**ENGL 2319-005: British Literature**

**“The Materiality of Nature”**

**Fall 2017**

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**Office Hours: MW 10-11 am** and **T 1-2 pm**

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**Class Meetings: TH 20** 11:00 am – 11:50 am

**Description of Course Content:** Early definitions of nature refer primarily to human characteristics, particularly in the Middle Ages and Early Modern period. In the 17th century, the word begins to circulate more frequently when describing the earth in contrast (and even opposition to) humans and their creations. This course traces scientific and literary descriptions of nature, beginning with early 17th century philosophies of the human body and ending with modern anxieties about climate change and the environment. We will attempt to answer the question: what is nature? A tall order but a necessary one in our current political, social, and individual environments.

**Student Learning Outcomes:** By the end of the semester, students who have successfully completed the assignments should:

1. read a variety of texts that incorporate nature as a thematic or structural element and respond to these texts in using critical thinking skills such as innovation, inquiry, analysis, evaluation and synthesis
2. respond ethically to these texts by considering the perspectives of the author, community, and others by practicing and demonstrating communication skills and developing effective interpretation and expression of ideas in written, oral, and visual form
3. consider how various literary forms, concepts of audience, environments, and personal, economic, and cultural backgrounds operate as elements articulating nature in the work by practicing and demonstrating personal responsibility in their ability to connect choices, actions, and their consequences to ethical decision making
4. examine the ways in which the literature serves (or undermines) the building of scientific inquiry, aesthetic natural and environmental programs and demonstrate social responsibility by practicing and demonstrating intercultural competence, knowledge of civil responsibility and engaging in community discourse

**ENGL 2309 Sophomore Literature:** 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 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.

**Required Textbooks and Other Course Materials:**

*Course Readings will be available on Blackboard or through web links for each week of the course.*

*Print a hard copy or bring a device to class that will enable you to access the text.*

**Descriptions of major assignments and examinations:**

**Exams:** Each exam will cover the previous untested material. Each exam will require a 2-4 page essay. Leonardo DiCaprio won his first Oscar in 2016 for Best Actor in *The Revenant*. Students will be given a list of possible essay topics prior to the exam, on the study sheet, but only one essay exam prompt from this list will be chosen. ***Grading criteria*** for the essay portion will bean assessment of the paper’s ability to (1) focus arguments on the exam questions, (2) construct logical arguments, and (3) support claims with relevant examples from the text(s). Although your “mechanical/editorial” writing skills will be taken into account, they will be examined more closely on the critical analysis papers and the signature assignment than on the in-class essays.

**Signature Assignment:** The signature assignment addresses all four of the 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. In addition, 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 scientific knowledge, its construction, and its influence on other subjects both human and nonhuman addresses the **social responsibility** outcome. (See Assignment Sheet for a more thorough description of this essay).

**Short Papers**: There will be two short papers assigned throughout the semester. Each of these papers will have a four-page maximum length. We read for a variety of different purposes in our daily lives but one of the primary purposes of reading in this class is to read for pleasure, depth, and to be open to change. These projects are designed to help you accomplish these goals. (See individual assignment sheets for more in-depth descriptions of these projects).

**Short Answer Tests**: Except for the first week and a few other exclusions, there will be a brief short-answer exam on Fridays (i.e., 10-12 exams). The exams might consist of five simple questions: typically, two or three from the previous Monday and Wednesday class’s discussion and reading assignment and two or three from those reading assignments: for example, students might identify a character name, make a brief comment on a concept we discussed, or identify an important event in the text. The answers might be as short as one word or as long as a sentence. The exam might also be a synthesis question which will require a one paragraph summary/synthesis of the readings for the week. **Buy one Blue Book for all these exams.** The exams will be graded 0-5. At the end of the semester the scores will be averaged (5=A (100); 4=B (85); 3=C (75); 2=D (65); 1=F (55); 0 for not taking the exam) and the average of the 0 - 5 numbers will be converted into standard grades (e.g., a 4 average will be an 85). *Grading criteria*: either you know it or you don’t!

**Participation**: You will receive a grade based on your participation during class time as well as any online discussions assigned throughout the semester. This includes being prepared to answer questions about the text, discuss key points or interpretations, or in-class writing and group work. Don Shula has the most wins as a head coach in the NFL. After each class, you will be asked to turn in notes indicating (a) what you thought the main focus(es) of the class was/were, and (2) what idea or information was most important to you. Please make sure to write your name on the note. These notes will be part of your participation grade for the semester. Please use a 3x5 index card for these notes. The notes handed in after each class can add as much as two points to your semester average if no days are missed. If only three are missing, one point will be added to your semester average. Four missing notes, and you will receive no points. After five missing notes, you will notice a drop in your final average of five points.

**Bonus Points:** The instructor may award bonus points at various times throughout the semester. These will be applied to your daily participation grade. Opportunities for bonus points will occur only at the instructor’s discretion and will only be awarded if *all* students have an opportunity to earn the points. **Any special requests for individual extra credit assignments will be denied.** Within this document, you will find your first opportunity for bonus points. Scattered throughout the syllabus, I’ve hidden five items of pop culture trivia. Anyone who can send me an email with all five will have a bonus 100 added to his or her quiz grade. You must find all five to receive the bonus points, and emails must be received by the start of the second class meeting. Good luck!

**Major Assignments/Grade Distribution:**

Exam 1 20%

Exam 2 25%

Signature Assignment Paper 30%

Short Papers 10%

Weekly Quizzes 15%

Final grades will be calculated as follows: A=89.5-100%, B=79.5-89.99%, C=69.5-79.99%, F=69.4% and below; Z=see the Z grade policy above.

**Grades.** Grades are A, B, C, D, and F. All projects must be submitted to Blackboard before the project’s stated deadline. **Keep all papers** until you receive your final grade from the university (this is also how you will keep track of your grade throughout the course). You cannot challenge a grade without evidence.

The Z grade is reserved for students who attend class regularly, participate actively, and complete all the assigned work on time but simply fail to write well enough to earn a passing grade. **This judgment is made by the instructor and not necessarily based upon a number average.** The Z grade is intended to reward students for good effort. While students who receive a Z will not get credit for the course, the Z grade will not affect their grade point average. They may repeat the course for credit until they do earn a passing grade.

The F grade, which does negatively affect GPA, goes to failing students who do not participate actively in class, and/or do not complete assigned work.

**Please note that the signature assignment must be completed to pass the course.** If you fail to complete the signature assignment, you will fail the course, regardless of your average. ***Completion means that something is turned in as a “final draft.” I will not accept late papers, but I will accept an “incomplete” or “unfinished” paper if submitted by deadline. It is better to submit something and receive a poor grade than nothing and receive a zero.***

**Blackboard:** Your major assignment (signature assignment), and other writing assignments for this course will be submitted to Blackboard. **I will not accept any assignments via e-mail**. All assignments submitted to Blackboard must be saved as a .doc, .docx, or PDF file to ensure that I am able to open them on my computer. It is your responsibility to ensure that all of your work is saved in this way and submitted in the correct format. If you submit work in the wrong format, then you will receive a zero for the assignment. **Blackboard:**

This course makes extensive use of the Blackboard educational platform. All class materials and assignments are located on Blackboard, and you will also use Blackboard to submit your work. To access the course, go to http://elearn.uta.edu and log in with your NetID and password. Click on the name of the course in the upper left module after logging in. If you have any problems logging in, or uploading or downloading files, contact the Help Desk (helpdesk@uta.edu). Review the Student Resources page. This site contains valuable information that will acquaint you with your course and the Blackboard environment.

**Expectations for Out-of-Class Study:** Beyond the time required to attend each class meeting, students enrolled in this class should expect to spend at least an additional 9 hours a week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Late Enrollment Policy:** Though I realize that at times enrolling in a course after the start date is unavoidable, please be advised that you will be held responsible for the class periods that you have missed even if you were not enrolled in the course. I will not allow you to make up missed opportunities for participation points or any other assignments that occurred before you enrolled. If you enroll in class after the start date it is your responsibility to contact your peers to get caught up on the schedule and any announcements that might have been delivered in your absence. This policy also applies to students who drop and add.

**Late Assignments.** I do not accept late assignments. Exams will begin promptly. Do not arrive late or you may not be permitted to sit for the exam. Both Marge Simpson and Jackie Kennedy had the maiden name of Bouvier*.* In-class work – including small discussion groups – will constitute your daily grade/participation grade. Students **cannot** make this work up so regular attendance is strongly advised.

**Paper Reuse Policy** – You are not allowed, under any circumstances, to reuse papers from prior classes in this course or any other course that you have taken at any institution. Reusing papers does not demonstrate any advance in knowledge or skill, and so would not be helpful for you either in terms of your learning this semester, or for me in terms of assessing this learning. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this with me prior to the due date of the first draft.

**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 will take attendance each class period by collecting the notes at the end of class. Please note that failure to attend may result in a lowering of your grade due to missed work. Whether or not you come to class is your decision. You decide if you show up to your job, to doctor’s appointments, and to other scheduled events. You cannot, however, choose the consequences for not showing up. Please understand that if you choose not to attend class, you are choosing to miss the coursework for the class period, announcements during class, and graded assignments. These things cannot be made up later.

Excused absences include official university activities, military service, and/or religious holidays. ***Students must inform the instructor in writing at least one week in advance of an excused absence in order to receive an alternative daily grade/participation grade assignment***.

Should you be eligible for an excused absence (i.e. athletic event, religious holiday), please ***submit it to me in writing at least one week prior to the planned absence*** so that we can make alternative arrangements for you to fulfill the assignment.

**Participation Policy.** Although there is no “attendance” grade in this course, students will be given a participation grade. These daily grades **cannot** be made up, so again, attendance and participation is important. Failure to attend class may affect the overall grade as students may fail to complete and/or submit class activities and assignments. When the Justice League of America added Wonder Woman, it was as a secretary. Improvement in reading and writing is a complex process that requires a great deal of practice. Successful college students come to class and participate regularly. Not only do I expect you to contribute to class discussion I will utilize those discussions to test your knowledge and understanding, in lieu of regular quizzes.

In terms of lecture notes, should you miss class (even with an excused absence), I will not supply what you miss by email or phone. It is your responsibility to conference with a peer to get this material or make an appointment to see me in person.

**Classroom Behavior.** Class sessions are short and require your full attention. All cell phones, laptops, and other electronic devices should be turned off and put away when entering the classroom; all earpieces should be removed. Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on the readings and discussions each day. Bring book(s) and 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.

**Grade Grievances**: An appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For undergraduate courses, see [http://catalog.uta.edu/academicregulations/grades/#undergraduatetext](http://catalog.uta.edu/academicregulations/grades/)

**Classroom Visitors:** Only students officially enrolled in this section are allowed to attend class meetings. Students may not bring guests (children, spouses, friends, family) to class unless an academic request has been submitted and approved by the instructor well in advance of the proposed class visit. Children are not allowed in class as visitors at any time.

**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/aao/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).** 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](http://www.uta.edu/disability) or calling 817-272-3364.

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** **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](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](https://d.docs.live.net/56deb26a406d8cae/The%20Architectonics%20of%20Ruins/jmhood@uta.edu).

**Academic Integrity:** Students enrolled all UT Arlington courses 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.*

UT Arlington faculty members 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.

**Electronic Communication:** 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>You are responsible for checking this email and for using this email account to communicate with me. I will not answer emails that come from any account except your student account.

**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/>

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online 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. Name three famous rock starts who died in 2016. 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>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**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. 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 individuals with disabilities.

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.

**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](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>

**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](mailto:IDEAS@uta.edu) or call (817) 272-6593.

**The English Writing Center (411LIBR):** The English Writing Center is located in Room 411 Central Library.  Hours are 9 a.m. to 8 p.m. Mondays-Thursdays, 9 a.m. to 3 p.m. Fridays and Noon to 5 p.m. Saturdays and Sundays. Students must register and can make appointments online at [http://uta.mywconline.com](http://uta.mywconline.com/). Face-to-Face and online appointments for undergraduate students are scheduled for 20, 40, or 60 minutes at the student’s discretion. Be judicious! For instance, 20 minute Quick Hits appointments are specifically for “quick” or minor concerns such as grammar, citations, or thesis construction. Longer appointments are for higher order concerns such as organization, structure, cohesion, or even just brainstorming and assignment comprehension. Know what you want to work on prior to your appointment and choose your time slot accordingly. Writing Center consultants assist with any aspect of academic writing, from understanding an assignment, brainstorming, revising an early draft, to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct grammar or rewrite assignments during our long sessions. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for more information about services and guidelines.

**Librarian to Contact**: For research assistance, visit or contact the English subject librarian, Diane Shepelwich. Subject Librarian information located at <http://www.uta.edu/library/help/subject-librarians.php>

English 2319 Fall 2017 Schedule

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|  |  | DATE | READINGS | DISCUSSION QUESTION(S) | DUE DATES |
| **THE MATERIAL BODY** |  | FRI  8/25 | Introduction to the course  Definitions of Nature | What is nature? |  |
| **WEEK 1** | MON  8/28 | Donne, John  “An Anatomy of the World”  Lines 190-338 | Why does Donne appear so anxious about modern life? |  |
| WED  8/30 | Donne, John  “From Death’s Duel” | How is the nature of the body described? |  |
| FRI  9/1 | Walton, Izaak  “From the Life of Dr. John Donne” | 1) In what ways does Walton glorify Donne’s death?  2) Is the natural process of death itself focused on material or spiritual themes? | Short Answer Quiz #1 |
| **WEEK 2** | MON  9/4 | Labor Day Holiday |  |  |
| WED  9/6 | Bacon, Francis  “The New Atlantis” | How do the people of Bensalem view nature? |  |
| FRI  9/8 | Bacon, Francis  "The New Atlantis" |  | Short Answer Quiz #2 |
| **WEEK 3** | MON  9/11 | Burton,  “Anatomy of Melancholy | 1)How does Burton’s understanding of nature compare with Donne’s?  2)In what ways does scientific observation influence Burton’s treatise? |  |
| WED  9/13 | Harvey  From “The Circulation of Blood” | How does the encyclopedic form influence the description of the nature of the body? |  |
| FRI  9/15 | Brown  “Hydriotaphia” |  | Short Answer Quiz #3 |

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| **SCIENTIFIC INQUIRY** | **WEEK 4** | MON  9/18 | Short Paper #1 Workshop |  |  |
| WED  9/20 | Locke, John  “The Epistle to the Reader” | How does Locke’s definition of determinate thinking translate to scientific observation of nature? |  |
| FRI  9/22 | Newton  “His New Theory about Light and Colors” | 1) What is the significance of Newton’s breakdown of color as individually retractable rays of light?  2) How does this effect our understanding of nature? |  |
| **SLAVERY, EXOCITCSM, SATIRE** | **WEEK 5** | MON  9/25 |  |  | Short Paper #1 Due |
| WED  9/27 | Behn, Afra  “OROONOKO: The Royal Slave” | How does Behn’s description of the natural environment differ from others we have read? |  |
| FRI  9/29 | Finch, Anne  “A Nocturnal Reverie” | Where do humans fit into Finch’s natural environment? | Short Answer Quiz #4 |
| **WEEK 6** | MON  10/2 | Introduction to Swift |  |  |
| WED  10/4 | Swift  Gulliver’s Travels, Parts 1 &2 | How does the rhetoric of empirical observation compare with Behn’s? |  |
| FRI  10/6 | Swift  Gulliver’s Travels, Parts 3 & 4 | 1) In what ways does the story question the nature of humanity?  2) How does the satire uphold or challenge science? | Short Answer Quiz #5 |

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| **PASTORAL ROMANTICISM** | **WEEK 7** | MON  10/9 | Thomson  “Autumn” | 1) What role does the sense of sight or observation play in Thomson’s poem?  2) What role does science play? |  |
| WED  10/11 | Gray  “Elegy Written in a Country Church Courtyard” | What effect does the pastoral imagery have on the poem? |  |
| FRI  10/13 | Cowper  “The Task” | What effect does the landscape have on the viewer?  On the reader? | Short Answer Quiz #6 |
| **WEEK 8** | MON  10/16 | Smith  “Written at the Close of Spring”  “Written in the Church yard at Middleton” | 1) What does the poet conclude about human happiness?  2) How does “Church Yard” compare with Gray? |  |
| WED  10/18 | Smith  “Beachy Head” | What is the relationship between nature and human beings in the poem? |  |
| FRI  10/20 |  |  | Exam #1 |
| **OBSERVATION AND WORSHIP** | **WEEK 9** | MON  10/23 | Discuss Signature Assignment and Research Methods |  |  |
| WED  10/25 | Dorothy Wordsworth  Journal Selections | 1)How does Dorothy’s descriptions of nature differ from those we have read so far?  2) To what extent is nature engendered female? |  |
| FRI  10/27 | Wordsworth  “Tintern Abbey” | 1)How does the religious power of nature provide respite from human experience? 2) What does Wordsworth mean by the “gift of nature/an aspect more sublime?” |  |

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|  | **WEEK 10** | MON  10/30 | Shelley, Percy  “Ode to the West Wind” | | How does the structure reflect its theme of cyclic regeneration? | |  | | |
| WED  11/1 | Keats, John  “To Autumn” | | How does the poet’s role in nature compare to Shelley and Wordsworth? | |  | | |
| FRI  11/3 | Signature Assignment Workshop | |  | | Draft of Signature Assignment Due | | |
| **SCIENCE FICTION** | **WEEK 11** | MON  11/6 | Shelley, Mary  “The Mortal Immortal” | | The story suggests that scientific discovery and Satanic arts share the same goals. What are the implications of this assumption? | |  | | |
| WED  11/8 | Shelley, Mary  “The Mortal Immortal” | | What are the moral and ethical limits to the advancement of science? | |  | | |
| FRI  11/10 |  | |  | | Short Answer Quiz #7 | | |
| **VICTORIAN PROGRESS** | **WEEK 12** | MON  11/13 | Charles Darwin  *On the Origin of Species* (1859): Introduction; 3: Struggle for existence; 4: Natural Selection; 9: “On the Lapes of Time” (208-212);  “ | | 1) How is the phrase "the struggle for existence" related to Darwin's views about the nature world and individual organisms within that world? ﻿﻿ | |  | | |
| WED  11/15 | Darwin continued | |  | |  | | |
| FRI  11/17 | Thomas Henry Huxley  “Science and Culture” (1880) | | In “Science and Culture,” Huxley asserts that scientific education is different from other forms of education. What is his reasoning? How does a scientific education prepare people to understand culture? | | Signature Assignment Due by 11:59 pm | | |
|  | **WEEK 13** | MON  11/20 | | Matthew Arnold  “Literature and Science” (1882) | | In Arnold’s view, what are the merits of a classical education and the limitations of an education that focuses solely on science? | |  |
| WED  11/22 | | Introduction to Modernism and 20th century Ideas about Nature | |  | |  |
| FRI  11/24 | | Thanksgiving Holiday | |  | |  |
| **MODERNISM AND REALITY** | **WEEK 14** | MON  11/27 | |  | |  | |  |
| WED  11/29 | | T.S. Eliot  “The Fire Sermon” from *The Waste Land* | | What images or words suggest a “waste land”? | |  |
| FRI  12/1 | | Eliot continued | |  | |  |
| **WEEK 15** | MON  12/4 | | BBC Planet Earth | | In what ways does the cinematic representation of nature resonate with or contradict the various texts we have read in the course? | | Short Paper #2 |
| WED  12/6 | | Last Day of Class: Exam Review | |  | |  |
|  | **WEEK 16** |  | | **Final Exam:**  **Wed. December 13, 2017**  **11:00 am-1:30 pm** | |  | |  |