

EN 320 Neoclassicism in English Literature, 1640-1800 (3) Winter 2007

Instructor: Dr. Cornelia Burian
Office Hours: W 3:00-4:00 and by appointment
Class Times: W/FR 4:00-5:15
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Required Text: Robert DeMaria, ed. *British Literature, 1640-1789: An Anthology*. Second Edition. Oxford: Blackwell, 2001.

Course Description: This course focuses on literature produced in Britain between 1640 and 1800. Beginning with Milton, and proceeding to other canonical figures such as Pope, Swift, Dryden and Johnson, the course also investigates how writers generally classified as Elizabethans such as Milton or Romantics like Blake fit into this period. We will moreover read works by women and other formerly marginalized writers. The selection of texts reflects the course's commitment to tradition and openness to change.

Course Objectives:

1. This course will further students' knowledge of the neoclassical writers.
2. This course will give students a thorough understanding of Neoclassicism and its canonical and non-canonical authors, and it will help students to understand that the boundaries between literary periods such as "Elizabethan Age," "Neoclassicism" and "Romanticism" can be fluid and permeable.
3. The class will also help students to further their essay-writing skills by focusing on the rules and conventions that govern academic discourse and many other kinds of writing.

Method of Instruction: lecture, small group and partner work

Course Schedule:

January	10	Introduction to the course
	12	The Age of Enlightenment
	17	Thomas Hobbes, "Of the Natural Condition of Mankind"
	19	John Milton, "Sonnet 19;" selections from <i>Paradise Lost</i>
	24	Margaret Fell Fox, from <i>Women Speaking Justified</i>
	26	John Dryden, "Pygmalion and the Statue"
February	7	John Locke, excerpts from <i>An Essay Concerning the True Original Extent and End of Government</i>
	9	Aphra Behn, <i>The Disappointment</i>
	14	John Wilmot, Second Earl of Rochester, <i>A Satyr against Reason and Mankind</i>
	16	Midterm Exam
	21	Midterm Break
	23	Midterm Break
March	28	Joseph Addison and Richard Steele, from <i>The Spectator</i>
	7	Alexander Pope, <i>The Rape of the Locke</i>
	9	Samuel Johnson, <i>The Vanity of Human Wishes</i>
	14	Thomas Gray, <i>An Elegy Wrote in a Country Churchyard</i>
	16	Christopher Smart, excerpts from <i>Jubilate Agno</i>
	21	Oliver Goldsmith, <i>The Revolution in Low Life</i>
	23	Anna Laetitia Aiken Barbauld, "Verses written in an Alcove"
		Pre-writing work due
April	28	Olaudah Equiano, excerpts from <i>The Interesting Narrative</i>
	30	George Crabbe, <i>The Village</i>
	4	William Blake, excerpts from <i>Songs of Innocence</i> and <i>Songs of Experience</i>
	6	Robert Burns, "To a Mouse"
	11	Mary Wollstonecraft Godwin, <i>A Vindication</i>
	13	Review for the final Exam; Essay due

Distribution of Marks:

Essay (1000 words)	20%
Presentation	20%
Midterm	20%
Final Exam	30%
Participation	10%

Marking Guide: Your essay will be marked according to these categories:

- 1) Content (insights, depth of thinking, grasp of concepts, understanding of text)
- 2) Organization (focus, paragraph order and structure, logical development)
- 3) Support (persuasive evidence, relevant support, effective use of quotations)
- 4) Language (clarity, concision, word choice, style)
- 5) Professionalism (grammar, punctuation, spelling, word usage, proofreading)

- 90% An essay in the 90s is characterized by superior content, excellent organization, compelling support, elegant language and immaculate mechanics. It moreover reveals a depth of understanding that goes beyond what is ordinarily expected at this level.
- 80% An 80s essay is strong in all categories and essentially error-free. The essay's organization greatly contributes to and reflects the content.
- 70% A 70s essay is either good in all categories or it is excellent in most categories but shows minor weaknesses in others. An essay in this category may be highly original, well-argued and nicely organized, but contain several grammatical and punctuation errors.
- 60% A 60s essay is o.k. in all categories or good in some but weak in others. An essay in this range may offer some insight and show a grasp of some basic concepts under investigation, but is marred by a number of minor errors.
- 50% A 50s essay is weak in most categories and satisfactory in at least one area. Essays that make a less-than-compelling argument, but that are grammatically correct, or papers that show some grasp of the subject matter and a few original ideas, but that are poorly organized or flawed by major mechanical problems are marked in this range.
- 50% a failing mark will be assigned to essays that are weak in all categories. Essays in the F range either do not address the topic at hand, or they contain so many errors that they are unintelligible.

Guidelines and regulations:

University policies and deadlines: please familiarize yourself with the University College's calendar.

Pre-writing work: three weeks before your final essay is due, you must hand in an outline containing your tentative thesis statement and a skeletal plan of your essay's structure, as well as some textual evidence that you plan to use in support of your argument. Please retain a copy of your pre-writing work as well as the finished essay. The outline will not be marked, but I will return it to you with detailed comments.

Extensions: I will only grant extensions under exceptional circumstances (such as serious medical reasons, a death in the family or a severe personal crisis).

Preparation: Please come to class well prepared. Quickly skimming the assigned material is not enough!

Absences: If you have to be away from class for a good reason (paid work schedule or minor health problems do not constitute good reasons), please get in touch with me as soon as possible.

**Please feel free to contact me if you have any concerns during the term.
Hope you enjoy the class and have a great semester!**