

English 265.01  
Literature and Science  
T/R 9:30-10:45  
Clough 300  
Spring 2015

**Prof. Seth Rudy**  
Palmer 310  
Office Hours:  
T/R 3:30-4:15, W 10-12, and by appt.  
Email: [rudys@rhodes.edu](mailto:rudys@rhodes.edu)

### Literature and Science in the Age of Enlightenment

"Nature and Nature's laws lay hid in night: God said, *Let Newton be!* and all was Light." Alexander Pope, one of the premiere poets of the eighteenth century, intended this epitaph to grace the tomb of Sir Isaac Newton, one of history's most celebrated natural philosophers. This course will examine the relationship of literature and science--two areas of knowledge production and intellectual exploration now commonly thought of as separate and in opposition--from the beginnings of the Scientific Revolution in the seventeenth century to the end of the British Enlightenment some two hundred years later. We will see how changes in "modern" scientific and literary practice informed, championed, resisted, and shaped each other. Readings will be drawn from the work of poets, playwrights, natural philosophers, essayists and satirists such as Francis Bacon, Robert Hooke, Thomas Shadwell, Margaret Cavendish, John Milton, Alexander Pope, Jonathan Swift, Ephraim Chambers, and William Wordsworth. Prerequisites: FYWS 151 or permission of the instructor.

#### Course Objectives

To develop analytical acumen and evaluative approaches to primary texts and critical arguments  
To historicize the relationship of science and literature and their emergence as modern disciplines  
To develop knowledge of key examples of Early Modern and Enlightenment genres

#### Required Texts

Shadwell, Thomas	<i>The Virtuoso</i>	U Nebraska	0803253680
Bacon, Francis	<i>Francis Bacon: The Major Works</i>	OxfordUP	0199540799
Swift, Jonathan	<i>Gulliver's Travels</i>	Penguin	0143119117
Cavendish, Margaret	<i>The Blazing World and Other Writings</i>	Penguin	0140433724
Marlowe, Christopher	<i>Doctor Faustus</i>	Signet	0451531612

#### Recommended Texts

Milton, John	<i>Paradise Lost</i>	Hackett	0872207331
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Many of our readings will be made available via Moodle as PDFs. Readings are subject to change; substitutions, deletions, and additions may be made.

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## **Written Assignments**

Grammar and stylistics will be taken into consideration as part of your grade for ALL of these assignments. All written assignments should be submitted on paper *and* electronically in double-spaced, 12-point Times New Roman with 1" margins and the appropriate information in the header (your name, paper title, class, and date). Whenever possible, save your files as .doc (Microsoft Word) documents and in the following format: lastname-paper#.doc. For example: Smith-paper1.doc.

### Response Papers (10%)

I will ask for brief (less than one page) responses to course readings throughout the semester. Though informal, these responses should be thoughtful and substantive engagements with texts and the issues they raise; you may be called upon to share your response (or the substance of it) with the class in order to facilitate discussion. Topics or suggestions will generally be announced in class one session in advance. If you are absent, please contact a peer to ascertain if a response has been requested for the following session.

### Short Essays (2 x 20% each)

4-5 pages (1200-1500 words)

Both of these short papers calls for a concise, focused, analytic response to a specific aspect of the text(s). Prompts will be provided in advance, but need not necessarily be used; alternatives may be discussed. These papers are intended to provide an opportunity for further concentrated critical consideration of issues that have come up during discussions in class and/or during your reading.

### Final Essay (30%)

8-10 pages (2400-3000 words)

The paper calls for you devise a course of secondary research and execute a sustained, coherent, and well-supported argument about one or more of the primary texts we have read during the semester. Your arguments should be specific to your chosen text(s) and offer some engagement with the conditions (historic, economic, social, and/or intellectual) of its production. If you wish, you may revisit a text (or texts) and topic about which you have already written or presented; however, I will expect a substantial revision and development of your earlier effort in addition to the integration of secondary sources. Papers of less than six full pages will automatically receive a failing grade.

## **Exams**

### Graded Discussion (5%)

This discussion will be held on the last day of class in lieu of a final exam. The discussion will be entirely student-moderated; I will not participate. All students are required to contribute; your performance will be assessed according to a rubric to be handed out in advance.

## **Engagement**

### Discussion/Contribution/Presence (15%)

Perfect attendance by itself will not merit full credit in this area. Engagement comprehends cumulative quiz grades, timely submission of assignments, Moodle contributions, discursive participation and decorum in class, punctuality, visits during office hours, etc. Your full intellectual engagement in this course, both inside and outside the classroom, is crucial to its success as well as yours. Of course, you

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should come to each class prepared to discuss the day's readings and respond to each other's observations. You can advance arguments, ask questions, introduce new topics, or make connections to ongoing and prior conversations by pointing the class to a passage or moment in the text.

You are encouraged to make use of my office hours or make an appointment to speak with me at *any* point during the semester to ask questions about or discuss any aspect of the class. Email is the best way to reach me at all other times.

### **Late Essays**

ALL late essays will be subject to a grade reduction of 1/3 of a letter grade per day; **assignments more than four days late will receive NO credit (a score of zero)**. If, for example, an assignment is due Monday at 2:00PM, then as of 2:01PM that day, it is one day late and you have until Wednesday at 2:00PM to hand it in. At 2:01PM Wednesday, it is two days late, and so on. **Failure to turn in any major assignment may result in automatic failure of the entire course.**

### **Attendance**

Attendance will be taken in each class. **You may miss up to two classes without penalty or explanation.** Additional unexcused absences will adversely affect your engagement and final grades. **Excessive absences will result in a lowering of grade, in some cases to an F.** Three instances of significant tardiness (arriving after attendance has been taken) will count as an unexcused absence.

### **Intellectual Honesty**

Please familiarize yourself with the terms of the Rhodes College Honor Code and refer to the attached Department of English Expectations and Policies.

### **Classroom Decorum**

Please refrain from eating in class. Beverages are permissible where circumstances allow.  
Please turn off mobile telephones and other devices.  
If you are unable to take notes without a laptop, you may use one in class; however, web browsing and checking email during class is absolutely prohibited.

### **Academic Accommodations**

If you have a documented disability and wish to receive academic accommodations, please contact the Office of Student Disability Services at x3885 as soon as possible.

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Department of English  
Expectations and Policies

A college course is more than simply a set of assignments; it is an intellectual process, one which requires active engagement from beginning to end in order to achieve its intended results. With this in mind, the Department of English has formulated a number of expectations and the policies that support them. If you have questions about how these policies relate to the syllabus for a particular course, you should address them to the instructor.

**Attendance:** The success of a course depends to a significant extent upon the presence of students alert and prepared to address the subject under discussion. Unavoidable absences should be discussed with the instructor, ideally before they occur. Excessive absences will result in a lowering of grade, in some cases to an F.

**Deadlines:** Writing assignments, test, etc., are carefully scheduled as stages toward the fulfillment of the course's goals and cannot be indefinitely deferred without frustrating those goals. Brief extensions for good reasons may be permissible with the instructor's prior approval; otherwise, late assignments will be penalized and may result in their not being accepted for credit.

**Submission of all work:** All major assignments are integral to the goals of the course. Failure to complete any major assignment may result in a grade of F for the course.

**Intellectual honesty:** All work is assumed to be the student's own and produced exclusively for the course in which it is submitted. Papers written for one course, even if revised, are not to be submitted in another without the instructor's prior approval. Borrowing of ideas or language from other sources (including published material, other student papers, the internet or other electronic resources, etc.) must be carefully documented. Students are advised against posting their work on the internet since doing so may lead to suspicion of plagiarism. Students are advised to maintain drafts of their work to verify its originality. Cases of suspected plagiarism will be referred to the Honor Council, and the student if convicted may receive a grade of F in the course in addition to sanctions assigned by the Council. Carelessness in documenting sources, even if not technically plagiarism, will be penalized as the instructor deems appropriate. If you are uncertain about how or whether to document sources, consult your instructor.

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### **Introduction**

R, Jan. 15 Science and Literature in the 17<sup>th</sup> C: What are they?

### **Old Books**

T, Jan. 20 Christopher Marlowe, *Doctor Faustus*, 3-52 (Acts 1-3)

R, Jan. 22 Christopher Marlowe, *Doctor Faustus*, 52-92 (Acts 4-5)

### **New Science**

T, Jan. 27 Francis Bacon, from *The Advancement of Learning*

R, Jan. 29 Francis Bacon, from *Novum Organum*

T, Feb. 3 Francis Bacon, *The New Atlantis*

### **Practitioners and Institutions**

R, Feb. 5 Abraham Cowley, "To the Royal Society"  
Thomas Sprat, from *History of the Royal Society*

T, Feb.10 Robert Hooke, from *Micrographia*  
from *Transactions of the Royal Society*

R, Feb. 12 Samuel Pepys, from the *Diary* (Blood experiments and Cavendish visit to the RS)  
Margaret Cavendish, from *Observations Upon Experimental Philosophy*

T, Feb. 17 Margaret Cavendish, *The Blazing World Part I*

R, Feb. 19 Margaret Cavendish, *The Blazing World Part II* – **Paper 1 Due**

### **Skeptics and Satirists**

T, Feb. 24 Thomas Shadwell, *The Virtuoso*, Acts I-III

R, Feb. 26 Thomas Shadwell, *The Virtuoso*, Acts IV-V

T, Mar. 3 Jonathan Swift, *Gulliver's Travels*, Book III

R, Mar. 5 Jonathan Swift, "The Lady's Dressing Room"

T, Mar. 10 Spring Recess

R, Mar. 12 Spring Recess

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T, Mar. 17 Pope, et al. "Of the Discoveries and Works," from *The Memoirs of Martinus Scriblerus*

R, Mar. 19 Class Cancelled – (ASECS 2015)

### **Genres of Enlightenment**

T, Mar. 24 John Milton, from *Paradise Lost*, Books I-II

R, Mar. 26 John Milton, from *Paradise Lost*, Books VIII-IX - **Paper 2 Due**

T, Mar. 31 John Locke, from *Essay Concerning Human Understanding*

R, Apr. 2 Easter Recess

T, Apr. 7 Aphra Behn, *Oroonoko*, "Epistle Dedicatory," 9-41

R, Apr. 9 Aphra Behn, *Oroonoko*, 41-77

T, Apr. 14 Ephraim Chambers, from preface to *Cyclopædia*  
Denis Diderot and Jean le Rond D'Alembert, from *Encyclopedie*

R, Apr. 16 James Thomson, from *The Seasons*

T, Apr. 21 Alexander Pope, *Essay on Man*

### **Looking Ahead**

R, Apr. 23 Edmund Burke, from *A Philosophical Enquiry*

T, Apr. 28 William Wordsworth, *Preface to the Lyrical Ballads*

R, Apr. 30 Last Day of Class - Graded Conversation

**FINAL ESSAY DUE: Friday, May 1<sup>st</sup> @ 3:00PM**