

English 2230: British Literature Before 1789

Section 015 | 2324 Haley Center | TR 3:30-4:45

Section 016 | 2228 Haley Center | TR 5:00-6:15

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Office Hours: 2:00-3:00/TR

Meetings by Appointment

Course Overview

Writing, when properly managed, (as you may be sure I think mine is) is but a different name for conversation. — Laurence Sterne

Course Description (English 2230)

This course will trace the rise of Britain all the way to the late eighteenth century. By the end of our period (roughly 1790), Great Britain was the most powerful nation on the planet with the largest navy and nearly the largest land empire. By 1790 English literature had arguably eclipsed French literature in producing the world's most influential writers; following Napoleon's defeat in 1815, Britain became the world's only superpower. The incredible growth of Britain signaled the forging of a national identity, and "Britishness" became an idea that would undergo constant examination and revision.

Our period of study charts the rise of this literature from the few scraps of Old English, or Anglo-Saxon, literature to the eve of the Romantic Period, the Second Great Age of English Poetry. We will study how the literature reflected the culture, and thus how context shapes any text we encounter. The larger goal of our exploration will be to survey the richness of this heritage and to understand why it continues to shape our world today.

Course Objectives

- To explore various English texts and compare how writers used or transformed their cultural context in order to discover more about their society or themselves
- To understand how English literature and the ideological construct of "Britishness" developed over the course of the last few centuries
- To provide a broad framework of cultural history in which to read the works
- To explore methods and assumptions of literary and cultural analysis
- To develop the skills to read, think, and write critically about a literary text
- To be able to recognize the formal features of a literary text in order to develop and articulate criteria for aesthetic and analytical judgment
- To find out more about our own culture and the way we understand the world

This Core Literature Class fulfills the following Student Learning Objectives:

- SLO B – read and think critically
- SLO I – analyze and value creative artistic endeavors

Please Note: The points listed above indicate just some of the objectives that will guide your learning in this course. Students should also identify and set their own goals as students.

Required Texts

Note: In addition to the texts below available from the University bookstore and other vendors, primary and supplementary readings will be made available online and through Canvas.

*****Please make sure you acquire the specific editions of the texts below. It is vital that we are all working with the same page numbers, translations, and supplementary material!*****

- Black, Joseph, et al. *The Broadview Anthology of British Literature*, Volume A. 3rd Ed. Toronto, ON: Broadview Press, 2016. ISBN: 978-1554813124
- Burney, Frances. *Evelina*. Ed. Susan Kubica Howard. Toronto, ON: Broadview Press, 2000. ISBN: 978-1551112374
- Primary and supplementary readings made available online and through Canvas.

Required Materials

1. Auburn University email and Canvas account. I also recommend downloading the Canvas application available for smart phones, tablets, and such.
2. Digital storage space (cloud storage, USB flash drive, or hard drive) to backup work.
3. Access to a printer for printing course materials from Canvas and online sources.
4. Daily access to a networked computer.

Email and Canvas

I will be using the Auburn e-mail and Canvas systems extensively. I will use Canvas to host class documents such as the syllabus (and any updates), assignments, etc. You will also use this for submitting papers, most homework assignments, and potential discussion boards on the readings.

I send e-mails with important updates on a regular basis, so you will be expected to check your e-mail daily, although I would recommend checking it more frequently. I will send important e-mails at least 12 hours before the start of class, so “I didn’t see your e-mail” will not be an acceptable excuse in this class. I aim to only send important e-mails, so if you see one from me, it contains information you need.

It is highly recommended that you check your e-mail and Canvas before you come to class to make sure you did not miss any important announcements.

Communicating with Me

While email is the most effective way to communicate with me, there are a variety of ways in which you can contact me:

- Email: pwd0002@auburn.edu
- Text/Call: (334) 521-2019 (please contact me to set an appointment time if you would like to talk on the phone outside office hours)
- Canvas Messaging

I aim to respond to any message within 24 hours when possible. I will generally only check my email/Canvas/Texts during reasonable business hours (so please do not expect an immediate response to a question you send me at 2am). I may also be slower to respond over the weekend. If you have not heard from me within a reasonable timeframe, please send a polite follow-up message to remind me.

Office Hours and Conferences

Think of my office as an extension of the classroom and use my office hours and/or email to discuss any aspect of the course: problems, questions, projects you're working on, ideas you wish to develop, strategies you'd like to try, and so on. I expect you to confer with me about any problems, questions, writing concerns, or topic ideas on a regular basis. If my regular office hours do not work for you, talk to me to set up an appointment for another time.

You will be required to see me in office hours (or by appointment) at least once before the withdraw deadline. You are welcome to come as often as you'd like beyond that requirement, of course!

Cell Phones and Technology

The classroom is a professional setting and your use of technology is expected to comply with general professional etiquette. We will discuss standards of classroom etiquette as a class and determine what counts as acceptable classroom behavior for university students.

Student Writing

All works written in this course are generally public between you and your classmates. You will be asked to share them with peers, me, and perhaps others outside the class. If you have concerns about this, please come see me to discuss.

Classroom Behavior

Our classroom discussion and behavior should be civil and respectful to all. Everyone is entitled to their opinion and class discussion is meant to allow us to hear a variety of viewpoints. Meaningful and constructive dialogue requires a degree of mutual respect, willingness to listen, and tolerance of reasonable opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times. Viewpoints, however, that express hate, discrimination, or exclusion—such as racism, sexism, classism, homophobia, etc.—are by definition disrespectful and will not be tolerated. Abuse and discrimination in any form is unacceptable.

In addition to any specific guidelines contained within this syllabus, the AU Classroom Behavior Policy applies in this course. Please refer to the Student Policy eHandbook for details of this policy: http://www.auburn.edu/student_info/student_policies/

Grading Policies

Course Grading Policy: Specification Grading

For this course we will be using an alternative approach to assessing student learning called “specifications grading” or “specs” grading.¹

Instead of grading each assignment on a traditional ABCDF or 0-100 scale, submitted work will be assessed as Satisfactory / Unsatisfactory based on whether a student demonstrates the stated learning goals. Assignments will be “bundled” into three tiers that reflect a hierarchy of [learning goals](#) for the course. Final grades will be assigned based on which bundles of assignments a student satisfactorily completes—these final grades are not the goal or outcome of the course but are designed to indicate which learning goals students demonstrate that they accomplished.

All assignments in the course will be assessed as “Satisfactory” or “Unsatisfactory” (marked in Canvas as “Complete” or “Incomplete,” respectively), with the specifications required for Satisfactory articulated on each assignment. In general, Satisfactory should not be viewed as “minimally competent” (i.e., a traditional “C” grade), but rather as a mark of having achieved the assignment’s learning goals and specifications (i.e., equivalent to at least a “B” grade)—both of which will be stated in the assignment itself. Either an assignment meets the goals, or it does not – there is no gradation of assessment. You will receive clear and constructive feedback on your assignments to help you understand where you stand and how to improve.

The only letter grade that will be given in the course will be your final grade, and it will reflect the “bundles” of assignments and requirements you have satisfactorily accomplished in the class. That final letter grade is not an assessment of your intelligence, your abilities, or your value as a person—in fact, I never will grade “you” directly. Rather, the grade reflects what you demonstrated that you learned in the course and the commensurate effort you put in: no more, no less.

Built into this system is a good deal of choice as to how much you wish to learn and how hard you want to work to demonstrate and apply that learning. You are essentially choosing how much you wish to put into and get out of this class. You might choose that passing the course with a C is sufficient for your goals—a perfectly appropriate and respectable choice. If you strive to get an A in the course and

¹ If you’re curious about this approach, you can learn more at <https://www.insidehighered.com/views/2016/01/19/new-ways-grade-more-effectively-essay>.

maximize your learning, you should know that you are taking on that work and challenge yourself and should make sure you are in a personal and academic situation to achieve that level of engagement. Whatever goal you set for yourself, you will always know what is required of you to achieve that goal.

This makes explicit that which has always been true: While I, and your other instructors, are responsible for *teaching* you, you are responsible for your own *learning*. My goal as an instructor is to give you every opportunity to learn and master the course material and to assist you in your learning, but how much you (choose to) learn is on your shoulders.

Learning Goals:

All students who pass the course (with a minimum grade of C) will have demonstrated the ability to:

- Discuss what we have read in an open, accepting environment
- Demonstrate nuanced reading comprehension of a variety of texts/genres
- Express a contextual understanding of the works we have read and how they contribute to our present understanding
- Apply the methods and assumptions of literary analysis successfully to a diverse body of significant texts
- Write supported, persuasive, and nuanced interpretations of literary texts
- Apply specific vocabulary and concepts to explain a text’s formal, cultural, and literary facets
- Communicate their ideas with fluency and clarity
- Participate actively and constructively in class discussions (in class and online) and group work to help facilitate their own learning and that of their peers

Students who achieve a higher level of mastery (with a minimum grade of B) will have (in addition to the above) also demonstrated the ability to:

- Demonstrate nuanced close reading and analysis of literary texts employing literary terminology and techniques
- Analyze a text’s formal, cultural, and literary facets with original insights and connections between different examples and contexts

Students who achieve the highest level of mastery (with a grade of A) will have (in addition to all of the above) also demonstrated the ability to:

- Demonstrate nuanced close reading and understanding of literary theory
- Create, substantiate, and communicate an original analytic argument that synthesizes multiple facets of a text and theoretical framework

See the “bundles” of assignments required for each grade below: [Specification Bundles](#).

Tokens & Flexibility:

Since every element of the course is assessed on an all-or-nothing basis, it might be stressful to strive for Satisfactory given that the stakes for not meeting that threshold may be significant. To ease stress, to allow for flexibility—and most of all, to maximize opportunities for learning—every student starts the course with 3 virtual “tokens” that can be “exchanged” for some leniency or opportunities for revision.

A token can be exchanged for one of the following:

- The opportunity to re-do a single Unsatisfactory Response Post. Each assignment can only be re-attempted once.
- To cancel out a single missed Response Post or Discussion Question assignment. A canceled-out post will not be counted against you but will not be marked as Satisfactory. This can only be done once for each assignment type, regardless of the number of tokens you have.

- The opportunity to revise a single Unsatisfactory Essay or Writing Exercise (except for Writing Exercise 3)
- To receive a 48-hour deadline extension on any single assignment (except for the exams, Writing Exercise 3, and any peer review). This can only be done once for any individual assignment and should be requested before the submission deadline.
- Other uses for tokens may arise during the semester.

I will track each student's tokens throughout the semester. There will be opportunities to earn additional tokens later in the semester.

Attendance

Students are expected to attend every class session. Students enrolled in this course will be held accountable to the following Auburn University attendance policy: more than three (3) unexcused absences will result in a grade of FA (failure due to absences). If you have an excused absence—e.g., university-sponsored trip, family emergency, illness, etc.—you must inform me as soon as possible. Documentation will generally not be required but may be requested in certain instances. If you plan to miss class or would like to have the absence excused you'll need to: 1) notify me *before* the absence when possible, 2) submit work due *before* the excused absence when possible, and 3) notify me (via email or in person) of the reason for the excused absence *within a week* of the absence.

Arriving more than 10 minutes late (or leaving early) will be counted as an absence. Every three (3) instances of tardiness (arriving late or leaving early) will be counted as one absence. Tardiness does not just affect you but impacts the entire class.

Any absence (excused or not) still has consequences in that you will miss important moments in class. You are responsible for keeping up with course content, so talk to other members of the class to find out what you missed before you return. Every class is important, and success depends on being present.

If it is clear to me that you have not done the reading and/or are not prepared for class discussion, you will be asked to leave and marked as absent for the class period.

Submitting Class Work and Peer Review

Assignments are due on Canvas at the specified time on the due date. Unless otherwise noted, all formal assignments should be formatted with 12-point Times New Roman Font, one-inch margins on all sides, no extra space between paragraphs, and double-spacing between lines (and no extra space between paragraphs). You should keep all of your assignments as they are handed back to you. All essay assignments and drafts submitted to Canvas must be Microsoft Word documents (.doc or .docx).

For every Essay assignment you will have to submit a complete polished draft, which will be reviewed by your peers on Canvas. After your peers have reviewed and commented on your paper, you will then revise and resubmit the assignment for the final grade. Late drafts will NOT be accepted and will not be made available for peer review. It will be your responsibility to seek peer review or help from the Miller Writing Center separately. In addition, failure to complete your peer review assignment by the specified deadline will result in an automatic Unsatisfactory for the Essay.

Late Work Policy

Late assignments (those arriving any time after the designated due date and time) will NOT be accepted. The only exception is in the event of an emergency or serious illness; in that regard, it is the student's responsibility to contact me as soon as possible, and any penalty applied will be addressed on a case-by-case basis. For some assignments, however, a token may be used to request an extension.

Completion Policy

For all major writing assignments, page length or word count requirements will be provided. To be considered complete (and, therefore, Satisfactory), the paper must fully achieve the minimum page/word requirement. For example, if the assignment is “four to five pages,” your essay must be at least four full pages, meaning that the entire fourth page is filled.

Academic Honesty

Academic honesty can be a complicated issue, and we will discuss plagiarism in particular—what it is, how to avoid it—as a class. All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Auburn Services and Policies

Miller Writing Center

The Auburn University Miller Writing Center is free and available for students who desire feedback on their writing. (We can *all* use extra feedback on our writing.) Keep in mind, however, that while the tutors are there to help you with your assignments, they are not there to complete your assignments for you. Thus, when you schedule a meeting, make sure to have a list of questions, your essay, and documents like writing prompts with you when you actually meet. Taking these simple steps will help you and the tutors make the most of your time working together.

You can earn an additional [token](#) for two full appointments with the MWC (and reports sent to me), and a second token after five full appointments.

Accessibility

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with me during the first week of classes – or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Early Alert Grade System

You will receive an Early Alert Grade one week prior to mid semester (31st class day). The Early Alert Grade represents your current performance on class work graded at that point in the semester. Check the grading scale for this course so that you are aware of what percentage of the total points is represented by your Early Alert Grade. If your Early Alert Grade is a "D", "F", or "FA" you will receive an email from the Retention Coordinator. Early Alert Grades can be viewed by logging into AU Access and opening the *tiger i* tab. Select “Student Records” and open the “Midterm Grades” window from the drop-down box. If the grade seems inaccurate, please contact the instructor.

Withdrawal from the Course

Following University guidelines, students who wish to withdraw from a course with a grade of "W" can do so, without penalty, before mid-term. After mid-term, students cannot drop a course unless exceptional circumstances exist, with the approval of the Dean and a signature from the instructor indicating whether the student was passing ("WP") or failing ("WF") the course. **Nov. 1 is the last day to withdraw from university courses with no grade penalty, but a W instead.**

Important Dates

Aug 19	Classes Begin	Mon
Aug 23	Last Day to Add Course	Fri

Aug 26 - Sep 9	Drop Course Penalty Days- <i>\$100 Drop Fee per course dropped.</i>	Mon - Mon
Sep 2	Labor Day	Mon
Sep 9	15th Class Day - <i>Last day to drop from course with no grade</i>	Mon
Oct 7	Early Alert/Mid-Term Grade Deadline	Mon
Oct 10-11	Fall Break	Thu - Fri
Oct 17	41st Class Day- <i>Student deadline for request to move finals</i>	Thu
Nov 1	Last Day to Withdraw- <i>Last day to withdraw from course with "W"</i>	Fri
Nov 25-29	Thanksgiving Break	Mon - Fri
Dec 6	Classes End	Fri
Dec 7-8	Study/Reading Day	Sat - Sun
Dec 9-13	Final Exam Period	Mon - Fri

Course Assignments Overview

Your semester grade will come from the assignments below. I will provide specifications criteria for each assignment. *Please note, the grades reflected in Canvas should not be assumed as final.*

Response Posts: Every week you will have a short writing assignment regarding the readings. Each response will be a bit different and will require careful reading and thought on your part and should always include evidence from the text(s) in question.

Discussion Questions: Before each class you will be required to submit 3-5 discussion questions/ideas/passages for each reading assignment that you would like to discuss in class. At least 1 should be a discussion question, and 1 should be a passage from the reading. I may draw on these questions/passages or give you an opportunity to ask them yourself. See Canvas for further instructions.

Essay 1: OED Analysis, 2-3 pages. Using the *Oxford English Dictionary* (OED), your assignment is to select a single word from one of the texts we've read and perform a "close reading" of that passage in light of the selected word's definition. You will write an essay making an argument for the validity of your close reading presenting supporting evidence from the text and the OED.

Essay 2: Defining Britishness, 4-5 pages. This assignment requires you to critically examine a text from our course and construct an argument regarding how it defines "Britishness." You will write an essay making an argument for how your selected work represents/supports/challenges (or otherwise engages with) cultural ideals, values, or norms and demonstrate how that representation establishes/impacts a reading of the work. You will support your argument through close readings of the text and textual evidence.

Writing Exercise 1: "Notecard" Essay. For this exercise you will compose an "essay" that would fit on a 3x5 index card, including an original thesis statement (and supporting evidence) regarding one of the texts we've read.

Writing Exercise 2: Heteroglossia. For this exercise you will compose a brief analysis examining an instance of heteroglossia from one of our texts.

Writing Exercise 3: Applying Theory (Part of Final Exam). For this exercise you will compose a brief analysis of one of our texts applying a lens from one of our theory texts.

Midterm Exam. This exam will cover the first half of the semester. Every text and in-class lesson/discussion up to the exam is fair game.

Final Exam. This final exam will cover the last half of the semester. Every text and in-class lesson/discussion after the midterm exam is fair game.

Participation: This is a discussion-based class and you will be expected to participate in class discussions and group work. This will include collaborative group work, in class and online, such as a glossary of class terminology. I realize that not everyone is entirely comfortable speaking in class, so I will be looking at participation holistically (attentiveness, group participation, online participation, overall class contribution, etc.). Part of the purpose of this class, however, will be to push you outside of your comfort zone. If it is clear to me that you have not done the reading and/or are not prepared for class discussion, you will be asked to leave and marked as absent for the class period.

Specification Bundles Checklist:

Assignment Group	C Bundle Requirements	B Bundle Requirements	A Bundle Requirements
Discussion Questions	<input type="checkbox"/> Complete all 28 <input type="checkbox"/> Satisfactory on 20/28	<input type="checkbox"/> Complete all 28 <input type="checkbox"/> Satisfactory on 23/28	<input type="checkbox"/> Complete all 28 <input type="checkbox"/> Satisfactory on 26/28
Participation: • Class Discussion • Attendance • Conferences	<input type="checkbox"/> Contribute productively to class discussion at least 1 time in at least 20 sessions <input type="checkbox"/> Actively contribute to small group discussion/work <input type="checkbox"/> No more than 3 unexcused absences <input type="checkbox"/> Come to office hours (or appointment) at least 1 time	<input type="checkbox"/> Contribute productively to class discussion at least 1 time in at least 23 sessions <input type="checkbox"/> Contribute to class discussion at least 2 times in at least 10 sessions <input type="checkbox"/> Actively contribute to small group discussion/work <input type="checkbox"/> No more than 2 unexcused absences <input type="checkbox"/> Come to office hours at least 1 time	<input type="checkbox"/> Contribute productively to class discussion at least 1 time in at least 26 sessions <input type="checkbox"/> Contribute to class discussion at least 2 times in at least 15 sessions <input type="checkbox"/> Actively contribute to small group discussion/work <input type="checkbox"/> No more than 1 unexcused absence <input type="checkbox"/> Come to office hours at least 1 time
Group Glossary	<input type="checkbox"/> Actively contribute to Group Glossary	<input type="checkbox"/> Actively contribute to Group Glossary	<input type="checkbox"/> Actively contribute to Group Glossary
Response Posts	<input type="checkbox"/> Complete all 14 <input type="checkbox"/> Satisfactory on 9/14	<input type="checkbox"/> Complete all 14 <input type="checkbox"/> Satisfactory on 11/14	<input type="checkbox"/> Complete all 14 <input type="checkbox"/> Satisfactory on 13/14
Essay 1: OED Analysis	<input type="checkbox"/> Full Draft Submitted <input type="checkbox"/> Peer Review Completed <input type="checkbox"/> Satisfactory	<input type="checkbox"/> Full Draft Submitted <input type="checkbox"/> Peer Review Completed <input type="checkbox"/> Satisfactory	<input type="checkbox"/> Full Draft Submitted <input type="checkbox"/> Peer Review Completed <input type="checkbox"/> Satisfactory
Essay 2: Defining Britishness	<input type="checkbox"/> N/A	<input type="checkbox"/> Full Draft Submitted <input type="checkbox"/> Peer Review Completed <input type="checkbox"/> Satisfactory	<input type="checkbox"/> Full Draft Submitted <input type="checkbox"/> Peer Review Completed <input type="checkbox"/> Satisfactory
Writing Exercise 1	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
Writing Exercise 2	<input type="checkbox"/> N/A	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
Writing Exercise 3	<input type="checkbox"/> N/A	<input type="checkbox"/> N/A	<input type="checkbox"/> Satisfactory
Midterm Exam	<input type="checkbox"/> At least 70/100 Points	<input type="checkbox"/> At least 80/100 Points	<input type="checkbox"/> At least 90/100 Points
Final Exam	<input type="checkbox"/> At least 75/100 Points	<input type="checkbox"/> At least 85/100 Points	<input type="checkbox"/> At least 90/100 Points <input type="checkbox"/> Satisfactory on Writing Exercise 3 (50 points)

Weekly Schedule

Please Note: Schedule is tentative and subject to change. We will move at the speed dictated by the overall class' pace, which means sometimes we will be forced to move slower or faster than the schedule states. If normal class activities are disrupted due to illness, emergency, crisis, etc., the syllabus will be updated accordingly. Changes will be announced in class and via email and the updated syllabus will be posted to Canvas.

	Topic	Homework (Due on Date Listed)
Week 1	Introductions	•
20-Aug	Introductions & Syllabus	
22-Aug		READING: • Handout — “How to Read Literature” [On Canvas] • “The Dream of the Rood” <i>Broadview Anthology (BA)</i> pp 72-75
Week 2	Medieval Period	•
27-Aug	Understanding Ideology and Theory	READING: • Eagleton — <i>Ideology</i> , Ch. 1 [PDF on Canvas]
29-Aug		READING: • Exeter Book, “The Wanderer,” “The Seafarer,” “The Wife’s Lament,” “The Ruin” <i>BA</i> pp 65-71
Week 3		•
3-Sep	Structures of Feeling	READING: • Beowulf, <i>BA</i> pp 81-102 (through line 1250)
5-Sep		READING: • Beowulf, <i>BA</i> 102-127
Week 4		•
10-Sep		READING: • De France — <i>Bisclavret</i> , <i>BA</i> pp 180-187
12-Sep		READING: • Eagleton — <i>Ideology</i> , Ch. 2 [PDF on Canvas]
Week 5		•
17-Sep		READING: • Chaucer — <i>The Canterbury Tales</i> - Prologue <i>BA</i> pp 293-296, 297-315
19-Sep		READING: • Chaucer — <i>The Canterbury Tales</i> - The Wife of Bath’s Prologue and Tale <i>BA</i> pp 329-350
20-Sep		WRITING EXERCISE 1 DUE
Week 6	Renaissance/Early Modern	•
24-Sep		READING: • Bacon — from <i>Essays</i> <i>BA</i> pp 823-830
26-Sep		READING: • Shakespeare — <i>Macbeth</i> Acts I-III [PDF on Canvas]
Week 7		•
1-Oct		READING: • Shakespeare — <i>Macbeth</i> Acts IV-V [PDF on Canvas] • Elizabeth I — <i>The Golden Speech</i> , <i>BA</i> pp 759-760, 776-777
3-Oct		READING: • Philips — <i>Poems</i> , <i>BA</i> pp 987-992
Week 8	Midterm	•
6-Oct		TAKE HOME MIDTERM EXAM BY MIDNIGHT
8-Oct		READING: • Donne — <i>Songs and Sonnets</i> <i>BA</i> pp 913-924 • Donne — <i>Holy Sonnets</i> 10 & 14 <i>BA</i> pp 936, 938

10-Oct	NO CLASS – FALL BREAK	•
Week 9	Restoration/Eighteenth Century	•
15-Oct		READING: • Milton — <i>Paradise Lost</i> - Book One, <i>BA</i> pp 993-995, 1015-1031
17-Oct	Hegemony	READING: • Eagleton — <i>Ideology</i> , Ch 4 “From Lukacs to Gramsci” pp. 112-123 [PDF on Canvas]
18-Oct		ESSAY 1 DRAFT DUE
Week 10		•
20-Oct		ESSAY 1 PEER REVIEW DUE
22-Oct		READING: Behn — <i>Oroonoko</i> , <i>BA</i> pp 1230-1231, 1233-1269
24-Oct		READING: • Haywood — <i>Fantomina</i> , <i>BA</i> pp 1564-1579
25-Oct		ESSAY 1 DUE
Week 11		•
29-Oct	Heteroglossia	READING: • Swift — <i>Gulliver’s Travels</i> - Book One, <i>BA</i> p 1389-1391, 1405-1436
31-Oct		READING: • Swift — <i>Gulliver’s Travels</i> - Book Two, <i>BA</i> 1436-1468
Week 12		•
5-Nov		READING: • Swift — <i>Gulliver’s Travels</i> - Book Four, <i>BA</i> 1468-1503
7-Nov		READING: • Pope — <i>The Rape of the Lock</i> , <i>BA</i> pp 1513-1515, 1521-1534
8-Nov		WRITING EXERCISE 2 DUE
Week 13		•
12-Nov		READING: • Burney — <i>Evelina</i> , Vol. I, 87-164
14-Nov		READING: • Burney — <i>Evelina</i> , Vol. I 164-242
15-Nov		ESSAY 2 DRAFT DUE
Week 14		•
17-Nov		ESSAY 2 PEER REVIEW DUE
19-Nov		READING: Burney — <i>Evelina</i> , Vol. II, 243-330
21-Nov		READING: • Burney — <i>Evelina</i> , Vol. II, 330-400
22-Nov		ESSAY 2 DUE
	Thanksgiving Break	•
26-Nov	NO CLASS	•
28-Nov	NO CLASS	•
Week 15		•
3-Dec		READING: • Burney — <i>Evelina</i> , Vol. III, 401-479
5-Dec		READING: • Burney — <i>Evelina</i> , Vol. III, 479-554
Week 16	Finals Week	•
12-Dec		TAKE HOME FINAL EXAM WRITING EXERCISE 3 DUE