AOL IM is Vietto).

## *Electronic Writing Portfolio*

This is a writing-intensive course, so you may submit a paper from this course for the EWP (except for seniors, who are required to make a submission from their senior seminars). A link to the EWP submission form can be found on the class web site. The deadline to obtain my signature on an EWP submission form is the date of our final examination.

## *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 seniors and graduate students, I assume you understand the definition of plagiarism 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 question. 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.

## Course Overview

Schedules of reading assignments will be distributed before the beginning of each segment.

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M Aug 25      Introductions

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### CHRONOLOGY AND MAJOR FIGURES & WORKS

W Aug 27      Early Middle Ages  
F Aug 29      Later Middle Ages  
M Sept 1      *Labor Day Observed—No Class*  
W Sept 3      Renaissance (British)  
F Sept 5      Early Seventeenth Century (British)  
M Sept 8      Colonial Period (American)  
W Sept 10     Restoration and Eighteenth Century (British)  
                 **\*\*Reading Survey Due**  
F Sept 12     Eighteenth Century (American)  
M Sept 15     Nineteenth Century (British)  
W Sept 17     Nineteenth Century (American)  
F Sept 19     Twentieth Century to WWII (British & American)  
M Sept 22     WWII-Present (British & American)  
W Sept 24     **\*\*Quiz 1: Chronology and Major Figures & Works**

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### HISTORY OF MAJOR GENRES

F Sept 26      **\*\*Short Paper 1 Due**  
                 Poetry  
M Sept 29      Drama  
W Oct 1        Fiction—Short Fiction  
F Oct 3        Fiction—Novel  
M Oct 6        Nonfiction—Autobiography and Biography  
W Oct 8        Nonfiction—Essay  
F Oct 10       Literary Criticism  
M Oct 13      **\*\*Quiz 2: History of Major Genres**

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### BIBLIOGRAPHY, HISTORY OF THE BOOK, & PUBLISHING HISTORY

W Oct 15      **\*\*Short Paper 2 Due**  
                 **\*\*Choices for Individual Reading Unit Due**  
                 Old and Middle English  
F Oct 17      *Fall Break—No Class*  
M Oct 20      Renaissance  
W Oct 22      Eighteenth & Nineteenth Centuries  
F Oct 24      Twentieth Century  
M Oct 27      **\*\*Quiz 3: Bibliography, History of the Book, & Publishing History**

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## HISTORY OF THE ENGLISH LANGUAGE

W Oct 29    **\*\*Short Paper 3 Due**  
History of the English Language  
F Oct 31    History of the English Language  
M Nov 3     History of the English Language  
W Nov 5     **\*\*Quiz 4: History of the English Language**  
F Nov 7     *No class—Reading/Research Day*  
**\*\*Short Paper 4 Due**

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## SMALL GROUP/INDIVIDUAL MEETINGS (DATES AND TIMES TBA)

M Nov 10    No regular class meeting: Small Group/Individual Meetings  
W Nov 12    No regular class meeting: Small Group/Individual Meetings  
F Nov 14    No regular class meeting: Small Group/Individual Meetings  
M Nov 17    No regular class meeting: Small Group/Individual Meetings  
W Nov 19    No regular class meeting: Small Group/Individual Meetings  
F Nov 21    No regular class meeting: Small Group/Individual Meetings  
  
Nov 24-28   **Thanksgiving Break—No Class**  
  
M Dec 1     No regular class meeting: Small Group/Individual Meetings  
W Dec 3     No regular class meeting: Small Group/Individual Meetings  
F Dec 5     No regular class meeting: Small Group/Individual Meetings

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## CONCLUSION

M Dec 8     **\*\*Paper 5 Due**  
Class Presentations (not to be confused with Conference Presentations)  
W Dec 10    Class Presentations  
F Dec 12    Class Presentations  
Course Conclusion and Review

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*Tuesday,*        **FINAL EXAM**  
*Dec. 16,*  
*8 a.m.-10 a.m.*

## Unit 1: Chronology and Major Figures & Works

Abbreviations: **E1** = Norton Anth. of English Lit. vol. 1; **E2** = Norton Anth. of English Lit. vol. 2;  
**A1** = Norton Anth. of Amer. Lit. vol. 1; **A2** = Norton Anth. of Amer. Lit. vol. 2

Short poems may continue onto a second page.

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W Aug 27	<u>Early Middle Ages</u> <b>E1:</b> <i>Caedmon's Hymn</i> and <i>The Dream of the Rood</i> , 23-9, introduction to <i>Beowulf</i> , 29-31, and section [The Fight with Grendel], 46-9
F Aug 29	<u>Later Middle Ages</u> <b>E1:</b> <i>Sir Gawain and the Green Knight</i> , intro and part 1, 156-68
M Sept 1	<i>Labor Day Observed—No Class</i>
W Sept 3	<u>Renaissance (British)</u> <b>E1:</b> Wyatt, "They flee from me" 529; Marlowe, "The Passionate Shepherd to His Love," 989; Raleigh, "The Nymph's Reply to the Shepherd" 879; Queen Elizabeth, "On Monsieur's Departure," 595; Shakespeare's <i>Sonnets</i> , introduction, 1026-28; sonnets no. 18, 20, 29, 55, 106, 116, & 130 (note these last are sonnet numbers, not page numbers)
F Sept 5	<u>Early Seventeenth Century (British)</u> <b>E1:</b> Donne "The Flea" 1236; "To His Mistress Going to Bed" 1256; Wroth, sonnet 77, 1431; Bacon, "Of Marriage and Single Life," 1532-3; Hobbes, selections from <i>Leviathan</i> , pp. 1588-93 (skip chapters 14 and 15); Milton, poems, 1814-15
M Sept 8	<u>Exploration and Colonization (American)</u> <b>A1:</b> Winthrop, "A Model of Christian Charity," pp. 214-226; Bradstreet, "The Prologue," pp. 246-28, and "To My Dear and Loving Husband," p. 272
W Sept 10	<u>Restoration and Eighteenth Century (British)</u> <b>E1:</b> Bunyan, from <i>The Pilgrim's Progress</i> , 2137-45; Locke, from <i>Essay Concerning Human Understanding</i> , 2145-50; Rochester, "The Disabled Debauchee" 2162 <b>**Reading Survey Due</b>
F Sept 12	<u>Eighteenth Century (American)</u> <b>A1:</b> Franklin, <i>Autobiography Part Two</i> , 569-85; <i>Declaration of Independence</i> (handout)
M Sept 15	<u>Nineteenth Century (British)</u> <b>E2:</b> Wordsworth, "My heart leaps up" 285; Coleridge, "Kubla Khan" 439-41; Tennyson, "Ulysses," 1213-15; Browning, "My Last Duchess," 1352; Darwin, selections from <i>The Origin of Species</i> and <i>The Descent of Man</i> , 1679-90
W Sept 17	<u>Nineteenth Century (American)</u> <b>A1:</b> Emerson, "The American Scholar," 1101-14
F Sept 19	<u>Twentieth Century to WWII (British &amp; American)</u> <b>A2:</b> Stevens, "Thirteen Ways of Looking at a Blackbird," 1174; Williams, "This is Just to Say," 1224; Pound, "In a Station of the Metro," 1236; Cummings, "next to of course god america i" 1483; Hughes, "I, Too" 1733 <b>B2:</b> Owen, "Dulce et Decorum Est" 2069; Yeats "The Second Coming" 2106
M Sept 22	<u>WWII-Present (British &amp; American)</u> <b>A2:</b> Cheever, "The Swimmer," pp. 1862-70; Ginsberg, "Howl," 2634-41 <b>B2:</b> Coetzee, from <i>Waiting for the Barbarians</i> , 2829-34
W Sept 24	<b>**Quiz I: Chronology and Major Figures &amp; Works</b>
F Sept 26	<b>**Short Paper I Due</b>

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