

<b>Course ID:</b>		<b>Course Title:</b>		<b>Winter 2023</b>	
<b>EN 389</b>		<b>Early Literary Theory</b>		<b>Prerequisite:</b> 6 cr. EN or EN 130 and HUM 201	
				<b>Credits:</b> <b>3</b>	
<b>Class Information</b>		<b>Instructor Information</b>		<b>Important Dates</b>	
<b>Days:</b>	W-F	<b>Instructor:</b>	J. Goossen, PhD	<b>First day of classes:</b>	January 9, 2023
<b>Time:</b>	9:45 – 11:00 am	<b>Email:</b>	<a href="mailto:jgoossen@ambrose.edu">jgoossen@ambrose.edu</a>	<b>Last day to add/drop, or change to audit:</b>	January 22, 2023
<b>Room:</b>	L2100	<b>Phone:</b>	403-410-2000 x5960	<b>Last day to withdraw from course:</b>	March 31, 2023
<b>Lab/ Tutorial:</b>	N/A	<b>Office:</b>	L2065	<b>Last day to apply for coursework extension:</b>	April 3, 2023
<b>Final Exam:</b>	9:00 am Friday, April 21	<b>Office Hours:</b>	11:15 am – 12:15 pm W/F	<b>Last day of classes:</b>	April 14, 2023

### Course Description

*From the calendar:* A seminar course that examines seminal ideas from the classical era to the late nineteenth century about the nature and effect of literature. Charting a middle course between readings of particular literary texts and broader theories of art and aesthetics, we will consider the writings of Plato, Aristotle, St Augustine, Dante, Sidney, Wordsworth, and Arnold, among others.

*From your professor:* My goal for the course this winter is to consider texts and ideas that treat literature as a unique mode of artistic expression. Even as it largely excludes explications of particular literary texts and broader theories of art, the course's range remains vast. On the one hand, consider this a course in the history of ideas: it is meant to familiarize you with the developments and recurrences in Western ideas about the nature of literature, and to demonstrate that the central concerns and concepts of contemporary literary theory originate long before the twentieth century. But on the other hand, like all important history, the course is equally meant to broaden, sophisticate, and challenge your own ways of reading and thinking about literature. The ideas here are living; they remain deeply relevant, potent draughts of the "clean sea breeze of the centuries" that C. S. Lewis so presciently saw as the only remedy for a contemporary culture evermore closeted in the present.

### Expected Learning Outcomes

Diligent students of the course will:

1. Understand the major ways that literature has been received, understood, and conceptualized within the Western philosophical tradition from Plato to the beginning of the twentieth century.
2. Understand how the rise and decline of Christianity in the West affects understandings of literature.
3. In light of this knowledge, recognize and challenge their own presuppositions about and ways of thinking about literature.
4. Develop the skill of writing clear, compelling, and correct prose in essays that logically argue a claim on the basis of textual evidence.
5. Learn, in the words of the Book of Common Prayer, to "reverence truth, desire goodness, and rejoice in beauty," as these qualities are manifested in writing about literature.

## Textbooks

### Required:

Leitch, Vincent B., et al., editors. *The Norton Anthology of Theory and Criticism*. 2<sup>nd</sup> ed., Norton, 2010.

St Augustine. *On Christian Teaching*. Translator R. P. H. Green. Oxford, 2008.

*All other required texts are available in PDF on Moodle. Most are drawn from the following sources:*

Habib, M. A. R. *A History of Literary Criticism and Theory: From Plato to the Present*. Wiley Blackwell, 2005.

Preminger, Alex, et al., editors. *Classical and Medieval Literary Criticism: Translations and Interpretations*. Frederick Ungar, 1974.

### Recommended:

*Cambridge History of Literary Criticism*, 9 vols. Cambridge UP, 1993-2016.

Greene, Roland, and Stephen Cushman, editors. *The Princeton Encyclopedia of Poetry and Poetics*. 4<sup>th</sup> ed. Princeton, 2012.

*The Stanford Encyclopedia of Philosophy*. Edited by Edward N. Zalta. Stanford: The Metaphysics Research Lab.

<http://plato.stanford.edu/>

## Requirements:

- Class sessions will be devoted largely to considering the assigned readings. Therefore:
  - Read all assigned texts **before** the class for which they are assigned;
  - Always **bring your textbook to class**
    - **Print out** all PDF texts from Moodle
- Any short texts or quotations introduced in class will be subsequently posted to Moodle.
- In addition to assigned readings, **you are responsible for the content of all lectures and presentations by fellow students**. In other words, **attend class**.
- **All** assignments must be submitted to receive a passing final grade.
- **Extensions** may be granted on essay assignments in exceptional circumstances but must be arranged in advance. **Late papers** will be marked down one refined letter grade per class day late and may be graded and returned later than on-time papers.
- The most current version of this syllabus and any supplementary handouts will always be available on Moodle.

## Participation and Reading Question – 15%

A seminar course relies heavily on the alert, informed, and thoughtful participation of students. Therefore:

- read the texts deeply and repeatedly, not quickly;
- ask and answer questions in class;
- discuss and debate not merely with the professor but with your classmates;
- consult with your professor about assignments;
- attend class.

As part of your participation grade, you must **submit one thoughtfully developed reading question** (a sample will be provided) to initiate class discussion. **Dates as per schedule.**

## Response Papers – 2 x 5% = 10%

Write a short (2 pp. / 600 words) response paper on **any two** of the following three questions due on the following dates:

1. Is Plato too pessimistic about literature? **January 25**
2. Is Aristotle too optimistic about literature? **February 1**
3. St Augustine and Hugh of St Victor read Scripture in a very literary way. Should we? **March 1**

### Summary Paper Presentation – 20%.

Choose an assigned text or text set on one of the “Summary Presentation” dates in the schedule. Write a paper (**approx. 5 pp. / 1700 words**) that answers three particular questions for each assigned author(s), and present that paper to the class. **Due as per schedule.**

### Research Paper – 35%.

Write a **10 pp / 3500 word** research paper on an assigned topic or choose one of your own that discusses two different authors studied in the class. The essay is due **Monday, April 17**, and you must submit (by email) a preliminary thesis statement and list of secondary sources **by Thursday, April 6.**

### Final examination – 20%

The exam will be comprehensive of the course. **April 21.**

*Further directions for these assignments will be given well before they are due.*

### Attendance

Attendance will be taken daily. Students who miss more than **eight** class periods will **automatically fail** the course.

### Classroom Etiquette

In order for everyone to get the most out of this class, please observe the following points:

- Arrive on time. Attendance will be taken and count towards your participation grade.
- Eating in class is brutish; don't do it. Unslurped beverages are fine.
- To aid your concentration and comprehension, you may not use any device more technologically complex than pens and paper in our classroom.
  - Phones must silenced and kept out of your sight during class.

### Grade Summary:

Letter Grade	Percentage	Description
A+	96-100	Excellent
A	91-95	
A-	86-90	
B+	82-85	Good
B	75-81	
B-	72-74	
C+	68-71	Satisfactory
C	63-67	
C-	60-62	
D+	56-59	Poor
D	50-55	Minimum Pass
F	0-49	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

### Ambrose University Important Information:

#### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of

important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

#### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

### Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be

assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

### Academic Success and Supports

#### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

#### Learning Services

Learning Services provides support with

- General study skills (e.g., time management, note-taking),
- Research and communication skills (e.g., writing a paper, researching, giving a presentation), and
- Subject-specific skills (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are free to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

#### Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

##### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

##### Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

#### Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website— [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

##### Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: [www.calgarycasa.com](http://www.calgarycasa.com)

**Note:** Students are strongly advised to retain this syllabus for their records.

## Course Schedule – EN 389 – Winter 2023

Wednesday	Friday
<p>January 11 - <b>Course Introduction: Three Visions of Literature</b></p>	<p>January 13 – <b>CLASSICAL 1: Plato and Neo-Platonism</b>            Habib, “Classical Literary Criticism” (pp. 9-18)            Plato, <i>Ion</i> (PDF)            Plato, from <i>Republic</i>, Books 2 &amp; 3 (pp. 45-60)</p>
<p>January 18            Plato, from <i>Republic</i>, Bk 10 (pp. 64-78)            Question _____ Ethan De Jong_____</p>	<p>January 20 – <b>CLASSICAL 2: Responses to Plato</b>            Aristotle, from <i>Poetics</i>, §1-19 (pp. 88-104)</p>
<p>January 25            Aristotle, <i>Poetics</i>, §23-26 (pp. 109-115)            Question _____ Luke Goossen_____</p> <p style="text-align: right;"><i>RESPONSE PAPER 1 DUE</i></p>	<p>January 27 – <b>Summary Presentations</b>            1. Plato, <i>Ion</i> _____ Shifra Hetherington_____            2. Plato, <i>Republic</i> _____ Shana Hekman_____            3. Aristotle _____ Tye Speerin_____</p>
<p>February 1 – <b>CLASSICAL 3: Developments from Plato</b>            Longinus, from <i>On Sublimity</i> (pp. 136-139; 144-45 [Figures]; 149-52 [Genius])            Plotinus, from <i>The Enneads</i> (PDF)            Question _____ Shifra Hetherington_____</p> <p style="text-align: right;"><i>RESPONSE PAPER 2 DUE</i></p>	<p>February 3 – <b>EARLY CHRISTIANITY 1: Reading Literature &amp; Art</b>            Habib, “The Early Middle Ages” (pp. 151-56)            St Basil the Great, “Address to Young Men” (PDF)            St John of Damascus, from <i>On the Divine Images</i> (PDF)            Question _____ Ellen Tiessen_____</p>
<p>February 8 – <b>Summary Presentations</b>            1. Longinus, Plotinus _____ Luke Goossen_____            2. Basil, John _____ Emily Eisses_____</p>	<p>February 10 – <b>EARLY CHRISTIANITY 2: Reading Scripture</b>            St Augustine, from <i>On Christian Teaching</i>                Bk I: § 1-12; 39-40; 59-60; 84-96                Bk II: § 1-33; 144-52                Bk III: § 1; 20-34; 50-55</p>
<p>February 15            St Augustine, from <i>On Christian Teaching</i>                Bk IV: 72-89; 96-124; 145-50            Question _____ Hannah Butler_____</p>	<p>February 17 – <b>MEDIEVAL 1: Reading Scripture</b>            Habib, “The Later Middle Ages” (pp. 166-78)            Hugh of St Victor, from <i>Didascalion</i> Bk V §1-3; Bk VI            Question _____ Shana Hekman_____</p>
TERM	BREAK
<p>March 1 – <b>MEDIEVAL 2: Reading Literature &amp; Art</b>            Dante, from <i>Il Convivio</i> (pp. 186-88); “Letter to Can Grande” (pp. 188-89)            Boccaccio, from <i>Genealogy of the Gentile Gods</i> (pp. 193-199)            Question _____ Emily Eisses_____ <i>RESPONSE PAPER 3 DUE</i></p>	<p>March 3 – <b>Summary Presentations</b>            1. Augustine _____ Ethan De Jong_____            2. Hugh _____ Jenessa Olson_____            3. Dante, Boccaccio _____ Arianna Padron-Hernandez_____</p>

Wednesday	Friday
<p>March 8 – <b>EARLY MODERN 1: Women in and writing literature</b>            Habib, “The Early Modern Period” (pp. 229-40)            Christine de Pizan, from <i>The Book of the City of Ladies</i> (pp. 210-15)            Aphra Behn, “Epistle to the Reader” from <i>The Dutch Lover</i> (pp. 307-12)            Preface to <i>The Lucky Chance</i> (pp. 312-15)            Question _____ Arianna Padron-Hernandez _____</p>	<p>March 10 – <b>EARLY MODERN 2: The Renaissance</b>            Sir Philip Sidney, from <i>The Defense of Poesy</i> (pp. 254-66)</p>
<p>March 15            Sidney, from <i>The Defense of Poesy</i> (pp. bottom 270-276)            Question _____ Silvia Todea _____</p>	<p>March 17 – <b>EARLY MODERN 3: The Enlightenment</b>            Habib, “The Enlightenment” (pp. 311-20)            David Hume, <i>Of the Standard of Taste</i> (pp. 392-405)            Question _____ Breeanne Nickel _____</p>
<p>March 22 – <b>Summary Presentations</b>            1. Christine, Behn _____ Ellen Tiessen _____            2. Sidney _____ Silvia Todea _____            3. Hume and Enlightenment _____ Breeanne Nickel _____</p>	<p>March 24 – <b>ROMANTICISM 1: English</b>            Habib, “Romanticism” (pp. 408-12)            William Wordsworth, from “Preface to <i>Lyrical Ballads</i>” (pp. 559-78)            Question _____ Jenessa Olson _____</p>
<p>March 29 – <b>Ambrose Research Conference: Class Cancelled</b></p>	<p>April 1 – <b>ROMANTICISM 2: German</b>            Friedrich Schiller, from <i>On the Aesthetic Education of Man</i> (pp. 483-93)            Question _____ Carlynn Duimel _____</p>
<p>April 5 – <b>REALISM &amp; THE NOVEL</b>            Habib, “Realism and Naturalism” (pp. 469-76)            Germaine Necker de Staël, from <i>Essay on Fictions</i> (pp. 507-15)            William Dean Howells, from “Criticism and Fiction” (PDF)            Question _____</p>	<p>April 7 – <b>Good Friday: Class Cancelled</b>   <b>RESEARCH ESSAY THESIS &amp; SOURCE LIST DUE THURSDAY APRIL 6</b></p>
<p>April 12 – <b>Summary Presentations</b>            1. Wordsworth _____ Hannah Butler _____            2. Schiller _____ Connor McCombs _____            3. de Staël, Howells _____ Carlynn Duimel _____</p>	<p>April 14 – <b>THE RISE OF CRITICISM</b>            Matthew Arnold, “The Function of Criticism...” (pp. 695-714)            Question _____ Connor McCombs _____  <b>FINAL CLASS:</b> Summary and Exam Review  <b>RESEARCH ESSAY DUE FRIDAY, APRIL 14</b></p>
<p><b>FINAL EXAM:</b> 9:00 am Friday, April 21, Room A2131</p>	