

ENGL 429 Eighteenth-Century Studies

Trimester 1 2015

2 March to 1 July 2015

30 Points



Sources: www.stjohns-chs.org/english/reason/addison.html

<http://peterb1953.wordpress.com/2011/07/19/burn-murdoch-burn/murdochburns>

IMPORTANT DATES

Teaching dates: 2 March to 5 June 2015

Easter/Mid-Trimester break: 3 to 19 April 2015

Study period: 8 to 12 June 2015

Examination/Assessment period: 12 June to 1 July 2015

Note: Students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

Withdrawal dates:

Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

CLASS TIMES AND LOCATIONS

Tue 1.10 – 4.00 pm von Zedlitz vZ808

NAMES AND CONTACT DETAILS

Staff:	Email:	Phone:	Room:	Office Hours:
Nikki Hessell	nikki.hessell@vuw.ac.nz	463 9976	vZ803	tba

COMMUNICATION OF ADDITIONAL INFORMATION

Additional information will be emailed to everyone in the class and posted on Blackboard.

If you are not going to use the Victoria email address set up for you, we strongly encourage you to set a forward from the Victoria email system to the email address you do use.

PRESCRIPTION

This course examines texts, topics and authors from the long eighteenth century (1680-1840). In 2015, the topic will be Literary Journalism and Its Legacies. The eighteenth century saw the beginning of modern journalism and many of the period's major literary figures were practising journalists. The legacies of their writing can still be seen today in contemporary creative non-fiction and journalism. On this course, we will read eighteenth-century literary journalism alongside twentieth- and twenty-first century examples. The eighteenth-century authors to be studied include Defoe, Swift and Coleridge, while the modern authors include the New Journalists of the 1960s and 1970s. Students will have the opportunity to select some of the contemporary texts themselves. The course will consider the relationship between fiction and non-fiction, the role of satirical journalism, and specialist reporting such as profiles and sports journalism.

COURSE LEARNING OBJECTIVES (CLOS)

Students who pass the course should be able to:

1. discuss (both orally and in writing) the major primary and secondary texts in the field of eighteenth-century literary journalism, as well as a selection of twentieth and twenty-first-century literary journalism texts;
2. produce independent research on eighteenth-century literary journalism, using primary and secondary texts;
3. effectively use the major print-based and electronic research resources available in the field, including the resources of the Alexander Turnbull Library if appropriate.

TEACHING FORMAT

This course will be taught in the form of a seminar based around discussion of primary and secondary texts. Students are expected to have read all of the relevant material before coming to class in order to participate fully in the discussion.

MANDATORY COURSE REQUIREMENTS

In addition to achieving an overall pass mark of 50%, students must:

- submit the five pieces of written work specified for this course (the seminar paper, research proposal, two blog posts and major research paper), on or by the specified dates (subject to such provisions as are stated for late submission of work)
- sit the final examination.

WORKLOAD

The expected workload for a 30-point course is 300 hours over the trimester or 20 hours per teaching week. Honours courses typically involve less classroom time and more independent study than undergraduate courses. For this course, you should expect to spend around 20 hours per week throughout the trimester, including the exam period. As well as our weekly 3-hour class, you will need to be reading the primary and secondary texts, preparing your seminar and/or research proposal, researching and writing your final paper, and preparing for the exam. It is expected that you will attend all of the seminars. As an approximate guide, you might spend 120 hours (10 hours per week) reading for the course, 20 hours preparing your seminar paper, 50 hours preparing your research proposal, 70 hours researching and writing your final paper, and 40 hours revising for the exam. These numbers will vary considerably from student to student, however.

ASSESSMENT

Assessment items and workload per item		%	CLO(s)	Due date
1	Seminar paper (1,000 words)	10%	1	17 March- 13 May
2	Research proposal with annotated bibliography (2 double-spaced pages maximum for the proposal, 5-10 entries for the bibliography)	15%	1, 2, 3	2 April
3	Blog posts on satirical journalism	5% (2.5% each)	1	Blog 1 due 1 May. Blog 2 due 8 May.

4	Major research paper (4,500-5,000 words)	40%	1, 2, 3	5 June
5	Final Exam (3 hours)	30%	1, 2	12 June to 1 July 2015

Seminar paper: (17 March- 15 May, due dates vary depending on topic, 10%)

Each student will be required to lead a seminar discussion on one of the secondary readings in the Course Readings. This will involve giving a presentation of approximately 5 minutes **briefly** summarising the article, discussing its strengths and weaknesses, and relating its argument to both the themes of the course and the primary texts. You are required to produce a written version of this presentation (1,000 words) which **is to be handed at the start of the class**. The paper should include two discussion questions for the class. Once the presentation is completed, you will facilitate the discussion about the secondary reading using these questions; the length of time this takes will vary, but it should take at least 20-30 minutes.

The presentation itself is not graded but must be completed. The paper will be graded and returned to you the following week. The paper is a formal piece of written work and should be presented accordingly, with a complete bibliography.

Students will have the opportunity to choose a seminar reading and date during the first class of the trimester.

This assessment contributes to learning objective 1.

Research proposal with annotated bibliography: due Thursday 2 April, 5pm (15%)

Each student will be required to submit a research proposal for the final paper, with an annotated bibliography attached. The research proposal should be 1-2 pages long (double-spaced), while the annotated bibliography should contain 5-10 entries.

You should choose one of the two following approaches to your essay:

1. An essay that focuses on one or more pieces of eighteenth-century literary journalism; or
2. An essay that compares a piece of eighteenth-century literary journalism with a piece of contemporary literary journalism. You are welcome to choose contemporary pieces that were not taught on the course.

The important thing to note here is that you **cannot** focus exclusively on a contemporary text or texts in your essay. The course is titled Eighteenth-Century Studies and your essay must reflect detailed research in the eighteenth century.

If you have an idea for an essay that does not conform to one of the two models above, please come and discuss it with me **before** you submit your proposal.

The proposal is a formal piece of written work. It should clearly and convincingly put forward your proposed research idea, identifying what you intend to research, what relevant criticism already exists, and what your conclusions will be. This proposal is not a contract; you are welcome to make changes to your research plan as your work unfolds. However, it is important that the proposal is not tentative or overly preliminary; you should be able to express with certainty your ideas at this point, even if they change once you have received the marked proposal back and are making progress with your essay.

As well as being assessed in terms of the ideas expressed and the level of engagement with the criticism, the proposal will also be marked according to its adherence to MLA guidelines.

This assessment contributes to learning objectives 1, 2 and 3.

Blog posts: first blog post due Friday 1 May, 5pm (500 words, 2.5%); second blog post due Friday 8 May, 5pm (500 words, 2.5%)

Each student will be required to submit two blog posts on satirical journalism. The blog will be available on the ENGL 429 Blackboard site and posts will be visible to everyone in the class.

There are three different formats from which to choose. Your two blog posts must be in two **different** formats.

1. An analysis of a piece of satirical journalism from a contemporary source (eg. *The Onion*, *The Civilian*, *The Colbert Report*, etc)
2. An original piece of satirical journalism
3. A response to another student's analysis or creative work (this option is only available for the second blog post, due on 8 May).

Your blog posts do not need a full scholarly apparatus, such as a bibliography or footnotes. They can be written in an informal style, appropriate to journalism in new media, but should still be well-written and cogent. (For an example of this kind of style, you could read reputable blog sites or collections of electronic journalism such as those available at www.longreads.com or www.longform.org). If you do refer to resources beyond your post, it is a good idea to link to them in the post itself, so that readers can follow up your sources.

Major research paper: due Friday 5 June, 5pm (4,500-5,000 words, 40%)

Each student will be required to complete a major research paper on a topic of their choice. This paper should demonstrate deep engagement with primary and secondary texts, and an awareness of the key

issues in the field of eighteenth-century literary journalism. Independent research, high-quality writing and the formulation of an original argument are essential.

This assessment contributes to learning objectives 1, 2, and 3.

Final exam: examination period 12 June to 1 July 2015 (3 hours, 30%)

Each student will be required to sit a three-hour exam at the conclusion of the course. The exam will consist of three essays (from a choice of six topics). You will be able to bring in your course texts. More information about the exam will be provided closer to the time.

This assessment contributes to learning objectives 1 and 2.

Please note: Marks for Honours level assignments and final course grades are not finalised until feedback from the external examiner has been considered. Honours grades gained in individual courses remain provisional until the overall final classification made by the Honours programme examination committee.

SUBMISSION AND RETURN OF WORK

Each assignment is submitted in two formats:

- A hardcopy in the drop slot outside the administration office: von Zedlitz Level 8. Attach an assignment cover sheet or extension form to your assignment, found on Blackboard or outside the administration office.
- Email your assignment as a MS Word file to english@vuw.ac.nz. Your marked assignment will be handed back by your supervisor. Any uncollected assignments can be picked up from the Programme Administrator after the last day of teaching. Assignments will be held in the administration office until the end of the following trimester. You need to show your student identification to collect marked assignment from the administration office.

EXTENSIONS AND PENALTIES

Extensions

In exceptional and unforeseen circumstances an extension may be granted. To apply for an extension, email your Course Coordinator before the assignment is due. If granted, your Course Coordinator will inform you of the new due date. Tutors cannot grant extensions. **No assignment with or without an extension will be accepted after Wednesday 1 July 2015.**

Penalties

Work submitted after the deadline will be penalised by a 2.5 percent deduction from your total mark per work day. Late work also receives only minimal comments from your marker.

SET TEXTS

ENGL 429 Student Notes;

Daniel Defoe, *The Storm* (Penguin);

Dave Eggers, *Zeitoun* (Vintage);

Thomas De Quincey, *Confessions of an English Opium Eater and Other Writings* (World Classics);

Hunter Thompson, *Fear and Loathing in Las Vegas* (Harper);

Norman Mailer, *The Fight* (Penguin).

You can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz.

STUDENT FEEDBACK

Student feedback on University courses may be found at

www.cad.vuw.ac.nz/feedback/feedback_display.php.

OTHER IMPORTANT INFORMATION

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute:
www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter

- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz
- School website: www.victoria.ac.nz/seftms

COURSE PROGRAMME

Week 1 3 Mar Introduction and Visit to Wai-te-Ata Press

Week 2 10 Mar **Alexander Turnbull Library Research session**

(NB. This class will be held in the Douglas Lilburn Room at the Alexander Library, Molesworth Street)

Davis, "News/Novels: The Undifferentiated Matrix" (Course Reader)

Heyne, "Toward a Theory of Literary Nonfiction" (Blackboard)

Week 3 17 Mar Defoe, *The Storm*

Mäkikalli, "Between Non-Fiction and Fiction: Experiences of Temporality in Defoe's Writings on the Great Storm of 1703" (Course Reader)

Week 4 24 Mar Eggers, *Zeitoun*

Horigan, "From 'Angel of Mercy' to 'Radical Muslim': Zeitoun's Story Travels" (Course Reader)

Week 5 31 Mar Steele and Addison, selections from *The Tatler* and *The Spectator* (Course Reader)

Mackie, "Fashion Plates: Subjectivity, Style, and Gender" (Course Reader)

RESEARCH PROPOSALS DUE THURSDAY 2 APRIL, 5PM

Easter/Mid Trimester Break: Friday 3 to Sunday 19 April 2015

Week 6 21 Apr Swift, *A Modest Proposal* (Course Reader)

Phiddian "Have You Eaten Yet? The Reader in *A Modest Proposal*" (Blackboard)

Week 7 28 Apr Coleridge, "Pitt" (Course Reader)

Foster Wallace, "Up, Simba" (Course Reader)

Leader, "Coleridge and the Uses of Journalism" (Course Reader)

FIRST BLOG DUE FRIDAY 1 MAY, 5PM

Week 8 5 May NO CLASS – BLOGS TO BE COMPLETED

SECOND BLOG DUE FRIDAY 8 MAY, 5PM

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Week 9 12 May De Quincey, *Confessions of an English Opium Eater*

Perry, "Piranesi's Prison: Thomas De Quincey and the Failure of Autobiography"
(Blackboard)

Week 10 19 May Thompson, *Fear and Loathing in Las Vegas*

Alexander, "'The Right Kind of Eyes': *Fear and Loathing in Las Vegas* as a Novel of Journalistic Development" (Blackboard)

Week 11 26 May Hazlitt, "The Fight" (Course Reader)

Higgins, "Englishness, Effeminacy, and the *New Monthly Magazine*: Hazlitt's 'The Fight' in Context" (Blackboard)

Week 12 2 Jun Mailer, *The Fight*

Collins, "'Ali Even Motivates the Dead': The Pursuit of Sovereignty in Norman Mailer's *The Fight*" (Blackboard)

MAJOR RESEARCH PAPER DUE, FRIDAY 5 JUNE, 5PM

Study Period: Monday 8 to Friday 12 June 2015

Examination Period: Friday 12 June to Wednesday 1 July 2015