

Fall 2016
ENGL 2309.010 World Literature
Liberty and Enlightenment in the Eighteenth Century



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Section Information: ENGL 2329.010; Tues/Thurs 12:30-1:50; Trimble Hall (TH) 200

Course Description: The eighteenth century was a time of sweeping changes throughout the world: increased commerce and trade brought cultures into greater contact with each other, and political and intellectual revolutions raised questions about the perceived authority of monarchs and churches. Yet these moves towards democracy, social equality and religious freedom were not universally available to all. The eighteenth century was also plagued by slavery and persistent gender and economic inequalities. Throughout the semester we will read a variety of literary texts from around the world, looking at how different cultures and writers engaged with the ideas of liberty and enlightenment. What did liberty mean to them? How did liberty or its absence shape people's thinking and actions?

This course satisfies the University of Texas at Arlington core curriculum requirements in Language, Philosophy, and Culture. The required objectives of these courses are the development of students' critical thinking, communication skills, personal responsibility, and social responsibility. Many elements of this course foster development of these objectives, which are explicitly addressed in the "Signature Assignment" (see below). The Departmental general guidelines for sophomore literature can be found by typing "sophomore literature" in the "Search UT Arlington" box on the University website: <http://www.uta.edu/uta>.

Core Objectives:

Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Communication Skills: To include effective development and expression of ideas through written, oral, and visual communication.

Teamwork: To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Personal Responsibility: To include the ability to connect choices, actions and consequences to ethical decision-making.

Course Goals:

To encourage students to see that literary studies matter and to foster enjoyment of literature, as students engage with ideas and beliefs in ways that extend beyond English classes.

To help students recognize that literature does not occur as isolated literary events, but as complex dialogue within cultural and historical contexts.

To develop students' ability to read critically by studying a variety of literary elements.

To enable students to demonstrate their understanding of and their ability to analyze literary texts both orally and in writing.

Student Learning Outcomes:

Students should be able to demonstrate their understanding of and their ability to analyze literary texts both in writing and in online written discussion.

Students should be able to demonstrate their knowledge of a variety of literary terms and elements.

Students should be able to identify a variety of literary elements within literary texts.

Students should be able to conduct research using the internet and UTA Library resources.

Students should be able to demonstrate ability to utilize technology in a variety of forms.

Required Texts:

The Longman Anthology of World Literature, Volume D: 17th and 18th Centuries.

ISBN: 978-0205625901

Isabelle de Charriere, *Letters of Mistress Henley Published by Her Friend.*

ISBN: 978-0873527767

Carmen Boullosa, *They're Cows, We're Pigs.*

ISBN: 978-0802137869

A Royal Affair (2012). Dir. Nikolaj Arcel. (You can either purchase this film or rent it from Amazon, Netflix, or similar online service).

Other readings will be made available to students on Blackboard.

Grading:

Class Blog	20%
Signature Assignment	30%
Weekly Quizzes	10%
Midterm Exam	15%
Final Exam	20%
Participation	5%

Final grades will be calculated as follows: A=90-100%, B=80-89%, C=70-79%, F=69%- and below.

Descriptions of major assignments and examinations:

Class Blog: Throughout the semester, you will make regular contributions to the class blog: www.libertylit2309.wordpress.com. You will be sent an invitation through your UTA email to become an author for the blog. Contributions to the blog will take 3 forms: Original Posts (8%), Resource Posts (6%), and Comment Posts (6%). Each student will be assigned to one of four groups, and will follow the posting schedule for that group.

Original Posts (OP) – Due on specified Wednesdays by 11:59pm:

In each of the 3 original posts, you will present your original consideration or analysis (250-300 words) of one or more of the texts assigned that week. There are multiple ways of going about this assignment. You could: raise questions about the reading(s) and attempt to answer them, build on or expand class discussions (**don't just simply repeat what was said in class**), or draw connections between two different readings discussed in class by that point. Connections could mean comparing and contrasting readings or considering how one reading adds to, complicates, or enriches another reading. A thesis statement isn't necessary. Outside research isn't necessary.

Resource Posts (RP) – Due on specified Wednesdays by 11:59pm:

For each of the 3 resource posts, you will find and share at least one relevant online resource (article, news story, website, artwork, video, etc.) related to the week's reading(s). In addition to linking to the resource, you will provide a short evaluation (100-200 words) of the resource, explaining why you selected it and how it alters or changes your understanding of the course material.

Comment Posts (CP) – Due on specified Sundays by 11:59pm:

In 3 comment posts, you will write a substantive response (50-100 words) to at least 2 of your classmates' posts from that week. These comments can build upon, disagree with, or introduce related perspectives. (Note: you are free to comment on and respond to posts at any time throughout the semester).

Signature Assignment:**Overview**

The signature assignment addresses all four of the course University prescribed objectives.

Personal responsibility: This essay includes the integration of outside sources; it, therefore, requires students to demonstrate personal responsibility as they use the words and ideas of other writers in an accurate and ethical manner. Citing sources properly isn't just a matter of

mechanics. It's a question of personal responsibility (with real consequences for students) that overlaps with students' responsibility to the academic community of which they are a part. The construction of a clearly articulated thesis statement supported by a careful analysis of textual evidence demonstrates **critical thinking** and **communication skills**. The development of a well-organized essay that demonstrates the correct use of grammar and other writing mechanics and demonstrates an awareness of the how to appeal convincingly to an audience further addresses the communication objective. The critical analysis of the way the selected text engages a significant issue of social responsibility related to identity formation addresses the **social responsibility** outcome.

Specific Requirements of the Signature Assignment

Write a well-organized, effectively developed 4-5 page (approximately 1000 – 1250 words) analysis of one of the texts assigned in this course. (There will be an additional MLA style formatted Works Cited page.) The paper should critically analyze the way the text engages a significant issue of social responsibility and how the text's engagement with that issue is tied into liberty and/or enlightenment. Students should anchor the paper's argument with a clearly articulated thesis statement and use careful analysis of textual evidence to support their claims.

Possible issues include: race and/or slavery; class and/or economic oppressions; colonialism and/or empire; post colonialism; cultural difference and/or cultural discrimination; religious discrimination; human mastery of nature and/or the environment and/or animals; national identity controversies; the social implications of a change in literary movements or genres; sexual orientation disability; globalization and/or neocolonialism; the way the work of literature itself can be seen as a rhetorical attempt to engage effectively in significant regional, nations, or global issues.

In a brief introductory paragraph, you should anchor your paper's argument with a clearly articulated thesis statement (which can be more than one sentence). *Support your claims with appropriate examples from the text you selected and with appropriate information or quotations from the required two secondary sources.* I will expect the use of coherent sentences and paragraphs, and grammar, spelling, and punctuation appropriate for a sophomore English course

Responsible Integration of Sources (personal responsibility)

Students must properly integrate material from two secondary sources into their analysis in a way that gives credit to the authors whose ideas and language they are incorporating. This is not a research paper or a summary of the work of literature, but a paper in which students draw on the selected text and secondary sources to communicate an interpretive argument about their chosen text through the lens of social responsibility. The Library offers a quick, on-line plagiarism tutorial: <http://library.uta.edu/plagiarism/> **Take the tutorial; print out the "Results" page, and attach it to your Works Cited page.**

Appropriate Secondary Sources:

- National newspapers (e.g., *New York Times*, *Washington Post*, *USA Today*, *Dallas Morning News*, *Fort Worth Star Telegram*)
- Print magazines (e.g., *The Atlantic*, *Harper's*, *New Yorker*, *Time*, *Newsweek*)
- Online magazines (e.g., *Slate*, *Salon*)
- Scholarly articles (e.g., academic articles published in peer-reviewed journals; you can find citations for these articles by using the MLA International Bibliography database, JSTOR, or Project Muse—all of which UTA's library gives you access to online)
- Scholarly books or book chapters (it's a good bet a book is scholarly if it's published by an academic press, such as Duke University Press; if you're not sure, ask your instructor)
- Historical documents (e.g., old newspaper articles, letters, speeches, journal entries) from academic databases (see the History subject guide on the library website for ideas)

Students interested in using a source that isn't listed here, should check with the instructors.

The criteria indicated above were designed for this course. The general criteria to receive a passing grade are the following for all the sophomore English courses except English 2350: Your essay should be a Word document that is double spaced, with 1-inch margins, in 12-pt., Times New Roman (or some other easily readable) font. Follow the MLA's recommendations for formatting, citation, and style. **Here is a direct link to the Library's excellent guide to MLA format:** <http://www.uta.edu/library/help/files/cite-mla.pdf>

In order to receive a passing grade on the signature assignment, students *must*

1. **write an essay that is at least 4 pages long, but no more than 5**
2. **integrate two appropriate sources**
3. **have a thesis**
4. **have a title**
5. **incorporate evidence (i.e., quotations) from the literary text**
6. **have a Works Cited page using MLA form**

Weekly Quizzes: Weekly short-answer quizzes will be given to ensure that students have read the assigned material.

Midterm and Final Exams: The midterm and final exams will be in-class short-answer and essay exams designed to ensure that students have read and understood the assigned texts, their cultural and historical contexts, and can recognize and discuss their literary elements. Class time will be set aside before each exam for review of materials.

Class Participation: You will be graded daily on class participation, which includes coming to class prepared, making thoughtful contributions in response to the readings, asking and answering questions, and presenting a general attitude of interest in the course content. To receive full credit for participation each class you must: arrive to class no more than 5 minutes late, not leave class early, and demonstrate active engagement and preparation for each day's activities (this includes bringing the necessary readings, papers and other materials needed for each day).

Attendance: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic

performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have elected to take attendance but will not factor attendance into the grade.

Classroom Behavior: Class sessions are short and require your full attention. All cell phones, pagers, iPods, MP3 players, laptops, and other electronic devices should be **turned off and put away when entering the classroom**; all earpieces should be removed. Store newspapers, crosswords, magazines, bulky bags, and other distractions so that you can concentrate on the readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

According to *Student Conduct and Discipline*, "students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks" (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202). Students who do not respect the guidelines listed above or who disrupt other students' learning may be asked to leave class and/or referred to the Office of Student Conduct.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

Electronic Communication: All students must have access to a computer with internet capabilities.

Students should check email daily for course information and updates. I will send group emails through MyMav. I am happy to communicate with students through email. However, I ask that you be wise in your use of this tool. Make sure you have consulted the syllabus for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I check it periodically during the school week and occasionally on the weekend.

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Conferences and Questions: I have three regularly scheduled office hours each week. These times are reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days. If you receive a grade on an assignment or quiz about which you have questions, please wait twenty-four hours before discussing it with me. This gives you time to process the assignment comments and to think about how your course work meets the requirements set forth for each assignment. I do not discuss individual student issues in the classroom before, during or after class.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. After exiting the room, students should turn right or left and go down one flight of stairs. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Syllabus and Schedule Changes. Instructors try to make their syllabuses as complete as possible; however, during the course of the semester they may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any changes in writing.

Course Schedule:

The Enlightenment in Europe: Intellectual Liberty

Week 1

Th – 8/25

Course Introduction

Read: The Age of Enlightenment (Longman, pp 185-198)

Week 2

T – 8/30

Read: Jonathan Swift, “A Voyage to the Country of the Houyhnhnms” from *Gulliver’s Travels* (Longman, pp. 348 – 371)

Th – 9/1

Read: Swift (Longman, pp. 371-394)

Quiz 1

Week 3

T – 9/6

Read: Voltaire, *Candide* (Longman, pp. 451 – 479)

Th – 9/8

Read: Voltaire (Longman, pp. 470 – 513)

Quiz 2

Week 4

T – 9/13

Read: Jean-Jacques Rousseau, from *The Social Contract* (Longman, pp. 586-592)

Immanuel Kant, “An Answer to the Question: What is Enlightenment?” (Longman, pp. 599 – 604)

Th – 9/15

Watch: *A Royal Affair* (2012)

Quiz 3

Love and Libertinism: Personal and Sexual Liberty

Week 5

T – 9/20

Read: Ihara Saikaku, *Life of a Sensuous Woman* (Longman, pp. 545-558)

Th – 9/22

Read: Tsangyang Gyatso, *Love Poems of the Sixth Dalai Lama* (Longman, pp. 558-561)

John Wilmot, Earl of Rochester, “The Perfect Enjoyment” and “A Satyr Against Reason and Mankind” (Longman, pp. 561-568)

Quiz 4

Week 6

T – 9/27

Read: The Ottoman Empire (pp 160-162)

Poetry by Nedim (Longman pp. 167-172)

Th – 9/29

Read: Chikamatsu Mon’zaemon, *The Love Suicides at Amijima* (Longman, pp. 44 – 68)

Quiz 5

Week 7

T – 10/4

Midterm review

Th – 10/6

Midterm exam

Women's Liberty

Week 8

T – 10/11

Read: Lady Mary Wortley Montagu, excerpts from *The Turkish Embassy Letters* (Longman, pp. 172 – 183)

Th – 10/13

Read: Eliza Haywood, *Fantomina* (Longman, pp. 568 – 586)

Quiz 6

Week 9

T – 10/18

Read: Isabelle de Charriere - *Letters of Mistress Henley Published by Her Friend*

Th – 10/20

Read: Jonathan Swift, "The Lady's Dressing Room"; Lady Mary Wortley Montagu, "The Reason that Induced Dr. S. to write a Poem called *The Lady's Dressing Room*" (288-294)

Quiz 7

Stories of Self and Society

Week 10

T – 10/25

Read: The Mughal Empire (Longman, pp. 13-14)

Banarasidas, from *Half a Tale* (Longman, pp. 36-43)

Th – 10/27

Read: Cao Xueqin, excerpts from *The Story of the Stone* (Longman, pp. 71 – 109)

Quiz 8

Week 11

T – 11/1

Read: *The Story of the Stone*, cont. (pp. 109-145)

Th – 11/3

Review Signature Assignment

Quiz 9

Week 12

T – 11/8

Read: Denis Diderot, from *Supplement to the Voyage of Bougainville* (Longman, pp. 433-441)

Th 11/10

Read: Olaudah Equiano, from *The Interesting Narrative of the Life of Olaudah Equiano* (Longman, pp. 441-450)

Quiz 10

Liberty in the Americas and Caribbean

W13

T – 11/15

Read: Thomas Paine, from *Common Sense* and *The Crisis* (on Blackboard)

Th – 11/17

Read: Jupiter Hammon, Selected Poetry and Prose (on Blackboard)

Phillis Wheatley, Selected Poetry (on Blackboard)

Quiz 11

Week 14

T – 11/22

Signature Assignment Workshop

Week 15

T – 11/29

Read: Carmen Boullosa, *They're Cows, We're Pigs*, Part 1 (pp. 1-80)

Th – 12/1

Read: Boullosa, cont, Part 2, (81-180)

Due: Signature Assignment

Quiz 12

Week 16

T – 12/6

Exam review

Final exam: Thursday, Dec. 15, 11:00 am – 1:30 pm