

ENL 2012.1827
British Literature: Medieval-1750
Reading the Body: Physiognomy and Other Telltale Markers
Fall 2015
Meeting Times: Monday, Wednesday, and Friday: Period 6
ROG 129

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Course Outline:

This is a survey course, which means we will be covering a wide range of time (roughly 800 years!) and a variety of British authors. As a way to narrow our focus to something more attainable, the class will be looking at texts that consider representations and descriptions of the body. Considering portrayals of the body will allow us to discuss various representations of gender, sexuality, race, nationality, class, religion, physical/mental abilities and disabilities, etc. We will not limit ourselves only to discussions about the body, but this will provide a potential springboard into other topics. This theme will allow us the opportunity to explore why authors provide these physical descriptions—prompting us to ask questions about what was happening historically and culturally to influence these descriptions.

As a 2000-level course, we have two primary goals: 1) to familiarize you with major texts, historical movements, and theoretical frames for the literature in question and 2) to develop your writing in both critical approach and form. With both goals in mind, we'll include writing workshops periodically throughout the semester, in which we'll go over different ways to revise and refine your work. By the end of the course, you will have read a number of authors whose texts will help us explore the history, culture, and literature of various periods in British Literature. While we will discuss these texts using different frames that I will provide, I strongly encourage you to reflect on ways to connect the authors and their work to your own readings, interpretations, and interests.

This class also fulfills certain degree requirements. This course can satisfy the General Education requirement for Composition (C) or Humanities (H). For more information, see: <https://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx>. This course can also provide 6,000 words toward fulfillment of the UF requirement for writing. For more information, see: <https://catalog.ufl.edu/ugrad/current/advising/info/writing-and-math-requirement.aspx>

Required Texts:

1. *The Norton Anthology English Literature: The Middle Ages, Volume A (9th ed.)*
2. *The Norton Anthology English Literature: The Sixteenth Century/The Early Seventeenth Century, Volume B (9th ed.)*
3. *The Norton Anthology English Literature: The Restoration and the Eighteenth Century, Volume C (9th ed.)*
4. *Sir Gawain and the Green Knight (Norton Critical Edition)*
5. *As You Like It* by William Shakespeare (Norton Critical Edition)

Requirements:

Requirements include regular attendance and participation, three short responses (at least 600 words), regular reading quizzes, and two major essays. Your overall grade will be the number of points you earn out of the 1,000 total points in the class. Students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant. Your overall grade will be calculated based on your completion of the following:

Attendance, Participation, Presentations, Group Work
Three Critical Reading Responses (>600 words each)
Reading Quizzes (11 total quizzes)
Mid-term essay (>1,200 words)
Final Essay (>2,400 words)
Letters to Sabrina (>600 words)

Attendance and Participation

The attendance policy is outlined below. This course is an *active* course, by which I mean that it is in large part based on in-class discussions. While I will lecture sparingly, the majority of each class will involve critical conversations, which will help us to explore each text and period in greater depth. Each member must contribute to discussions whenever we meet as a class in a considerate and collegial fashion.

Presentation

You will select a text and provide the class with some historical context for what was happening in England and/or related world events that might pertain for that time. You might also provide the class with some critical reactions to the piece from literary authors or some notes about the author's biography. As part of the presentation, you will: 1) provide the class with either a handout or PowerPoint that addresses the main points within your presentation and 2) create an activity that will review the presentation and/or prompt discussion of the text. All of these materials will be submitted to Sakai 48 hours before the presentation (which will allow Sabrina to review the presentation materials and provide feedback before the official presentation in class).

Reading Quizzes

We will have regular reading quizzes. I do not envision these as a means to test obscurities in the texts, but rather to ensure that everyone is reading and understanding the central themes and/or plot points for each text. They will be short and will be a mix of multiple choice and true/false questions.

Critical Reading Responses

Each reading response will be in direct dialogue with a text or idea we have addressed in the class. They must be thoughtful interactions, in which you develop a central idea by engaging (especially using close readings) with the text(s).

The mid-term essay will act as an extended critical reading. In other words, it will be a longer critical reading response to help you meet the word count requirement and better prepare you for creating your final essay.

Final Essay

This essay will require research of scholarly work about your topic and the text. You will want to research 3-5 scholarly articles that discuss or debate your topic, the text, or both. You will then be able to summarize these arguments in order to better situate your own voice and thesis about the texts. More information will be provided later in the semester, but it is never too early to begin thinking, preparing, and researching ideas and topics.

Letters to Sabrina

For each of the longer essays, you will write a letter to me (>300 words each). This letter will detail what you struggled with while writing the paper, what you felt you excelled in, specific things you would like feedback about, etc. In other words, these letters will provide you an opportunity for self-assessment and will create an open dialogue between the two of us about your writing.

General Class Policies:

You must pass this course with a "C" or better to satisfy the CLAS requirement for Composition © and to receive the 6,000-word University Writing Requirement credit (E6). You must turn in all papers totaling 6,000 words to receive credit for writing 6,000 words.

PLEASE NOTE: a grade of "C-" will not confer credit for the University Writing Requirement or the CLAS Composition © requirement.

Attendance

Attendance is required. While a certain number of absences will be excused (3), every absence counts, in that every absence removes you from an ongoing, emergent conversation that is essential to understanding fully the course materials and argument. Therefore, your final grade will drop by a letter with each subsequent absence after your first three absences. If you reach seven absences, you will automatically fail the course. Habitual tardiness will also impact your overall grade.

Absences involving court-mandated events, such as jury duty or court testimony, military service, and university-sponsored events, such as athletics and band, and religious holidays are excused, but you must notify me of your absence prior to the date that will be missed.

Technology Use

Turn cell phones to silent before you come into class. Cell phone use in the class will count as an absence. Since we will be using the Norton Anthologies, you should not need a Kindle/Kindle app to access any texts for class. We will do peer review sessions where you will be able to use your laptops/iPads to leave comments and edit fellow students' papers, but you will be notified in advance for those class periods.

Plagiarism

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits plagiarism and defines it as follows:

Plagiarism—A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

(University of Florida, Student Honor Code, 8 July 2011)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code.

Grading Scale

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

Grade Meaning

A: You did what the assignment asked for at a high quality level, and your work shows originality, creativity, and critical insight.

B: You did what the assignment asked of you at a high quality level. Work in this range needs revision; however, it is complete in content, is organized well, and shows special attention to style.

C: You did what the assignment asked of you. Work in this range needs significant revision, but it is complete in content and the organization is logical. The style is straightforward but unremarkable.

D: You neglected some basic requirements of the assignment, and completed it at a poor quality level. Work in this range needs significant revision. The content is often incomplete and the organization is hard to discern. Attention to style is often nonexistent or chaotic.

E: An E is usually reserved for a person who doesn't do the work, misses the deadline, plagiarizes, or doesn't follow the requirements of the prompt. However, if your work reflects little effort and/or shows a lack of understanding in the requirements of the assignment, you will receive a failing grade.

Statement of student disability services

The Disability Resource Center in the Dean of Students Office provides information and support regarding accommodations for students with disabilities. For more information, see: <http://www.dso.ufl.edu/drc/>.

Please contact me directly and immediately if you have a learning disability so that we might make special arrangements/accommodations for you during this class.

Statement on harassment

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more about UF policies regarding harassment, see: <http://www.dso.ufl.edu/sccr/sexual/>.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Tentative Course Schedule:

Each reading is due the day of

Week 1 (Aug. 24-28):

Monday

- Syllabus, course calendar, and watch (at least) the first half of *Beowulf* film (2007)

Wednesday

- *Beowulf*, pages 36-58 (Introduction and Celebration at Heorot)

Friday

- *Beowulf*, pages 58-80 (Beowulf Returns Home)

Drop/Add Ends (Friday, August 28th)

Week 2 (Aug. 31-Sept. 4):

Monday

- *Beowulf*, pages 80-101 (Beowulf's Funeral)

Wednesday

- "My Hand Is Weary with Writing," page 129
- King Arthur stories, pages 130-131
- *Sir Gawain and the Green Knight: A Norton Critical Edition*, pages vii-xxix

Friday

- *Sir Gawain and the Green Knight: A Norton Critical Edition*, pages 3-30

- Bring thesis statement for Critical Reading Response #1 (and jot down a few ideas for points you might make)

Week 3 (Sept. 7-Sept. 11):

Monday

- NO CLASS

Wednesday

- *Sir Gawain and the Green Knight: A Norton Critical Edition*, pages 31-44 (Stop at line 1690)
- Bring outline for First critical reading response

Friday

- Bring Rough draft of Critical Reading Response #1 for peer review
- **Critical Reading Response #1 due at 11pm**

Week 4 (Sept. 14-Sept. 18):

Monday

- *Sir Gawain and the Green Knight: A Norton Critical Edition*, pages 44-64
- Alan Renoir's "Descriptive Technique in Sir Gawain and the Green Knight," pages 87-93 (found in Norton Critical Edition)

Wednesday

- *Sir Gawain and the Green Knight: A Norton Critical Edition*, essay of your choosing from the book—be prepared to present to the class what you learned from the essay you've read (summary, questions you had, disagreements/agreements with the text)
- In the Norton Anthology (Vol. A), read the bio of Chaucer and the background of *The Canterbury Tales*, pages 238-243

Friday

- *Canterbury Tales*, General Prologue, pages 243-263

Week 5 (Sept. 21-Sept. 25):

Monday

- *Canterbury Tales*, Miller's Prologue and Tale, pages 264-280

Wednesday

- *Canterbury Tales*, Wife of Bath's Prologue and Tale, pages 282-310

Friday

- Thomas Mallory, selections from *Le Morte Darthur*, pages 480-500

Week 6 (Sept. 28-Oct. 2):

Monday

- Sir Thomas More, *Utopia*, Introduction and Book 1, pages 569-597
- Bring Thesis statement for Critical Reading Response 2

Wednesday

- Bring outline for Critical Reading Response 2
- Sir Thomas More, *Utopia*, Book II, pages 597-524 (stop at "Marriage and Divorce" section)

Friday

- Bring rough draft of Critical Reading Response 2 for Peer Review
- **Critical Reading Response #2 due at 11pm**

Week 7 (Oct. 5-Oct. 9):

Monday

- Sir Thomas More, *Utopia*, Book II, 624-645

Wednesday

- Edmund Spenser, bio, intro, and Canto 1 of "The Faerie Queene," pages 766-767, 775-777, 782-795
- For the canto portion, it might help to listen to it as you read:
<https://www.youtube.com/watch?v=KSrzdffpi9w>

Friday

- Bring potential thesis for midterm
- Christopher Marlowe, *Faustus*, pages 1127-1147

Week 8 (Oct. 12-Oct. 16):

Monday

- Bring revised thesis and first 3 topic sentences (with evidence)
- Marlowe, *Faustus*, pages 1147-1163

Wednesday

- Shakespeare, *As You Like It*, Introduction

Friday

- Shakespeare, *As You Like It* (TBD)

Week 9 (Oct. 19-23):

Monday

- Shakespeare, *As You Like It* (TBD)

Wednesday

- Shakespeare, *As You Like It* (TBD)

Friday

- Shakespeare, Critical Essay of your choosing (be prepared to summarize for the class)

Week 10 (Oct. 26-Oct. 30):

Monday

- Shakespeare, Sonnets #1 (page 1171), #12 (page 1172), #18 (page 1172), #130 (page 1184)
- Choose an additional sonnet (pages 1171-1186)
 - Be prepared to read the sonnet, say your thoughts on it, and ask a discussion question (about your sonnet or one that was assigned)

Wednesday

- Conferences for Midterm
- Bring full outline
- Bring 3 questions

Friday

- Bring rough draft of essay for Peer Review
- **Midterm due at 11pm**

Week 11 (Nov. 2-Nov. 6):

Monday

- Aphra Behn, 2307-2309, and *Oroonoko*, pages 2313-2333

Wednesday

- *Oroonoko*, pages 2333-2358

Friday

- NO CLASS: Happy Homecoming!!

Week 12 (Nov. 9-Nov. 13):

Monday

- Olaudah Equiano, "The Interesting Narrative of the Life of Olaudah Equiano," pages 3033-3043

Wednesday

- NO CLASS

Friday

- Bring Rough Draft of Response paper #3
- **Critical Reading Response #3 due at 11pm**

Week 13 (Nov. 16-Nov. 20):

Monday

- Jonathan Swift, "A Description of a City Shower" (pages 2466-2468)
- Swift, "A Modest Proposal," page 2633-2639

Wednesday

- Alexander Pope, "The Rape of Lock," pages 2685-2704

Friday

- Lady Mary Wortley Montagu, Biography, pages 2759-2760
- "Debating Women in Verse," pages 2766-2767
- Jonathan Swift, "The Lady's Dressing Room," 27667-2770
- Lady Mary Wortley Montagu, Intro and "The Reasons That Induced Dr. Swift...," pages 2770-2772

Week 14 (Nov. 23-Nov. 27)

Monday

- Lady Mary Wortley Montagu, "Letters...Written During Her Travels," "The Turkish Method of Inoculation," and "Epistle from Mrs. Yonge to Her Husband," pages 2760-2765
- Bring Thesis statement of final paper and ideas for potential points

Wednesday

- NO CLASS: Happy Thanksgiving!!

Friday

- NO CLASS: Happy Thanksgiving!!

Week 15 (Nov. 30-Dec. 4)

Monday

- Find and read 2 articles for your final paper. Come prepared with brief summary to talk to class about your findings
- Bring Revised thesis and 2 topic sentences (with evidence)

Wednesday

- Alexander Pope and Anne Ingram, pages 2772-2783
- Continue research. Read another source, create a short paragraph summary

- Add 2 more topic sentences (with evidence)

Friday

- William Cowper, pages 3071-3072
- In the “From *The Task*” section, read “A Landscape Described, Rural Sounds” and “Crazy Kate” 3072-3074
- Read and summarize another source (should have at least 4 at this point)
- Add 2 more topic sentence (with evidence); you should have at least 6 topic sentences so far

Week 16 (Dec. 7-11)

Monday

- Conferences
 - Bring Full outline
 - Bring 3 questions

Wednesday

- Bring intro and first three body paragraphs for peer review

Friday

- NO CLASSES (Reading Day)

Final paper and final letter due Monday, Dec 14 by 11pm