English 410A introduces students to a selection of the literature written between 1660 and the mid-1730s. This period of literary history is characterized by its witty (and often scathing) satire, its self-conscious attempt at "refining" the English language, the close relationship between literature and politics, the beginning of the novel as a literary form, and the revitalization of the English theatre after its closure in 1642. The period is also notable as that during which women—despite many obstacles—first began to earn their own livings as professional writers.

Socially, the period is one of rapid change: the restoration of the monarchy in 1660 and the flourishing of court life after nearly twenty years of civil war and Puritan rule; the beginning of party politics as parliament fractures into "Whigs" and "Tories"; the start of modern science with the founding of the Royal Society; the establishment of a constitutional monarchy after the Glorious Revolution of 1688; the founding of the Bank of England and the expansion of an economy based on trade, capital, and credit. Thus, while the writers of the period often turn to the classical past to find appropriate literary models (hence the terms "neoclassical" and "Augustan" that are frequently applied to the period), they are also highly aware of living in a new era of modern ideas and values. The uneasy tension between the "Ancients" and the "Moderns' results in the creation of both new genres (e.g. the novel) and self-consciously ironic genres like the "mock"-form in which the ludicrous meeting of past form and present content is staged.

To study the literature of the Restoration and eighteenth century, students must rid themselves of inappropiate nineteenth- and twentieth-century ideas about poetics. To read Restoration and eighteenth-century poetry as being about autobiographical self-expression or confession is to miss the point. Rather than representing what Wordsworth called "the spontaneous overflow of powerful feelings," poetry in this period was thought of as a form of rhetoric, understood as the art of persuasion by means of the selecting and arranging of the traditional techniques of argument. Poetry is thus allied with oratory and should be understood as a social, rather than as a personal, act. We will keep this historical fact in mind while still drawing upon a number of critical paradigms in our study of Restoration and eighteenth-century literature—from formalism to Marxism to the study of gender and sexuality.

English 410A has opted for the in-depth study of a selection of representative texts rather than a broad, expansive coverage of numerous authors. Students, therefore, will be expected to be familiar with all of the texts on the course by the final examination.
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Required Texts:


Schedule of Reading and Assignments

Sept. 9-13: introduction; Rochester, "The Imperfect Enjoyment"; Behn, "The Disappointment"

Sept. 16-20: Dryden, "MacFlecknoe"; *Absalom and Achitophel*


Sept. 30-Oct. 4: Otway, *Venice Preserv'd;*

Oct. 7-11: Dryden, "Ode to...Anne Killigrew"; Killigrew, "Upon the Saying that My Verses were Made by Another"; Finch, "The Introduction"


Oct. 21-25: Pope, *Rape of the Lock;*

Oct. 28-Nov. 1: Defoe, *Robinson Crusoe*

Nov. 4-8: Gay, *The Beggar's Opera: Essay: First Due Date* (Tues)

Nov. 11-15: Swift, "A Beautiful Young Nymph Going to Bed"; "The Lady's Dressing Room"; *A Modest Proposal*

Nov. 18-22: Swift, *Gulliver's Travels; Essay: Second Due Date* (Tues)

Nov. 25-29: Montagu, "Verses...to the Imitator of Horace"; Pope, "An Epistle to Dr. Arbuthnot"

Dec. 3: Review
Assignments:

The grade breakdown for the course is as follows:

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Passage Analysis</td>
<td>20%</td>
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<tr>
<td>Essay</td>
<td>35%</td>
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<tr>
<td>Participation</td>
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<td>65%</td>
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<td>Final Exam</td>
<td>35%</td>
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<td>100%</td>
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Description of Assignments:

1. Passage Analysis: Students will be asked to write a short (4 pages) analysis of a passage from Pope’s Essay on Criticism. The papers will be used to generate class discussion and will be handed in at the end of class.

2. Essay: An essay of 7 to 8 type-written pages (approx. 2000 wds.) on one of a number of assigned topics. Students are offered two different due dates and may choose the one that suits their schedules best. Essays must follow the MLA rules for documentation.

3. Final Exam: A two-hour examination on the entire semester’s work will take place during the regular examination period.

ESSAY DEADLINE POLICY: ESSAYS SHOULD BE SUBMITTED ON OR BEFORE THE DUE DATE. SHOULD UNFORESEEN IMPEDIMENTS ARISE, A STUDENT MAY INVOCHE A “GRACE PERIOD” OF UP TO TWO DAYS WITHOUT PENALTY. LONGER EXTENSIONS, WHEN WARRANTED BY EXCEPTIONAL CIRCUMSTANCES, MAY BE GRANTED: THE EXTENSION DEADLINE IS FINAL. THE LATE PENALTY IS 5 MARKS PER DAY INCLUDING SATURDAY AND SUNDAY.

STUDENTS SHOULD BE AWARE THAT LATE WORK WILL NOT BE GRADED UNTIL THE END OF TERM.