Required texts:

You must bring a copy of the week’s text to class. Many of our texts can be found in the Norton Anthology of English literature. Other than our first two texts for which there are many dreadful editions, I am happy for you to use any critical edition of the texts as examination of discrepancies between the texts is itself illuminating.

Chaucer: *General Prologue to the Canterbury Tales; The Wife of Bath’s Tale and prologue and The Knight’s Tale and Prologue*. When you have come to love Chaucer, you might think about investing in the Riverside Chaucer. However, for our purposes, any modern critical edition will do.
More: *Utopia*
Shakespeare: *Richard II* (The Norton, Arden, Oxford and Signet editions are all reliable)
Milton: *Lycidas; Paradise Lost* selections
Rochester: *Imperfect Enjoyment;*
Behn: *The Disappointment*
Swift: *Description of a City Shower, Beautiful Nymph Going to Bed,*
Swift: Bk 4 *Gulliver’s Travels*
Defoe: *Robinson Crusoe*
Pope: *The Rape of the Lock*
Thomas Gray: *Elegy written in a Country Churchyard*
Henry Mackenzie: *The Man of Feeling.*

Critical readings: I will provide these as handouts and post them on our Canvas page under the Files tab on the left side of the page

Course goals: This course aims to introduce students to the vocabularies and critical tools used in the practice of literary studies. We will look in broad terms at the range of early literature from the middle ages to the late eighteenth century paying particular at-
tention to the concerns, themes, genres and historical forces that shaped the literature of this period.

**Attendance:** You are expected to attend class, pay attention in class, and bring the required texts (the anthology and the printouts) each day. If you miss three classes I will ask you to withdraw from the course. We will follow the course schedule closely. If you miss class, it is your responsibility to find out what you missed.

**Class participation:** Our sessions will be most productive (and fun) when we all participate and your final grade will include a 5% contribution component assigned for your contribution to discussions (both in class and online) in useful, appropriate, thoughtful ways. Likewise, your final grade will be lowered for any disruptive or unprofessional behavior. Common courtesy dictates that cell phones are turned off and put away and laptops used only for notetaking. You will be asked to leave the room if you are texting or emailing.

**Papers:** Your performance will be assessed by four 1300 word (4-5pp) essays (each consisting of 20% of your final grade) and two 750 word (2-3pp) responses to readings, the first making up 2.5% and the second making up 7.5% of your final grade. All papers should be Times New Roman 10 or 12 point double spaced with the word count at the end and uploaded to our blackboard page before class on the due date. Papers will be graded on grounds of (1) accuracy [knowledge of texts and issues discussed in class], (2) originality and independence of thought, (3) quality of writing [style, structure, grammar]. You must complete all assignments to pass the class.

**Oral presentation:** In addition to your papers, you will also be responsible for one 5-10 minute presentation in which you will identify and interpret a significant detail in the selection of text you have made, and then relate that detail to other parts of the same text. This will constitute 5% of your final grade.

**Academic Integrity:** Students are bound by the University College policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students' own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy: http://ucollege.wustl.edu/faculty/academic_integrity

All students are expected to abide by the citation and attribution techniques explained here: https://owl.english.purdue.edu/owl/section/2/

We will do exercises on citation before your first essay. If you ever have any doubts or questions about how to cite a text or critical essay or even inspirational conversation, I
am happy to help. Always err on the side of caution. I am obliged to report all plagiarism cases to the Academic Integrity Committee and I do not negotiate with cheaters.

**Academic Support:** All University College students are encouraged to take advantage of the following Academic Support services on campus:

- **Cornerstone:** Cornerstone provides access to academic peer mentoring, assists students with essential study and test-taking skills, and offers disability resources to students in need. In addition, Cornerstone connects first-generation college students to leadership programs and offers academic, research and career opportunities. Visit [http://cornerstone.wustl.edu/](http://cornerstone.wustl.edu/) for more information.

- **Writing Center:** The Writing Center staff members are writers helping writers through the process of revision. They are undergraduate students, graduate students and faculty members who love to write and to help others clarify their thoughts and ideas. The Writing Center and The Speaking Studio at Washington University in St. Louis provide free, one-on-one tutoring to all WUSTL students for any writing or public speaking project. Students interested in using the Writing Center should call in advance to make an appointment. Visit [http://writingcenter.wustl.edu/](http://writingcenter.wustl.edu/) for more information.

- **Arts & Sciences Computing:** Arts & Sciences Computing operates two labs that are open to students, faculty, and staff. Visit [http://computing.artsci.wustl.edu/labs](http://computing.artsci.wustl.edu/labs) for more information.

- **Library:** Washington University Libraries boast an impressive array of services, including course reserves, interlibrary loan, reserved study spaces, the Arc Computing Lab, and so much more. Visit [http://library.wustl.edu/](http://library.wustl.edu/) for more information.

**Learning differences:** I am passionate about providing equal opportunity to students with learning differences. Wash U is too. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities. Students wishing to request services or accommodations must register and provide appropriate documentation to the DRC at cornerstone.wustl.edu. The DRC serves as a resource and advisor to students with disabilities and welcomes opportunities to consult with students, families, faculty, and staff. Please let me know if you need accommodations so that we can discuss the best learning and teaching practices for your particular situation.
Course schedule:

Aug 27       Introduction

The Medieval Period (500 – 1500)

Sept 3       Beowulf; Paul Acker, “Horror and the Maternal in Beowulf” (handout)
            Sept 10      Sir Gawain and the Green Knight
                          Beowulf response paper due
            Sept 17      Chaucer: General Prologue/Wife of Bath’s Tale
                          Susan Crane, “Alison’s Incapacity and Poetic Instability in the Wife of Bath’s Tale” (handout)
            Sept 24      Chaucer: The Wife of Bath’s Tale and The Knight’s Tale

The Early Modern Period (1500 – 1700)

Oct 1         More: Utopia
                          Paper 1 due
            Oct 8         Shakespeare: Richard II
            Oct 15        Fall break no class
            Oct 22        Donne and Herbert: devotional poems (handout)
                          Response 2 due
            Oct 29        Milton, Lycidas; Paradise Lost selections
                          Stanley Fish, “Not so much a Teaching as an Intangling”
            Nov 5         Milton continued
                          Rochester, Imperfect Enjoyment;
                          Behn, The Disappointment
                          Paper 2 due
## The Enlightenment (1700 – 1800)

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<thead>
<tr>
<th>Date</th>
<th>Author</th>
<th>Title</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Nov 12</td>
<td>Swift</td>
<td>Description of a City Shower, Beautiful Nymph Going to Bed, Bk 4 of Gulliver’s Travels</td>
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<tr>
<td>Nov 19</td>
<td>Defoe</td>
<td>Robinson Crusoe</td>
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<td></td>
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<td>Ian Watt, “Realism and the Novel Form”</td>
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<tr>
<td>Nov 26</td>
<td>Pope</td>
<td>The Rape of the Lock; Paper 3 due</td>
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<tr>
<td>Dec 3</td>
<td>Thomas Gray</td>
<td>Elegy written in a Country Churchyard</td>
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<tr>
<td>Dec 10</td>
<td>Excerpts from Henry Mackenzie</td>
<td>The Man of Feeling. Final class and final essay due</td>
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