

ENG 260/Fall 2014  
 Section 01 – MWF 9-9:50 (Clough 300)  
 Section 02- MWF 11-11:50 (Buckman 330)  
 Prof. Judith Haas  
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 Office hours: MW 1:30-2:30; Tu 2-3, and by appt.

## ENGLISH 260: SURVEY OF BRITISH LITERATURE, PART 1

This course provides a survey of literature produced in the British Isles from the Anglo-Saxon period of the Middle Ages through the eighteenth century. We will consider, among other things, the consolidation of England as a nation during this period and the emergence of a national literature in English. In addition to becoming familiar with some of the major works and movements in English literature, students will cultivate close reading skills and learn to recognize the features of literary form.

### Goals of the course:

Develop knowledge of key texts, authors, and genres of the periods.  
 Develop skills of close reading, interpretation, and critical thinking.  
 Become conversant with the basic terms of literary analysis, relating to figurative language, meter, and rhyme.  
 Develop skill in writing about literature.

### Required Texts (available at the Rhodes College Bookstore):

Daniel Defoe, *Robinson Crusoe*, Oxford World Classics  
*Norton Anthology of English Literature, Volumes A,B, and C*, 9<sup>th</sup> edition, eds. Greenblatt, et. al.  
 William Shakespeare, *Measure for Measure*, Folger Shakespeare Library

**N.B.** Make sure you purchase the edition of each text indicated above and at the bookstore. Check the publisher to make sure you are purchasing the correct edition. *It is very important for class participation that we are all using the same edition.* Everyone must purchase a **hard copy** of these texts. No digital editions.

### Requirements:

Paper #1 (4-6 pages)	15%
Paper #2 (4-6 pages)	15%
Paper #3 (5-7)	20%
Exam 1 (50 minutes)	15%
Exam 2 (50 minutes)	20%
Attendance and participation	10%
Sonnet Recitation and 1-page analysis	05%

**Participation:** A seminar is a collective endeavor, requiring the active and engaged participation of everyone in the class. Make sure you come to class having carefully read the assignment and with at least one question or comment about the reading. There will be times when I call on people to answer a specific question or provide a comment. If you don't have a response at that particular moment, you may choose to pass—everyone has a moment of brain freeze now and then. However, if you pass all the time, then this will have a detrimental effect on your participation grade.

**Reading Quizzes:** I will give the occasional, unannounced short quiz in order to verify that you are keeping up with the reading. If you consistently do poorly on these quizzes, your final grade will suffer.

### Graded work:

Exams will consist of passages that you will identify and discuss briefly. The aim of the exams is to give you credit for careful and in-depth reading. Exams are designed to reward your ability to recognize and distinguish between the styles of different writers, between the types of arguments or issues that different writers address, and to recognize and address

some of the formal features of the passages (such as figurative language, rhyme, meter, etc). It *may* be possible to pass an exam (i.e. get a C or a D) simply by memorizing certain facts about each writer; *however*, to do well on an exam (A or B), you will need to demonstrate an understanding that has substance and depth. The best way to prepare for exams is to do all the reading (making sure to read carefully, marking up your text, taking notes, writing down questions that you have) and to talk about the reading, both in class and outside of class. The more you make these readings a part of your thinking, the better you will do on the exam.

Papers will require you to focus on a particular text and build an argument or interpretation that is based on careful analysis of the text in question. I will hand out paper assignments, with a choice of topics, at least 2 weeks in advance of the due date. All the papers for this course will be based upon your reading of a text that is backed up by a clear, precise, and logical presentation of textual evidence (i.e. quoted passages). I will determine paper grades based on the depth and substance of your approach and the clarity, precision, and logic of your analysis and argumentation. It goes without saying—but I will say it anyway—you will need to carefully edit and proofread all your written work to make sure that it is free of grammatical, mechanical, or typographical errors.

Sonnet recitation: Everyone in the class will choose one sonnet from the selection in the *Norton Anthology* to memorize and recite in class.

**Email etiquette:** I am happy to answer quick questions over email as my time permits, but you need to make sure that you have exhausted your own resources (like the syllabus or the college web page) first. *If there is something you need to discuss or negotiate, you need to do it in person or, failing that, over the phone.* In order to prevent email from interrupting my own work, I generally set aside one part of the day to responding to it rather than monitoring it throughout the day. If you send me an email over the weekend, I will respond to it as soon as possible on Monday morning. **Style:** It is always better to err on the side of formality. Make sure that your email messages have a proper salutation (“Dear Prof. Haas”) and are free of spelling or grammatical errors. Use of smart phone is not an excuse for poor or inappropriately casual communication. *I reserve the right to ignore emails that demonstrate a lack of care, thought, or respect.*

**A note about my office:** there is no elevator access to 401 Palmer from the 3<sup>rd</sup> floor. If you have an injury or a disability that prevents you from being able to access my office, I am more than happy to arrange an alternative meeting place.

**Attendance/Absence Policy:** You can miss up to three classes *for any reason* without risking your grade. It is up to you to choose the best use of these “free” absences, and, of course, you may choose not to miss any classes at all. Except for cases of real emergency or truly extraordinary events (i.e. you are being hospitalized for the rest of the semester), *I do not wish to know the reason for your absence.* If you choose to make use of one or all three of these absences, I will assume that you are using them wisely. Further absences will affect your grade in the following way (based on a 4.0 grading scale):

- 4 absences will result in a deduction of .2 from your final grade;
- 5 absences will result in a .3 deduction from your final grade;
- 6 absences will result in a .6 deduction from your final grade
- 7 absences will result in a full point (1 full letter grade) deduction from your final grade
- 8 absences will result in an “F” for the course, no matter what your starting grade was

#### **Other Policies**

- All assigned reading and writing is due at the beginning of the class for which it is assigned, unless otherwise noted. *Always bring a hard copy of the assigned text to class; repeated failure to do so will cause you to be marked absent.*
- Be on time to class. Repeated lateness will cause you to be marked absent.
- Failure to complete one or more assignments or to attend class on a regular basis will result in a **failing grade for the course.**
- It is your responsibility to **keep hard and electronic copies of all your written work.** In the event that an assignment gets lost on its way to me, I will expect you to be able to produce a copy right away.
- Unless otherwise noted, all papers are due to me in **hard copy.** I do not accept emailed assignments except by prior arrangement.

- The schedule of assignments is subject to change as needed, so **if you miss a class, make sure you check with a classmate to get notes and confirm the next assignment.** Except under extraordinary circumstances, I do not provide class notes to students who miss class. If you are absent, it is your responsibility to catch up on what you missed from a classmate.
- **Late assignments** will be penalized a third of a letter grade *per day*. Except in the case of documented illness or family emergency (and by prior arrangement with me), papers more than a week late will receive a failing grade. Under extremely special circumstances I may grant extensions on papers, but I will **only** consider requests made **in advance of the due date**. If you believe you have a legitimate reason to ask for an extension, you must contact me **at least two class periods before** the paper is due. Requests made for extensions on the night before or the day a paper is due will not be entertained. *Email is not an appropriate medium for requesting extensions or any other kind of dispensation.*
- **Unless by prior arrangement, I do not accept work that has been previously, or is being currently, submitted for a grade in another class. Such work will receive a failing grade.**
- **Citation and Documentation:** The documentation style required for this class is MLA (Modern Language Association). Guidelines for MLA style can be found in *The MLA Handbook for Writers of Research Papers*. Many writing handbooks used in Rhodes writing seminars (such as Diana Hacker's *A Writer's Reference*, contain abbreviated versions of the MLA guidelines. You can also find abbreviated versions of MLA guidelines online at university writing center websites like Purdue OWL: <https://owl.english.purdue.edu/owl/resource/747/01/>
- **Plagiarism:** failure to adequately document a source of any kind, whether or not intentional, constitutes plagiarism. Cases of suspected plagiarism will be referred to the Honor Council, and the student, if convicted, will receive a grade of F in the course *in addition to any sanctions assigned by the Honor Council*. For a reminder of how to recognize and avoid plagiarism, see the Rhodes Writing Center website: [http://www.rhodes.edu/writingcenter/group\\_b/plagiarism.html](http://www.rhodes.edu/writingcenter/group_b/plagiarism.html)

### Participation Evaluation:

**A:** You attend every class prepared. You appear alert and engaged. You make significant contributions to discussion by asking productive questions. *You listen to, and respond to the comments of your peers.* You make clear and insightful connections to the course readings and important concepts. You are able to bring the conversation to a higher level of sophistication. At the same time, you do not let your own brilliance carry you away so that others don't have a chance to get a word in edgewise. A-level participation is about engaging with others and with the texts, not about simply providing the "correct" answer to a question.

**B:** You attend every class prepared. You appear alert and engaged. You may not always understand the material, but you come in with questions, you do your best to answer questions, you bring up aspects of the reading that are interesting or difficult, you listen to and respond to comments of your peers. You demonstrate that you have done the reading and that you are a responsible citizen of the class.

**C:** You may look like you are bored and disengaged. You may have a problem with arriving on time. You rarely have any questions. When called on, you almost always pass. When you do contribute, it may not be clear how your contribution relates to the material of the class. OR, you participate a lot, but your comments are superficial or irrelevant or they derail the conversation, suggesting that you haven't really done the reading and that you are not particularly listening to others in the class.

**D:** Like "C" but more so. Perhaps compounded with incivility, sullenness, or sleeping.

**F:** What are you doing in this class?

**Tentative Schedule of Assignments (Subject to Adjustment as Needed)**

\*\*Unless otherwise noted, read the editors' headnote to each assigned selection.

- W 8/27            Introductions
- F 8/29            **The Anglo-Saxon Middle Ages**  
Norton introduction to the Middle Ages, pp3-10  
*Beowulf*, lines 1-1018
- M 9/1             Labor Day, no class
- W 9/3             *Beowulf*, lines 1019-2199
- F 9/5             *Beowulf*, lines 2200-3182
- M 9/8             **Anglo-Norman Literature, King Arthur, and the Romance Tradition**  
Norton Introduction, pp10-13  
Selections from Geoffrey of Monmouth, Wace, Layamon, and Thomas of England (pp 130-137)  
From the *Lais* of Marie de France, Prologue (Moodle) and "Lanval" (pp154-169)
- W 9/10            Marie de France, "Milun," pp 143-154
- F 9/12            **Englising Romance**  
*Sir Gawain and the Green Knight*, Fitts 1-2  
Paper topics
- M 9/15            *Sir Gawain and the Green Knight*, Fitts 3-4
- W 9/17            *Sir Gawain and the Green Knight*, cont'd
- F 9/119            Chaucer, "General Prologue," lines 1-99, 118-162, 447-478, 717-860
- M 9/22            Chaucer, "General Prologue" cont'd
- W 9/24            "The Miller's Prologue" and "The Miller's Tale"
- F 9/26            Chaucer, TBD  
Deadline to choose a sonnet to recite.
- M 9/29            **Affective Piety and Writing in English**  
Julian of Norwich, from *Showings*, pp 412-424
- W 10/1            **Religious Upheaval: the Protestant Reformation**  
From Norton Introduction to the 16<sup>th</sup> Century, pp 531-547  
John Calvin, from *Institutes of the Christian Religion* (pp 681-687)  
Calvin, selections on artistic representation (Moodle)
- F 10/3            **The 16<sup>th</sup> Century**  
Intro. to the Sixteenth Century, pp. 531-563  
Poems by Wyatt and Surrey, pp. 646-669  
**Paper #1 due**
- M 10/6            Spenser, "Amoretti" #'s 1, 54, 67, 68, 75, 79

- W 10/8 Shakespeare, sonnets 3, 18, 20, 29-30, 55, 57, 58, 60
- F 10/10 Shakespeare, sonnets cont'd
- M 10/13 **Midterm Exam**
- W 10/15 Sonnet recitation  
Paper topics
- F 10/17 Sir Walter Raleigh, "The Nymph's Reply to the Shepherd," and "The discovery of the large, rich, and beautiful Empire of Guiana"
- M 10/20 **Fall break**
- W 10/22 Spenser, *Faerie Queen* "A Letter of the Authors," Bk. I, canto i
- F 10/24 From Norton Introduction, "The Elizabethan Theater," pp 555-561  
Shakespeare, *Measure for Measure*, Acts 1-3
- M 10/27 Shakespeare, *Measure for Measure*, Acts 4-5
- W 10/29 *Measure for Measure*, cont'd
- The Seventeenth Century**
- F 10/31 Intro to "Early Seventeenth Century," pp. 1341-68  
Donne, "The Good Morrow", "Song", "The Canonization", "The Sun Rising", "A Valediction: Forbidding Mourning", "The Ecstasy;"
- M 11/3 Ben Jonson, "To Penshurst," "To My Book",  
Andrew Marvell, "To His Coy Mistress," "The Mower Against Gardens"  
Robert Herrick, "Delight in Disorder," "To the Virgins"  
**Paper #2 due**
- W 11/5 Hobbes, from *Leviathan*, pp1856-1868
- F 11/7 Milton, *Paradise Lost*, "Note on the verse," Book I.1-330; Bk II.629-1055
- M 11/10 *Paradise Lost*, Book IV
- W 11/12 *Paradise Lost*, Book IX
- F 11/14 *Paradise Lost*, Book X, Book XII.610-end
- M 11/17 Aphra Behn, "The Disappointment" "To the Fair Clarinda" (M), "On Loving Two Equally" (M)
- W 11/19 John Locke, from *Second Treatise of Government*, "On Property" (moodle)  
In Norton: "On Slavery" and "Of the Ends of Political Society" (pp 3015-3016)
- F 11/21 Equiano, from *An Interesting Narrative*, pp 3035-3041
- M 11/24 Defoe, *Robinson Crusoe*  
Paper topics

W 11/26	Thanksgiving break
F 11/28	Thanksgiving break
M 12/1	Defoe, <i>Robinson Crusoe</i>
W 12/3	Defoe, <i>Robinson Crusoe</i>
F 12/5	Burke and Wollstonecraft, on the rights of Man (moodle) Blake, selected poems (Moodle)
M 12/8	Wrap up, catch up, review
W 12/10	<b>Exam 2</b>

**Paper #3 due: Tues the 16<sup>th</sup>, by 4pm, outside my office**