

English 100.14 (2011-12)
Introductory Survey of Literature in English

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Office Hours: Mon, 2:15-4:00; Tues, 11:15-1:00; Thurs, 9:45-12:15; or by appointment.

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This course is designed to introduce you to the major periods in the development of English literature (and to a large extent, the culture of English-speaking nations); it is also intended to teach the skills necessary to research and write essays, and to think critically about literary texts (a skill which should be applicable to other kinds of texts, as well). The study of English as literature (and as other media) is, however, different from the study of Composition (the art of writing). This course reconciles the two by using the literature of the past to understand how to write, argue, and communicate.

Therefore, the emphasis is on a roughly chronological “story” of English literature. We start with some necessary pre-English ideas about language and writing from the Bible and the Greek philosopher Socrates, before beginning our proper study with Chaucer and the English Middle Ages. We end the term with a Shakespeare comedy, *The Taming of the Shrew*. We take another detour into Greek drama with Sophocles; we will be reading his play *Antigone* with a number of other first-year classes, with events planned around this text for November (dates tba).

By the end of this course, you will have had the chance to practice a skill universally necessary for success at the university level: the ability to formulate and then argue a question about a text or texts. We will also cover the specific terminology of literary interpretation, which is shared with other disciplines: Sociology, History, Philosophy, Women’s and Gender Studies, and journalism. The interpretive skills developed through a careful examination of text, and of literature in particular, are the very same skills needed to act as an engaged citizen in the world outside of academia.

This iteration of English 100 is slightly unusual in that Prof. Cory Rushton will be teaching the first half (Fall Term), and Prof. Paul Marquis the second half (Winter Term). This document covers the first half of the course; information will be supplied concerning the second half at a later date.

This Syllabus is your guide to the class. Consult it for information on readings, assignment dates and test dates before emailing me. I am happy to answer any questions about citation, writing, etc. at any time.

EVALUATION

The two halves of the course will each be worth 50%.

Midterm: 10%

Response Paper (x 2, c. 1000 words each): 10% x 2 = 20%

Christmas Exam: 20%

Second Term (Marquis) = 50% This will involve a longer paper.

RESEARCH AND WRITING

A professional attitude is required for all written assignments: essays will follow MLA style, will have a legitimate thesis, and will (if specified) include Wikipedia, Cole Notes, Sparks Notes, etc. are **not** acceptable research sources.

NO extensions on written work will be granted without a written note from Health Services, a University Counsellor, or the Dean's Office.

PLAGIARISM

Plagiarism and cheating are taken seriously, and can damage your academic career. Please review Section 3.9 of the *St. Francis Xavier University Academic Calendar*, and consult me if you need clarification. Plagiarism does not need to be deliberate to be damaging; it is your responsibility to ensure that you have not broken the rules, just as it is my responsibility to watch for plagiarism. All such incidents will be reported as required by the University.

TEXTS

Many of you will be tempted to buy books for your Kindle, etc. All I can say is that success in most courses, including and especially Literature courses (Philosophy, too), depends on engaging with your assigned texts in a more than superficial way. Write notes in them to remind you of passages worth asking about, or passages discussed in class; have the book with you so that you can refer to it quickly; studying for exams in English means reading the texts and often re-reading them. Essays will require page numbers to both quotations and paraphrases, regardless of whether Kindle includes these – failure to include page numbers in proper citation style is, technically, plagiarism. Your technology isn't taking your course. You are.

William Shakespeare, *TAMING OF THE SHREW* (Ed. CALLAGHAN) (Norton)
ISBN: 9780393927078

Sophocles, *ANTIGONE* (Ed. BLONDELL) (Focus). ISBN: 9780941051255

There is one package from Broadview, which includes Geoffrey of Monmouth, *History of the Kings of Britain*; the anonymous poem *Sir Gawain and the Green Knight*; Milton's *Paradise Lost*; and Charlotte Brontë's *Jane Eyre*.

There will be more texts assigned next term, when Prof. Paul Marquis takes over this course. We will try to get that list to you as soon as possible. *Jane Eyre* and Milton are for next term.



SCHEDULE Subject to change, with notification given by email. No text will be moved ahead in the schedule. Readings for any given day are to be completed for discussion on that day. An asterisk (*) indicates that it is an online source or a handout, or will be shown in class on the day of discussion.

FALL TERM

Sept 5: Introduction and questions

Sept 10: *Genesis*; Plato, *Phaedrus**

Sept 12: Chaucer, "Chaucer's Words to Adam, His Own Scribe" and "Truth"*

Sept 17: Geoffrey of Monmouth, *History*, pp. 41-70

Sept 19: Geoffrey of Monmouth, *History*, pp 71-111

Sept 24: Geoffrey of Monmouth, *History*, pp. 112-29, 162-81

Sept 26: Geoffrey of Monmouth, *History*, pp. 182-200, 205-17

Oct 1: Jacobus de Voragine, "Sts Chrysanthus and Daria"*

Oct 3: Marie de France, *Lanval**

Oct 8: Thanksgiving, no classes

Oct 10: **Midterm**

Oct 15: *Sir Gawain and the Green Knight*, fitt 1

Oct 17: *Sir Gawain and the Green Knight*, fitt 2

Oct 22: *Sir Gawain and the Green Knight*, fitt 3

Oct 24: *Sir Gawain and the Green Knight*, fit 4

Oct 29: Sophocles, *Antigone*

Oct 31: Sophocles, *Antigone*

Nov 5: *The Creation and Fall of Lucifer* (York Pageant).* **Response Paper 1 Due**

Nov 7: Man's Disobedience and the Fall of Man (York Pageant)*

Nov 12: Shakespeare, *Taming of the Shrew* Induction-1

Nov 14: Shakespeare, *Taming of the Shrew* 2-3

Nov 19: Shakespeare, *Taming of the Shrew* 4-5

Nov 21: Bloom, 187-92 (Norton); Dolan, 164-74 (Norton)

Nov 26: Fletcher, *The Tamer Tamed*, 286-301 (Norton)

Nov 28: Last Class/Review. **Response Paper 2 Due**

Example of MLA Bibliography

<http://owl.english.purdue.edu/owl/resource/557/01>

Books: Lastname, Firstname. *Title of Book*. Place of Publication: Publisher, Year of Publication.

Articles in Journals: Author(s). "Title of Article." *Title of Journal* Volume.Issue (Year): pages. Name of Site. Date of Posting/Revision. Name of institution/organization affiliated with the site (sometimes found in copyright statements). Date you accessed the site <electronic address>.

Article in Essay Collection: Lastname, First name. "Title of Essay." *Title of Collection*. Ed. Editor's Name(s). Place of Publication: Publisher, Year. Pages. Note that entries for more than one article from the same collection have a form of their own (see Kamps).

Abrams, M. H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. New York: W. W. Norton, 1958.

Andreas, James R. "Othello's African American Progeny." Kamps 181-97.

Berst, Charles A. "New theatres for old." *The Cambridge Companion to George Bernard Shaw*. Ed. Christopher Innes. Cambridge: Cambridge UP, 1998. 55-75.

Burt, Richard. "Slammin' Shakespeare In Acc(id)dents Yet Unknown: Liveness, Cinem(edi)a, and Racial Dis-integration." *Shakespeare Quarterly* 53.2 (2002): 201-26. Project Muse. St. Francis Xavier University, Antigonish, NS. February 2, 2007. <http://muse.jhu.edu>.

Delany, Paul. "King Lear and the Decline of Feudalism." Kamps 20-38.

Kamps, Ivo, ed. *Materialist Shakespeare: A History*. London and New York: Verso, 1995.

Loomba, Ania. *Shakespeare, Race, and Colonialism*. Oxford Shakespeare Topics. Oxford: Oxford UP, 2002.

Lucas, George, dir. *Star Wars Episode IV: A New Hope*. 1977. Twentieth Century Fox, 1997.

Moers, Ellen. "Female Gothic: The Monster's Mother." Shelley 214-24.

Shelley, Mary. *Frankenstein: A Norton Critical Edition*. Ed. Paul J. Hunter. New York: W. W. Norton, 1996.

The Usual Suspects. Dir. Bryan Singer. Perf. Kevin Spacey, Gabriel Byrne, Chazz Palminteri, Stephen Baldwin, and Benecio del Toro. Polygram, 1995.

Critical Article/Book Citation Example

Milburn, Colin. "Syphilis in Faerie Land: Edmund Spenser and the Syphilography of Elizabethan England." *Criticism* 46.4 (Fall, 2004): 597-632.

Original Passage (from page 601)

In *The Faerie Queene*, Redcrosse Knight's struggles to attain holiness are therefore also figured as struggles against syphilis; he **quests to be cured of both moral and physical taint**. Spenser's poem **dramatically links the syphilitic body to illicit behavior, cautioning its readers against sexual license by invoking debilitating pocky horrors as the wages of sin**. With this literary strategy Spenser was not alone, for early modern medical writings extensively used the pox as a discursive tool to engineer social boundaries, and Kevin P. Siena has shown how **"medical authorities employed the frightening image of venereal infection to help create and enforce** danger beliefs aimed at policing behavior."

Straight Quotation

Spenser's Redcrosse Knight "quests to be cured of both moral and physical taint" (Milburn 601).

Quotation from different sections of the passage

Spenser's Redcrosse Knight "quests to be cured of both moral and physical taint" and his "poem dramatically links the syphilitic body to illicit behavior" (Milburn 601).

Spenser's *Faerie Queene* "dramatically links the syphilitic body to illicit behavior ... invoking debilitating pocky horrors as the wages of sin" (Milburn 601). *The ellipsis indicates that material between the two exact phrases has been deleted as unnecessary to your argument.*

Paraphrased Citation

Colin Milburn argues that the Redcrosse Knight's spiritual journey can be seen to mirror contemporary ideas about the spread of syphilis; the physical aspects of syphilitic infection could indicate a moral inferiority, and syphilis could be used to frighten people into complying with new standards of behavior (Milburn 601).

Citing a Citation

Spenser borrowed from contemporary medical writings, in which "medical authorities employed the frightening image of venereal infection to help create and enforce" new social behavior (Siena in Milburn 601).