

ENGL 212: Literature of the Enlightenment and Revolution
MTWR, 8:30-9:20
Denny 212

Instructor: Paige Morgan <paigecm@u.washington.edu>
Office: Padelford A2J
Course website: <http://staff.washington.edu/paigecm/engl212/>
Office hours: M/W 9:30-10:30

Course Overview:

This course begins with a study of the literature of the Enlightenment, also known as the Age of Reason. The texts we read in the first half of the quarter will show the development of comedic wit and satire, emphasize precision of rhyme and meter, and demonstrate the importance of taste, and a focus on beauty, and the idea of bringing light to the world. For the second half of the quarter, we will focus on literature influenced by the French Revolution, and explore the ways that the sparkling light and wit crumbles and changes with the tension of the war in France, and the rise of Romanticism. Students may expect to read poetry and prose by Pepys, Newton, Dryden, Swift, Montagu, Pope, Wollstonecraft, Gray, Blake, Wordsworth, Coleridge, and Percy Shelley, as well as excerpts from philosophical and economic texts by Malthus, Swedenborg, and Adam Smith. Readings for this class involve a great deal of poetry which will require an intense amount of concentration and a willingness not only to read, but to **reread** the assigned texts. Grading will be based on class participation and written work, which will probably involve a midterm and final exam, one essay (3-4 pages), short response papers, and active participation in discussions in class or on an electronic message board.

At the end of the quarter, you should be able to:

- Identify and be familiar with characteristics of English literature between 1660 and 1832, and discuss the connections between specific texts and major historical events.
- Develop a close reading of a poem or short story from this period, and consider and weigh the value of alternate interpretations.
- Be familiar with some of the common opinions/perceptions of men/women/god/science/freedom/labor/beauty/terror in the 18th century.

Required Materials:

- The Norton Anthology of English Literature: The Restoration and the Eighteenth Century (Volume C, 8th Edition)
- Course Reader (available at The Ave. Copy Center, 4141 University Way)
- A folder for storing handouts and assignments.
- Access to an in-depth dictionary, i.e. the Oxford English Dictionary (available to all UW students online through the library webpage)
- A UW email account (for the purpose of participating in the class email list and in Catalyst webtools). You cannot use gmail, hotmail, or other non-UW accounts to do this.

Recommended Materials:

- *They Say, I Say: The Moves That Matter in Academic Writing*. (Gerald Graff and Cathy Birkenstein) – available at the U Bookstore and elsewhere. (Also to be placed on reserve in Odegaard Library)

Grading:

- One 3-4 page essay (25% of final grade)

- One mid-quarter and one final exam (25% of final grade)
- E-post responses and postings, misc. assignments, and reading quizzes (15% of final grade)
- Group presentation (15% of final grade)
- Class participation (20% of final grade)

This class will include the following types of assignments:

E-Post Response Papers: You will also be asked to respond to texts and discussion points through the Catalyst E-post system (more details available at the course website). E-post response assignments will vary in length from 50 to 350 words, and are designed to help you prepare for participating in class discussion: if you come to class with ideas written down in advance, it's much easier to make statements and ask questions. For e-post assignments, the class will be divided into two groups, A & B. When the A group is assigned to post, the B group students will be assigned to respond to the posts, and vice-versa.

Reading Quizzes: Most weeks will include one reading quiz, given on a random day. The quiz should be simple if you've done the assigned reading – though occasionally, I may ask a non-traditional question designed to get you to think about the material from a new perspective. These quizzes are not graded particularly hard, but it is important that you participate in them. You may make up one quiz if you miss it.

Short Assignments: Occasionally I will give you short assignments, designed to help you understand a text, or the history behind it. These assignments will usually involve brief research, and/or 2-4 paragraphs of writing. Credit will be given based on participation.

Essays: For this class, you will write one 3-4 page essay, which represents 25% of your final grade. Further details will be given in a separate assignment sheet. You will have the opportunity to revise this essay once, in order to improve your grade.

All assignments should be in 12 pt. Times New Roman, double-spaced, with 1-inch margins. All assignments must be stapled – I do not accept assignments with folded corners or paperclips.

Late Work Policy: All assignments are due at the beginning of class. I do not accept papers via email. Late work earns a .3 deduction for each day: if your paper is a 3.6 and is two days late, your grade will be a 3.0.

Participation and Class Format: While this class will include lectures designed to provide you with important background information for reading and understanding the texts, we will spend much of the class discussing the literature assigned for the day. It is important that you read the assigned work in advance, and come prepared to participate – to ask questions about the texts, and to respond to issues raised by your classmates.

All of your actions in the classroom affect your participation grade, but in particular, I calculate it based on the following criteria:

- Your ability to focus during class time.
- Bringing your course reader and previous essays to each class period.
- Your contributions to class discussion and group activities (see “Discussion Questions” below).
- Your attendance and effort at two one-on-one conferences during the quarter.

- Your ability to turn assignments in on time.
- Your demonstration of respect for me and for your classmates.

In order to succeed this quarter, you will need to be willing to discuss the texts we read, and to talk about the choices you make when you write, and the choices you see your classmates making. One of the best ways of learning is asking questions – and it is equally valuable to try to answer a question, even if you are not sure that your answer is right. (Many questions have more than one right answer).

Even if you are nervous about talking in class, I encourage you to make the effort to speak, even if it is less than other students. You can also earn participation credit by coming to office hours, and discussing subjects with me on a one-on-one basis.

Discussion Questions: As you do each day’s reading, you should develop potential discussion questions for the texts. And though you may not be certain, you should develop a potential answer to your question as well. Nearly every day, I will call on 2 or 3 students at random, and ask them to share one or two discussion questions, and potential answers, in order to help generate class discussion.

Classroom Environment and Etiquette: Studying literature involves developing interpretations about specific texts – what they mean, and why they are helpful or important. Interpreting literature involves, and even requires that people have different ideas – and so you are not expected to agree with me or with your classmates all of the time. I encourage you to ask questions, or suggest alternate ways of looking at texts. However, it is vital that you respect the opinions and ideas raised by others, and treat them with the same courtesy that you expect to be treated.

Attendance: No official grade is given for attendance; instead, it is tracked as participation credit, as described above. It is your responsibility to check with classmates in order to get copies of handouts or find out what else you may have missed in class. You may also use the class mailing list (engl212a_sp07@u.washington.edu) for this purpose. It is your responsibility to make decisions about attending class. You will need to decide when you are well enough to attend class or too sick and need to stay at home. Please be considerate of your classmates, and of me, when you make these decisions. If you have the stomach flu, please stay home.

Office Hours and Communication: I have two office hours each week, on Mondays and Wednesdays from 9:30 to 10:30 a.m. Don’t hesitate to stop by if you have a question about class or want to get feedback on an idea for an assignment, or simply want to chat. I enjoy teaching, and I’ll be delighted to get to know you over the course of the quarter. If neither of the scheduled office hours work are convenient, you can email me to make an appointment for a different time. Office hours are held in Padelford A2J. To get to Padelford A2J, enter the west side of the building, take the elevator to the “PL” level, and go through the first door on your right.

Plagiarism Policy: Plagiarism, or academic dishonesty, is presenting someone else's ideas or writing as your own, without citations. In your writing for this class, you are encouraged to refer to other people's thoughts and writing -- as long as you cite them. As a matter of policy, any student found to have plagiarized any piece of writing in this class will be immediately reported to the College of Arts and Sciences for review.

Accommodations: Please let me know if you need accommodation of any sort. I will work with the UW Disabled Student Services (DSS) to provide what you require (this will require you to

register with Disabled Student Services). I am very willing to take suggestions specific to this class to meet your needs. This syllabus is available in large print, as are other class materials. You can contact Disabled Student Services via email at uwdss@u.washington.edu.

Important Contacts: If you have any concerns about the course or me, please see me about these concerns as soon as possible. If you are not comfortable talking with me or not satisfied with the response that you receive, you may contact Miceal Vaughan, the Director of Undergraduate Programs, at miceal@u.washington.edu.

The following campus writing centers may provide useful help as you work on your essays:

Odegaard Writing Center: Odegaard Library Rm. 326
Hours: Sunday-Thursday, 7-10 p.m.
Appointments at owrc@u.washington.edu

CLUE Writing Center: Mary Gates Hall Gateway Center
Hours: Sunday-Thursday 7p.m.-midnight
More info at: <http://depts.washington.edu/clue/writing.htm>

English Department Writing Center: Padelford Hall B-12
Hours: Monday-Friday 10:30a.m.-5:30p.m.
More info at: <http://depts.washington.edu/wcenter/>

Counseling Center: The Counseling Center is a place where currently enrolled UW students can get help with study skills, career decisions, substance abuse, and personal problems such as relationship difficulties, anxiety, or depression.
401 Schmitz Hall
206.543.1240

English 212A: Literature of Enlightenment and Revolution
Reading Schedule

(this schedule is subject to change, but I will make every effort not to do so. Changes, if they occur, will be announced via the class email list, and in class)

Week One		
M-3/26	Syllabus	
T -3/27	Herbert/Donne/Spenser	
W-3/28	Context/Pepys: Plague	
R-3/29	Context/Pepys: Great Fire/Deb Willett; Dryden: A Song For St. Cecelia's Day	
Week Two		
M-4/2	John Dryden: From <i>An Essay of Dramatic Poesy</i> : "Two Sorts of Bad Poetry" and "The Wit of the Ancients: The Universal" (Norton, pp.2125-2128) Isaac Newton: "A Letter of Mr. Isaac Newton" (Norton, pp. 2156-2160)	Reading Response: Group A: due by 8 a.m., Monday Group B's Response to Group A: due by 8 a.m., Tuesday.
T-4/3	Joseph Addison: Wit: True, False, Mixed (Norton, pp. 2481-2485) Alexander Pope: Rape of the Lock (1712 edition): Canto I (CP)	
W-4/4	Rape of the Lock: Canto II (CP)	
R-4/5	Rape of the Lock (1714) Cantos I-III (Norton pp. 2513-2525)	
Week Three		
M-4/9	Rape of the Lock (1714) Cantos IV-V (Norton pp. 2525-2532)	Reading Response: Group B: due by 8 a.m., Monday Group A's Response to Group B: due by 8 a.m., Tuesday.
T-4/10	Jonathan Swift: The Lady's Dressing Room (Norton, pp. 2590-2592) Lady Mary Wortley Montagu: "The Reasons That Induced Dr. Swift To Write A Poem Called the Lady's Dressing Room" (Norton pp. 2593-2594)	
W-4/11	Alexander Pope: Epistle To A Lady (Norton pp. 2598-2604) Pope: From "Epistle 2. Of the Nature and State of	

	Man with Respect to Himself, as an Individual” (Norton, pp.2547-2548)	
R-4/12	Presentations 1 & 2	
Week Four		
M-4/16	Mary Wollstonecraft: Vindication of the Rights of Woman (CP) Excerpt: Thomas Paine: The Rights of Man (CP) “Declaration of the Rights of Man and of Citizens by the National Assembly of France.” (CP)	Reading Response: Group A: due by 8 a.m., Monday Group B’s Response to Group A: due by 8 a.m., Tuesday.
T-4/17	Review	
W-4/18	Presentations 3 & 4	
R-4/19	Prepare Exam Questions	
Week Five		
M-4/23	Mid-term Exam	
T-4/24	Context: French Rev.; Industrial Rev.	
W-4/25	Emanuel Swedenborg: From “ <i>Heaven and Its Wonders And Hell: Drawn from Things Heard & Seen.</i> ” Heaven section (CP)	
R-4/26	Swedenborg: Hell section (CP)	
		Diagram of Swedenborg’s Heaven: due Friday by 5 p.m. (at my office, Padelford A2J)
Week Six		
M-4/30	William Blake: “The Marriage of Heaven and Hell” (CP)	Reading Response: Group B: due by 8 a.m., Monday Group A’s Response to Group B: due by 8 a.m., Tuesday.
T-5/1	Blake: MHH cont’d Blake: “A Song of Liberty” (CP)	
W-5/2	Catch-up day: possible review of French Declaration of Rights	
R-5/3	Presentations 5 & 6	
Week Seven		
M-5/7	Thomas Malthus: Excerpt from <i>An Essay on the Principle of Population.</i> (CP) Adam Smith: Excerpt: “The Wealth of Nations.” (CP)	No responses required this week!
T-5/8	Wordsworth: “Beggars” (CP)	

	Blake: Both versions of “The Chimney Sweeper,” “London” (CP)	
W-5/9	Burke: Excerpt: “ <i>A Philosophical Enquiry</i> ” – sections TBA (CP)	
R-5/10	Catch-up day (further discussion of Burke, perhaps)	
F-5/11		Essays due by Friday, 5 p.m., via e- submit in Catalyst!
Week Eight		
M-5/14	Terror Thomas Gray: “Elegy Written in a Country Churchyard” (Norton pp. 2867-2870) Shelley: Ozymandias (CP)	Group A: due by 8 a.m., Monday Group B’s Response to Group A: due by 8 a.m., Tuesday.
T-5/15	Shelley: The Cenci, Act I (CP)	
W-5/16	Shelley: The Cenci, Acts II-III (CP)	
R-5/17	Presentations 7 & 8	
Week Nine		
M-5/21	Shelley: The Cenci, Acts IV-V (CP)	Reading Response: Group B: due by 8 a.m., Monday Group A’s Response to Group B: due by 8 a.m., Tuesday.
T-5/22	Blake: Visions of the Daughters of Albion (CP)	
W-5/23	Blake: VDA (if not finished on Tuesday) and The Cenci, side by side	
R-5/24	Presentations 9 & 10	
Week Ten		
M-5/28	Memorial Day: No Class!	
T-5/29	Review	
W-5/30	Review/Course Evals	
R-5/31	Exam Question Writing	
Finals Week		
Tuesday, June 5th	Final Exam: 8:30-10:20, Denny 212	Any revised essays are due to be handed in at the final exam.