

ENG 2307E.001 Major British Authors

Lecture: Mon. 2:30-4:30 (UC 142)
Tutorials: Tuesdays and Wednesdays

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Office hours: Mon. 1:00-2:30, Tues. 2:00-3:30

Course Description:

This course will trace some of the major developments in British literature from its oldest texts to contemporary fiction. Despite the massive scope of the course (some 1500 years) the goal here will not be to cover a massive amount of text. Rather, we will seek to understand selected pieces both as individual works and as parts of an evolving literary tradition. At the same time, we will explore the multitude of ways scholarship has approached British literature by reading and discussing excellent (and not so excellent) critical studies.

To these ends we will read pieces chronologically, which will give us a chance to discuss the changing nature of “literature” throughout the tradition. Texts have been chosen because they are representative of their age and genre, but also simply because they are examples of the English language at its finest. Some readers will be drawn to the representation of the heroic in *Beowulf*, some will immerse themselves in the contemplation of the aesthetic in *Kubla Kahn* and some will be repulsed and fascinated by the plight of heroin addicts in *Trainspotting*, but all readers should find many texts which will pique their curiosity and excite their critical talents.

Assignments will force students to engage deeply with the texts themselves and with the critical debates surrounding those texts. We will therefore engage with critical scholarship throughout the year and discuss strategies for entering into critical discussions and planning, organizing and writing substantial research papers.

Course objectives:

Upon successful completion of the course students will be able to:

- 1) discuss the development of English literature and textual traditions across time
- 2) recognize literary texts’ relationship to that tradition
- 3) recognize and discuss the rhetoric and structure of literary texts using appropriate critical tools
- 4) find, critique and use relevant secondary sources (i.e. identify the thesis, argument, sources and methods of other scholars)
- 5) frame a research question which explores literary texts within the context of ongoing critical debates and discussions
- 6) answer that research question (by developing an argument which is situated within the critical discourse on the topic) and present that answer in a clear, well argued and structured paper

Course texts:

The Norton Anthology of English Literature. Packages 1 & 2. 9th ed. Ed. Stephen Greenblatt. New York: Norton, 2012.

Shakespeare, William. *Othello: Norton Critical Edition*. Ed. Edward Pechter. New York: Norton, 2004. (shrink-wrapped with the anthology)

Synge, J.M. *The Complete Works*. Ed. Aidan Arrowsmith (Wordsworth, 2008).

Welsh, Irvine. *Trainspotting*. London: Vintage, 2011.

Recommended: Hacker, Diana. *A Canadian Writer’s Reference*. 3rd ed. Boston/New York: Bedford, 2004. You probably have a writing handbook from first year. Any will do.

Class schedule

Read all assigned texts before class and *bring the book(s) and printouts with you*. We will be reading and talking about specific passages from the texts. All primary readings (except a few handouts, Synge and Welsh) are from the three Norton volumes. Secondary sources are available from online databases or the *Othello* volume (pages given). Heed the page numbers assigned. Most of the secondary material is available online and part of the point of these readings is to ensure that you know how to find such material. Either save a copy to your laptop/tablet or print it out and bring it with you.

Thurs	Sept. 4	First day of classes: Tutorials will NOT meet this week.
Mon.	Sept. 8	Introduction to Old English
		Read: "Anglo-Saxon Literature" (6-10) "The Dream of the Rood" (32-36)
Tutorials		Read: "The Dream of the Rood"
Mon.	Sept. 15	Read: <i>Beowulf</i> (36-88)
Tutorials		Continuing with <i>Beowulf</i>
Mon.	Sept. 22	Read: <i>Beowulf</i> (88-110)
Tutorials		Read: Tolkien, J.R.R. "Beowulf: The Monsters and the Critics." Read the abridged version at: http://teacherweb.com/NJ/DeptfordTownshipHighSchool/MrMosiondz/Tolkien-Beowulf-the-Monsters-amp-the-Critics.pdf This immensely influential piece was first published in <i>Proceedings of the British Academy</i> 22 (1936): 245–95.
Mon.	Sept. 29	Introduction to Middle English
		Read: "Middle English Literature" (13-25) <i>Sir Gawain and the Green Knight</i> (Fitts II & III, 196-227)
Tutorials		Read: Continue with <i>Sir Gawain</i>
Mon.	Oct. 6	Read: <i>Sir Gawain and the Green Knight</i> (Fitt VI, 227-238) Pearsall, Derek. " <i>Sir Gawain and the Green Knight</i> : An Essay in Enigma." <i>The Chaucer Review</i> 46 (2011): 248-260.
Tutorials		Read: Finish with <i>Sir Gawain</i>
Mon.	Oct. 13	Thanksgiving: no lecture this week.
Tutorials		Read: Chaucer, "Lyrics and Occasional Verse," 343-6. This is actual Middle English, so take your time and use the glosses.
Mon.	Oct. 20	Introduction to Anglo-Norman (slightly out of order)
		Read: "Anglo-Norman Literature" (10-13) "Romance" (140-2) Marie de France, <i>Lanval</i> and <i>Milun</i> (142-167, read <i>Lanval</i> first)
Tutorials		Read: Jurasinski, Stefan. "Treason and the Charge of Sodomy in the <i>Lai de Lanval</i> ." <i>Romance Quarterly</i> 54 (2007): 290-302.
Wed.	Oct. 22	Paper 1 due

- Mon. Oct. 27 **Early Modern (or, The Renaissance?)**
 Read: “The Sixteenth Century: 1485-1603” (531-55)
 Edmund Spenser, *The Faerie Queene* (766-8, 775-843)
 Tutorials Read: Spenser’s letter again (777-80)
- Mon. Nov. 3 Read: Spenser, *The Faerie Queene* (843-934)
 DuRocher, Richard J. “Arthur’s Gift, Aristotle’s Magnificence, and
 Spenser’s Allegory: A Study of ‘Faerie Queene’ 1.9.19.” *Modern
 Philology* 82 (1984): 185-90.
 Tutorials Finish up with Spenser
- Mon. Nov. 10 Read: Shakespeare, *Othello* I-III (3-76)
 Tutorials Read: Hunter, G.K. “*Othello* and Colour and Prejudice” (in Norton volume,
 248-62).
- Mon. Nov. 17 Read: Shakespeare, *Othello* VI-V (76-117)
 Boose, Lynda E. “*Othello*’s Handkerchief” (in Norton volume, 262-75).
 Tutorials Read: Finish with *Othello*
- Mon. Nov. 24 Read: Marlowe, “Hero and Leander” (1106-26)
 Tutorials Read: Mills, John. “The Courtship Ritual of ‘Hero and Leander’.” *English
 Literary Renaissance* 2 (1972): 298-306.
- Mon. Dec. 1 Read: Marlowe, “The Passionate Shepherd to His Love” (1126)
 Raleigh, “The Nymph’s Reply to the Shepherd” (1023-5)
 Donne, “The Bait,” 1384
 Tutorials Read: Hamilton, Lynn. “Donne’s ‘The Bait’.” *Explicator* 46.3 (1988): 11-13.
Wed. Dec. 3 Paper 2 due
- EXAM PERIOD: WE WON’T HAVE A MID-TERM EXAM
- Mon. Jan. 5 **The Eighteenth Century**
 Read: “The Restoration and the Eighteenth Century” (2177-2205)
 Aphra Behn, *Oroonoko* (2307-9, 2313-2358)
 Tutorials Read: Olaudah Equiano, *The Interesting Narrative* (3033-43)
- Mon. Jan.12 Read: Aphra Behn, *Oroonoko* (finish it if you haven’t)
 Figlerowicz, Marta. “‘Frightful spectacles of a mangled king’: Aphra
 Behn’s *Oroonoko* and narration through theater.” *New Literary History*
 39 (2008): 321-334.
 Tutorials Finish up *Oroonoko*.
QUIZ 1 (on Marlow, Raleigh or Donne)
- Mon. Jan. 19 Read: Alexander Pope, “Eloisa to Abelard” (2665-9, 2705-13)
 Thomas Gray, “Elegy Written in a Country Churchyard” (3047, 3051-4)
 Tutorials Read: Edgecombe, Rodney Stenning. “The Heroic Mental Journey: A Note on
 a Topos.” *ANQ: A Quarterly Journal of Short Articles* 16.1 (2003): 24-
 7.

Mon. Jan. 26	Romantics (not the big three)
	Read: Robert Burns, "To a Mouse," "To a Louse," "Auld Lang Syne," and "Tam O'Shanter" (165-7, 171-9)
Tutorials	Read: MacLaine, Allan H. "Burns's Use of Parody in 'Tam O'Shanter'." <i>Criticism</i> 1 (1959): 308-316.
Mon. Feb. 2	Read: S. T. Coleridge, "Rime of the Ancient Mariner" (437-9, 443-59).
Tutorials	Read: "Kubla Kahn" (459-62)
Mon. Feb. 9	Victorians
	Read: Dante Gabriel Rossetti, "The Blessed Damozel," "My Sister's Sleep" (1471-8)
	Christina Rossetti, everything <i>except</i> "Goblin Market" (1489-96, 1508-12)
Tutorials	QUIZ 2 (Coleridge, a Rossetti, or Morris) Read: William Morris, "The Defence of Guenevere" (1512-22)
Mon. Feb. 16	Conference week
Tutorials	Conference week
Mon. Feb. 23	Read: Kipling, "The Man Who Would Be King" (1851-77), "White Man's Burden" and "If--" (1880-3)
Tutorials	Read: Shippey, Thomas and Michael Short. "Framing and Distancing in Kipling's 'The Man Who Would Be King'." <i>Journal of Narrative Technique</i> 2:2 (1972): 75-87.
Mon. Mar. 2	The Twentieth Century
Tutorials	Read: Orwell, "Shooting an Elephant" (2604-2610) Read: "Politics and the English Language" (2610-19)
Mon. Mar. 9	Read: J.M. Synge, "Playboy of the Western World."
Tutorials	Read: Levitt, Paul Michael. "Fathers and Sons in Synge's <i>The Playboy of the Western World</i> 66.1 (2007): 18-21.
Mon. Mar. 16	Read: Irving Welsh, <i>Trainspotting</i> (1-161)
Tutorials	Focus on a single episode (TBA in class)
Mon. Mar. 23	Read: Welsh, <i>Trainspotting</i> (163-334)
Tutorials	Read: MacLeod, Lewis. "Life among the Leith plebs: Of arseholes, wankers and tourists in Irvine Welsh's <i>Trainspotting</i> ," <i>Studies in Literary Imagination</i> 41.1 (2008): 89-106.
Wed. Mar. 25	Paper 3 due
Mon. Mar. 30	Read: Hanif Kureishi, "My son the fanatic" (3032-41)
Tutorials	Exam prep.
Mon. Apr. 6	Read: Carol Ann Duffy [all the poems] (3041-5)
Tutorials	Exam prep / practice (using Duffy's poems)
April 11-30	Final Exam period (don't book a flight before the schedule is out!).

The Grading Stuff:

Marks Distribution:

Paper 1 (text analysis, 1500-1800 words / 5-6 pages)	12%
Paper 2 (secondary analysis, 1500-1800 words / 5-6 pages)	12%
Paper 3 (research paper, 3600-3900 words / 12-13 pages)	25%
Interpretive quizzes (3% x 2)	6%
Participation	10%
Final exam	35%

Papers:

Essays must be presented in MLA style. Essays are due by the end of class on the date assigned. Late essays will lose 3% per day (including weekends). Extensions will only be granted in the case of serious, documented illness or emergency and must be accompanied by documentation processed through Academic Counseling. In other words, I do not (indeed, University policy states that I cannot) grant extensions. If Academic Counseling determines that you should have an extension, I will comply.

Come see me BEFORE you are frantic in the week before a paper is due.

Class participation:

Woody Allen might have said that “90% of life is just showing up”, but I’m afraid that won’t cut it here. Being in class is not very useful if we are discussing texts that you haven’t read and with which you can not engage. Students will periodically be responsible for directing small-group discussion and this will weigh heavily as “Class Participation.” Attendance is essential for your personal success, but it is also necessary for the dynamics of the classroom, especially in tutorials. **Therefore, if you have five unexcused absences from tutorial you will not be allowed to write the exam.** Excuses must meet the criteria laid out in the University’s Academic Accommodation policy (below).

Interpretive quizzes:

The two short quizzes will be on authors we are reading, but poems you haven’t read. They are designed to help you prepare for the exam. Missed quizzes may be re-written according to the university’s Academic Accommodation policy (below).

Exams:

Exams are scheduled by the University.

DO NOT MAKE TRAVEL PLANS UNTIL YOU KNOW YOUR EXAM SCHEDULE.

Value of term work and exam:

STUDENTS MUST PASS BOTH TERM WORK AND THE FINAL EXAMINATION (IN COURSES WITH FINAL EXAMINATIONS) IN ORDER TO PASS THE COURSE. STUDENTS WHO FAIL THE FINAL EXAMINATION (REGARDLESS OF THEIR TERM MARK) AUTOMATICALLY FAIL THE COURSE.

The Administrative Stuff:

Academic Accommodation:

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth (either alone or in combination) 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.

Documentation shall be submitted, as soon as possible, to the Office of the Dean of the student's Faculty of registration, together with a request for relief specifying the nature of the accommodation being requested. The Student Medical Certificate (SMC) can be found at <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf>.

Students who are in emotional/mental distress should refer to MentalHealth@Western:

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offense Policy in the Academic Calendar).

Plagiarism checking:

The University of Western Ontario uses software for plagiarism checking (i.e. Turnitin). Students will be required to submit their work in electronic form for plagiarism checking.

Prerequisites:

Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded and that all course prerequisites have been successfully completed, and that they are aware of any antirequisite course(s) that they have taken. If the student does not have the requisites for a course, the University reserves the right to remove the student from the course and to delete it from the student's record. This decision may not be appealed. A student will receive no adjustment to his or her fees in the event that he or she is dropped from a course for failing to have the necessary prerequisites.

Information for students:

Departmental and university policies related to course work, grades, plagiarism, appeals, etc. are available on the English Department website. Please see: <http://www.uwo.ca/english/undergrd/info.html>