

Required Texts:

Norton Anthology of English Literature (8th Edition, Vols. C, D, E)
Norton Anthology of American Literature (Shorter 6th Edition)
Diana Hacker, *The Bedford Handbook*, 6th Edition, Bedford-St. Martin

Assignments:

Quizzes	10 %
Essay 1: close reading of a text	20%
Mid-term Examination	20%
Final Examination	30%
Final Essay	20%

- Assignments. All essay assignments must be keyboarded and given to me in electronic and hard copy. Send your essays as attachments, preferably in Microsoft Word, to Barbares@camden.rutgers.edu. Name your essay according to the following format:

[YourLastName].doc

- Quizzes. Expect a quiz—usually on the reading and possibly incorporating additional material, such as terminology—about once each week. There are no make-up quizzes.
- Examinations. Both mid-term and final will include some objective questions. The final essay may be designed as an in-class writing assignment and assessed as part of the total final examination grade, so stay tuned.
- Lateness. Unexcused late work may be returned unread and may be subject to a penalized for each day of lateness.
- Attendance is expected at all sessions. Three or more absences will undoubtedly affect your grade in the course. Come prepared to participate.
- Academic Honesty. The university guidelines and procedures governing plagiarism and academic dishonesty will be strictly observed. Plagiarism is theft and will result in an F for the course.
- Listerv and Website. Occasionally I will communicate with the entire class by email, often attaching work to be read for class, exercises and assignments, or announcements. The RUC's listserv address for our course is as follows:

lits-in-english@camden.rutgers.edu

Do not send anything to this address unless instructed by me.

- We also have a course website, which you can access through my webpage at <http://crab.rutgers.edu/~barbares/>. Follow the link to the Literatures in English II or go to http://crab.rutgers.edu/~barbares/Lits%20in%20English%20II/LitsinEng_index.html
- Within the next few weeks I will circulate a list of topics and directions for the two essays; these instructions will also be posted on the website.

<u>Week/Date</u>	<u>Readings</u>	<u>Assignment</u>
1) 17-19 January	Introductions "Introduction," Dryden, "MacFlecknoe" Lord Rochester	<i>NABL</i> *C, 2057-75, 2083-2133 2167-71, 2173-77
2) 24-26 January	Alexander Pope, Mary Leapor Edward Taylor, Anne Bradstreet	<i>NABL C</i> , 2497-2513, 2607-11 <i>NAAL</i> ** , 114-34, 152-60
3) 31 January- 2 February	Swift, "A Modest Proposal," The Debate on Women (Swift, Montegue)	<i>NABL C</i> , 2462-68 <i>NABL, C</i> 2589-95
4) 7-9 Feb.	The Liberty Debate (Locke <i>et al</i>)	<i>NABL C</i> , 2828-59
5) 14-16 Feb	<u>Early Romantics</u> Burke, "Reflections on the Revolution . . ." Blake, poems	<i>NABL D</i> , 152-58 <i>NABL D</i> , 76-97
6) 21-23 February	<u>Romanticism and Revolution</u> Tom Paine, <i>Common Sense</i> , excerpt from <i>The Rights of Man</i> Thomas Jefferson, from "Notes on the State of Virginia"	<i>NAAL</i> , 320-34, <i>NABL D</i> , 163-67 <i>NAAL</i> , 342-50 & <i>Webposting</i>
7) 28 February 2 March	Open ** Mid-Term Examination **	<i>Essay I due.</i>
8) 7-9 March	Wordsworth, poems Coleridge, <i>The Rime of the Ancient Mariner</i> <div style="border: 1px solid black; padding: 5px; text-align: center;">Spring Break 11-19 March</div>	<i>NABL D</i> , 248-9, 305-6 <i>NABL D</i> , 430-48
9) 21-23 March	Shelley, "Ozymandias," "Ode" Washington Irving, "Rip Van Winkle"	<i>NABL D</i> , 768, 772-75 <i>NAAL</i> , 446-60
10) 28-30 March	Thoreau, "Resistance to Civil Government" Lincoln, "On the Dredd Scott Decision" Hawthorne, "Young Goodman Brown"	<i>NAAL</i> 834-53 ** <i>Webposting</i> ** <i>NAAL</i> , 610-19
11) 4-6 April	Whitman, <i>Song of Myself</i> Dickinson, poems, Bryant, "Thanatopsis"	<i>NAAL</i> , 1003-47 <i>NAAL</i> , 1169-87, 470-72
12) 11-13 April	Melville, "Bartleby, the Scrivener" Darwin and the Theory of Evolution	<i>NAAL</i> , 1086-1111 <i>NABL E</i> , 1538-57
13) 18-20 April	J.S. Mill, "On Freedom" Browning, poems	<i>NABL</i> , 1051-57 <i>NABL</i> , 1255-59
14) 25-27 April	James, <i>Daisy Miller</i>	<i>NAAL</i> , 1498-1539
Friday, 5 May 2006	Final Examination 2-5 p.m.	Final Essay due

**Norton Anthology of British Literature* ** *Norton Anthology of American Literature*

How to set up your pages when doing literary analyses.

No Separate Title Pages:
Place your information here.

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Telephone number
Email address

Thoughts on Mind and on Style

The difference between the mathematical and the intuitive mind.- In the one, the principles are palpable, but removed from ordinary use; so that for want of habit it is difficult to turn one's mind in that direction: but if one turns it thither ever so little, one sees the principles fully, and one must have a quite inaccurate mind who reasons wrongly from principles so plain that it is almost impossible they should escape notice.

But in the intuitive mind the principles are found in common use and are before the eyes of everybody. One has only to look, and no effort is necessary; it is only a question of good eyesight, but it must be good, for the principles are so subtle and so numerous that it is almost impossible but that some escape notice. Now the omission of one principle leads to error; thus one must have very clear sight to see all the principles and, in the next place, an accurate mind not to draw false deductions from known principles.

All mathematicians would then be intuitive if they had clear sight, for they do not reason incorrectly from principles known to them; and intuitive minds would be mathematical if they could turn

Title: Note:
your title should contain no italics or quotation marks.

Text: no fancy fonts; no boldfacing or obnoxious or unusual special effects.

Where possible, avoid ending a paragraph at the end of a page.

Your info. Your word processor makes it easy to create running headers and footers.

Always paginate your work.

Your Name/ Your Title/ Page #

not intuitive is that they do not see what is before them, and the accustomed to the exact and plain principles of mathematics, and reasoning till they have well inspected and arranged their principles they are lost in matters of intuition where the principles do not allow of such arrangement. They are scarcely seen; they are felt rather than seen; there is the greatest difficulty in making them by those who do not of themselves perceive them. These principles are so fine and so numerous that a very delicate and very clear sense is needed to perceive them, and to judge rightly and justly they are perceived, without for the most part being able to demonstrate them in order as in mathematics, because the principles are not known to us in the same way, and because it would be an endless matter to undertake it. We must see the matter at once, at glance, and not by a process of reasoning, at least to a certain degree. And thus it is rare that mathematicians are intuitive and men of intuition are mathematicians, because mathematicians wish to treat matters of intuition mathematically and make themselves ridiculous, wishing to begin with definitions and then with axioms which is not the way to proceed in this kind of reasoning. Not that the mind does not do so, but it does it tacitly, naturally, and

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