

This syllabus has been provided as a reference tool for students considering this course. It has been modified to follow Senate regulations. Current students enrolled in any undergraduate course must obtain the most recent syllabus from their course instructor or from their course website. This is not the latest version.



Department of English & Writing Studies

Restoration and Eighteenth Century Literature English 3334E (001) Fall/Winter 2013-14

Instructor: Dr. Allison Conway

Date/Time: Tuesday 1:30pm-2:30pm
Thursday 1:30pm-3:30pm

Location: Kresge Building K106

Prerequisites

At least 60% in 1.0 of English 1020E or 1022E or 1024E or 1035E or 1036E or both English 1027F/G and 1028F/G, or permission of the Department.

Antirequisite(s): English 2311E, 2312F/G, 2313F/G, 2314E, 2315F/G and 2316F/G.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Description

This course will examine a selection of drama, prose, and poetry, focusing on the relationship between cultural and literary developments from 1660 to 1800. We will trace the emergence of such literary innovations as the mock-epic and the realist novel, examining the engagements between these (and other) formal developments and a range of social, intellectual, and political issues, including the evolution of England's reading public, the rise of empiricist philosophy, the feminization of moral conduct, and the creation of a two-party political system.

Objectives:

Successful students who complete the course will be better able to:

- Develop an appreciation of Restoration and eighteenth-century literature that unites historical observation and literary analysis;
- Hone analytical and critical skills in both oral and written work;
- Develop confidence in research practices.

Course Materials

The Longman Anthology of British Literature, Vol. 1C

Daniel Defoe, *Robinson Crusoe* (Oxford)

Samuel Richardson, *Pamela* (Oxford)

Henry Fielding, *Joseph Andrews and Shamela* (Oxford)

Frances Burney, *Evelina* (Oxford)

Jonathan Swift, *Gulliver's Travels* (Oxford)

Richard Sheridan, *The School for Scandal and Other Plays* (Oxford)

Quobna Ottobah Cugoana, *Thoughts and Sentiments on the Evil of Slavery* (Penguin)

Methods of Evaluation

First-term essay	15%
Response papers	10%
In-class passage analyses	10%
Second-term essay	20%
Participation	10%
Final exam	35%

A student must receive a passing grade for both term work and the final examination in order to receive a passing grade for the course. This applies to all courses in all programs offered by the department. Students whose term and final exam grades average 50% or above, even though one of the two is a failure, shall receive a default grade of 48%. **Please note:** The department of English & Writing Studies does not release final grades. All undergraduate grade reports will be available online from the Office of the Registrar.

Students are fully responsible for looking at and being familiar with the information posted on the department website at <http://www.uwo.ca/english/undergraduate/info%20for%20students.html#grade>.

Timetable:

Tues. Sept. 10: Introduction to 3334E

Thurs. Sept. 12: Introduction to the Restoration; John Locke, "An Essay Concerning Human Understanding"

Tues. Sept. 17: Rochester, "The Imperfect Enjoyment"; Behn, "The Disappointment"

Thurs. Sept. 19: Wycherley, *The Country Wife*

For Monday, Sept. 23, please write a 600-800 word (2-3 pp, typed, double spaced) response to the question: "What vision of female sexual freedom does *The Country Wife* sustain?" Is it cynical, pragmatic, hopeful? Has Margery Pinch wife's city education granted her a new liberty or has it destroyed the joy her innocence once sustained? Support your thesis with textual evidence. Place your response paper in the envelope in my door, UC 366, by NOON on Monday. Response assignments must be handed in on time. No extensions will be granted except in the case of a medical or family emergency.

Tues. Sept. 24: Wycherley, *The Country Wife*

Thurs. Sept. 26: Dryden, "Absalom and Achitophel"

Tues. Oct. 1: Mary Astell, "Some Reflections Upon Marriage"

Thurs. Oct. 3: Defoe, *Robinson Crusoe*

Tues. Oct. 8: Defoe, *Robinson Crusoe*

Thurs. Oct. 10: Defoe, *Robinson Crusoe*

Tues. Oct. 15: Defoe, *Robinson Crusoe*

Thurs. Oct. 17: **In-class test: passage analysis (*Robinson Crusoe*)**

Tues. Oct. 22: Class visit to Weldon Library

Thurs. Oct. 24: Finch, "Nocturnal Reverie"

Tues. Oct. 29: Swift, *Gulliver's Travels* (Book 1)
Thurs. Oct. 31: Swift, *Gulliver's Travels* (Books 2 and 3)

Second response paper due Monday, Nov. 4 by NOON, on Book IV, on a topic of your choice. Provide a close-reading of a passage or analyse a key theme or mode in the work. Ask a question that your response answers. Cite the passage you are analyzing at the top of the page, or, if you are examining a motif or formal element that is important to the work, provide an example to anchor your response. I will use your responses to guide class discussion. Avoid general or vague claims, plot description, and topics that cannot be readily handled by a short assignment. Move directly to your main point and do not swerve from the road over the course of the four or five paragraphs you write. Do not write a conclusion.

Tues. Nov. 5: Swift, *Gulliver's Travels* (Book 4)
Thurs. Nov. 7: Pope, *The Rape of the Lock*

Tues. Nov. 12: Pope, *The Rape of the Lock*
Thurs. Nov. 14: Pope, *Essay on Criticism* (ll. 1-140)

Tues. Nov. 19: **writing workshop I**
Thurs. Nov. 21: Haywood, *Fantomina*

Tues. Nov. 26: Montagu, "The Turkish Embassy Letters"; "Letter to Lady Bute"
Thurs. Nov. 28: Gay, *Beggar's Opera*

Tues. Dec. 3: Gay, *Beggar's Opera* **first-term essay due IN CLASS**
Thurs. Dec. 5: Review

Tues. Jan. 7: Berkeley, from *Three Dialogues Between Hylas and Philonous*; David Hume, from *A Treatise of Human Nature* and *An Enquiry Concerning Human Understanding*
Thurs. Jan. 9: Richardson, *Pamela*

Tues. Jan. 14: Richardson, *Pamela*
Thurs. Jan. 13: Richardson, *Pamela*

Tues. Jan. 21: **In-class passage analysis, Pamela**
Thurs. Jan. 23: **Library class**

Tues. Jan. 28: Richardson, *Pamela*
Thurs. Jan. 30: Fielding, *Shamela*

Tues. Feb. 4: **Writing workshop II**
Thurs. Feb. 6: Johnson, "Vanity of Human Wishes"

Tues. Feb. 11: Johnson, from "Preface" to *A Dictionary of the English Language*; "Preface" to *The Plays of William Shakespeare*; from *Lives of the Poets* (Milton and Pope)
Thurs. Feb. 13: Goldsmith, "The Deserted Village": **Part A of bibliography assignment due**

Reading week

Tues. Feb. 25: Sheridan, *School for Scandal*

Th. Feb. 27: Sheridan, *School for Scandal*

Tues. March 1: Burney, *Evelina*

Thurs. March 3: Burney, *Evelina*

Tues. March 8: **Peer-editing; bring a draft of your essay to class**

Thurs. March 10: Burney, *Evelina*

Final Essay due: Thursday, March 10, IN CLASS

Tues. March 15: Burney, *Evelina*

Thurs. March 17: Class cancelled

Tues. March 22: Cugoana, *Thoughts and Sentiments on the Evils of Slavery*

Thurs. March 24: Cugoano, *Thoughts and Sentiments on the Evils of Slavery*

Tues. Mar. 29: Boswell, from *London Journal*; “An Account of My Last Interview with David Hume, Esq”; from *The Life of Samuel Johnson*, LL.D. (Introduction)

Thurs. Mar. 31: **Review**

Tues. April 4: **Review**

Tips for Success:

1. Always come to class. The content of this course is best accessed in person, and you will learn critical skills by participating in discussions.
2. Always come to class prepared. Read the assigned material, underline passages that catch your attention, and write notes (with page references) in the back of your texts. Read the introductory material provided by the editors of the works we study. Don't be afraid to ask questions in class.
3. As soon as possible, create a schedule that allows you to write a draft of your essay, set it aside for a while, and then return to it for final revisions. Also allow time for false starts (nothing is worse than turning in an essay you know to be bogus). Meet with us to discuss your ideas as they evolve.
4. Try to think of your work as a writer as a personal quest, rather than as an obligation imposed on you. You have everything to gain from becoming a better writer-most significantly, confidence in your ability to communicate ideas that are important to you. The bad news: becoming a skilled writer takes time and effort. The good news: it's never too late to learn.

Final Exam Format:

The final exam consists of two parts. In Part A (worth 40% of the total marks) you must identify and discuss short passages from the works studied in this course. In part B you are asked to write two essay questions (each worth 30% of the total marks). Do not write in detail on the same work more than once.

Part A

Identify FIVE of the following passages (author and title). For THREE of the passages you have identified comment on: a) the distinguishing stylistic features and themes of the passage and b) the passage's relation to the work as a whole and the larger cultural context in which it first appeared.

Part B

Answer TWO of the following questions.

Attendance:

Students who miss more than 15% of classes (8 for the year) may, according to university regulations, be barred from the final exam.

Participation: This grade gauges a student's preparedness for class, engagement in class discussion, and responsiveness to and respect for other students' opinions.

Late Papers: If no arrangements have been made for an extension before the due date of the essay, late papers will have one third of a grade (3%) deducted for each day that they are late.

E-mail: I do not discuss student work by e-mail, but I am happy to make appointments for consultations with students whose schedules conflict with my office hours.

E-mail should be used only to set up appointments and to notify me of anticipated absences.

Laptops: I do not permit the use of laptops in my classroom. Students may tape-record lectures if they have difficulty taking notes by hand.

(Phone use in class is also prohibited. Please turn off your phones before class begins.)

Accommodation

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 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 UWO Policy on Accommodation for Medical Illness and further information regarding this policy can be found at http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Downloadable Student Medical Certificate (SMC):

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or passage 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 offence.

Plagiarism Checking:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com <http://www.turnitin.com>.

Support Services

Registrarial Services <http://www.registrar.uwo.ca>

Student Support Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Services provided by the USC <http://westernusc.ca/services/>

Student Development Centre <http://www.sdc.uwo.ca/>

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.