

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

2016-17 C Lit 206 A1: History of Literary Theory I
(Fall Term)

Instructor: Professor Daniel Fried
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Personal Website: n/a

Time: MWF 9-9:50
Place: ESB 1-33
Office Hours: W 1-4,
or by appointment
Course Website: on eClass

Course Prerequisite: n/a

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes No, not needed, no such projects approved.

Community Service Learning component

Required Optional None

Past or Representative Evaluative Course Material Available

- Exam registry – Students' Union
<http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (please specify)
- NA

Additional mandatory Instructional fees (approved by Board of Governors)

Yes No

Course Description and Objectives:

This course will cover the history of European literary theory, from classical Greece through the end of the 19th century. Materials will be treated in their own right, as a series of ongoing debates about what literature is, and what its proper role in society should be. However, the history of literary theory will also be discussed in relation to literature itself, and compositional and reading practices of each period; as well as to the larger social forces of each period which impelled writers and thinkers to set down their ideas about literature. At the end of this course, students will be able to analyze how authors' assumptions about what literature is relates to their actual creative practice, and will be able to explain how literary theory mediates between literary texts and the social and political backgrounds of any given period.

Texts:

No texts are required for purchase; all readings will be available either for free online, or on Rutherford reserve. See detailed assignment schedule below for readings.

Grade Distribution (see “Explanatory Notes”):

Class Participation	30%	
Research Paper	30%	Friday, November 4
Final Exam	40%	Friday, December 16

Date of Deferred Final Exam (if applicable):

n/a

Explanatory Notes on Assignments:

Class Participation: Regular attendance and participation are an important part of this course, and are assigned a major portion of the grade. Attendance will be taken quietly at the beginning of each class; students are allowed one free absence for the semester. In addition, each student will be expected to demonstrate that s/he has read the material and is capable of engaging with the professor and the rest of the class.

Research Paper: Students will be asked to write a brief research paper (2000 words, 4 secondary sources) on a topic to be assigned in class. Detailed instructions for the paper will be given in class, but the goal of the assignment is to ask students to think creatively about the historical role which literary theory has played in mediating between social and political needs, and literary practice.

Final Exam: There will be a final exam consisting entirely of 50 multiple-choice questions, each worth 2 points. Questions on the final exam will test basic knowledge of facts presented in the course, but also students’ understandings of the historical importance of our various theories, how they were used, and what their implications are.

Assignment Schedule

Fri, Sept 2 Introduction

Mon, Sept 5 **LABOUR DAY; NO CLASS**

Wed, Sept 7 Plato, *Ion*
<http://classics.mit.edu/Plato/ion.html>

Fri, Sept 9 Plato discussion

Mon, Sept 12 Aristotle, *Poetics* sections 1-18
http://www.gutenberg.org/files/1974/1974-h/1974-h.htm#link2H_4_0028

Wed, Sept 14 Aristotle, *Poetics* sections 19-24

http://www.gutenberg.org/files/1974/1974-h/1974-h.htm#link2H_4_0028

Fri, Sept 16 Aristotle discussion

Mon, Sept 19 Horace, *Ars Poetica*

<http://www.poetryfoundation.org/resources/learning/essays/detail/69381>

Wed, Sept 21 Longinus, *On the Sublime* Chapters I-IX

<http://www.gutenberg.org/files/17957/17957-h/17957-h.htm>

Fri, Sept 23 Horace & Longinus discussion

Mon, Sept 26 pseudo-Cicero *Ad Herennium* Book I

http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Rhetorica_ad_Herennium/1*.html

Wed, Sept 28 Augustine, *De Doctrina Christiana* Book 4 Ch. 1-6, 10-14, 17-19

<http://faculty.georgetown.edu/jod/augustine/ddc4.html>

Fri, Sept 30 late-classical rhetoric discussion

Mon, Oct 3 Dante, *De Vulgari Eloquentia* Liber Primus

http://alighieri.letteraturaoperaomnia.org/translate_english/alighieri_dante_de_vulgari_e_loquentia.html

Wed, Oct 5 Du Bellay, *Defense and Illustration of the French Language* Book I

https://archive.org/stream/greatcritics030137mbp/greatcritics030137mbp_djvu.txt

(search on page)

Fri, Oct 7 vernacular literature discussion

Mon, Oct 10 **THANKSGIVING, NO CLASS**

Wed, Oct 12 *Guide to Writing Papers*

PAPER TOPICS ASSIGNED IN CLASS

Fri, Oct 14 **PAPER WORKSHOP**

Mon, Oct 17 Philip Sidney, *Defense of Poesy*

<http://www.bartleby.com/27/1.html>

Wed, Oct 19 Philip Sidney, *Astrophil and Stella*, 1-10

<http://www.luminarium.org/renascence-editions/stella.html>

Fri, Oct 21 Sidney discussion

Mon, Oct 24 Cervantes, *Don Quixote* Part I, Ch 1-5

<http://www.gutenberg.org/files/5921/5921-h/5921-h.htm#ch10>

Wed, Oct 26 Cervantes, *Don Quixote* Part I, Ch 6-10

<http://www.gutenberg.org/files/5921/5921-h/5921-h.htm#ch10>

Fri, Oct 28 Cervantes discussion

Mon, Oct 31 Giambattista Vico, *The New Science* Book 2: Prolegomena, Section I, II (pp. 97-151)

<https://archive.org/stream/newscienceofgiam030174mbp#page/n15/mode/2up>

Wed, Nov 2 Pope, "An Essay on Criticism"

<http://www.poetryfoundation.org/resources/learning/essays/detail/69379>

Fri, Nov 4 **PAPERS DUE IN CLASS**

Enlightenment discussion

Mon, Nov 7 **READING WEEK, NO CLASS**

Wed, Nov 9 **READING WEEK, NO CLASS**

Fri, Nov 11 **REMEMBRANCE DAY, NO CLASS**

Mon, Nov 14 Wordsworth, "Preface to the *Lyrical Ballads*"

<http://www.gutenberg.org/cache/epub/8905/pg8905-images.html>

Wed, Nov 16 Wordsworth, "Complaint of a Forsaken Indian Woman"; "We Are Seven"; "Lines written a few miles above Tintern Abbey"; Coleridge, "The Nightingale"

<http://www.gutenberg.org/cache/epub/8905/pg8905-images.html>

Fri, Nov 18 *Lyrical Ballads* discussion

Mon, Nov 21 Novalis, *Heinrich von Ofterdingen* Chapter 1

<http://www.gutenberg.org/files/31873/31873-h/31873-h.htm>

Wed, Nov 23 Balzac, "The Unknown Masterpiece"

<http://www.gutenberg.org/files/23060/23060-h/23060-h.htm>

Fri, Nov 25 Romantic symbol discussion

Mon, Nov 28 Matthew Arnold, *Culture and Anarchy* Chapter 1

<http://www.gutenberg.org/cache/epub/4212/pg4212-images.html>

Wed, Nov 30 Karl Marx, *The German Ideology* Part I.A

<https://www.marxists.org/archive/marx/works/1845/german-ideology/ch01a.htm>

- Fri, Dec 2 Late 19th-century discussion
- Mon, Dec 5 **REVIEW SESSION 1 : Plato-Du Bellay**
- Wed, Dec 7 **REVIEW SESSION 2 : Sidney-Marx**
- Fri, Dec 16 **FINAL EXAM, 9am-noon**

Required Notes:

“Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University calendar.”

Academic Integrity:

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy has been or is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that directs discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Academic Honesty:

All students should consult the information provided by the [Office of Judicial Affairs](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

Students involved in language courses and translation courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” **Students in languages courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Recording of Lectures:

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the content author(s) or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

In this course, attendance and participation will be graded as specified above. Absences for medical causes will be granted if accompanied by an illness affidavit, available in the office of the Dean of the Faculty of Arts (Humanities Centre, 6th floor). Other opportunities to earn excused absences in exchange for doing good deeds (such as attending scholarly lectures, or making quantifiable contributions to campus life) will be announced during the term.

Policy for Late Assignments:

Extensions may be granted if negotiated with the instructor in advance of the due date. (These are more likely to be given if requested far in advance, with a good explanation of an unavoidable schedule conflict. “Having other things due at the same time” will

not be considered valid grounds for an extension.) If an assignment is turned in late without an extension, then a penalty of one grade-step per day will be assessed. For example, if a paper which would otherwise earn an A- is turned in two days late, the grade given will be a B.

Student Accessibility Services:

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with [Student Accessibility Services](#), contact their office immediately (1-80 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381).

Electronics

Computers (including tablets and phones) are banned in this class. You are welcome to use pen and paper to take notes, but powerpoints will be uploaded to eClass after each lecture.

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

“MLCS Undergraduate Grading Scale”

Descriptor	Letter Grade	Grade Point Value	%
Excellent. A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.	A+	4.0	97-100
	A	4.0	93-96
	A-	3.7	90-92
Good. B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.	B+	3.3	87-89
	B	3.0	83-86
	B-	2.7	80-82
Satisfactory. C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.	C+	2.3	77-79
	C	2.0	73-76
	C-	1.7	70-72

Poor/Minimal Pass. D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.	D+	1.3	65-69
	D	1.0	60-64
Failure.	F	0.0	0-59

Class Participation Grading Standard

The following is a list of the standards by which class participation grades will be determined. Since there are many factors which are incorporated into this grade, it is possible that different aspects of your class participation will fall under different grade levels (e.g., if you always come to class, but rarely volunteer interesting comments, that would be a mix of one 'A' level aspect, and one 'D' level aspect). In such cases, your grade will be an average of the different aspects of your participation.

A-level

- Always or almost-always present and on-time
- Always attentive to discussion and lecture
- Always able to demonstrate that you have read and thought about the material
- Always give an intelligent answer when called on (whether that answer is right or wrong)
- Have enthusiastic, interested attitude toward class material
- Volunteers at least one intelligent comment or question each class session
- Frequently engage directly with other classmates who have made comments, without needing prof's encouragement

B-level

- Usually present and on-time
- Usually attentive to discussion and lecture
- Usually able to demonstrate that you have read and thought about the material
- Usually give an intelligent answer when called on, and always can at least try
- Have interested attitude toward class material
- Volunteers at least one comment or question each class session, some of which are intelligent
- Sometimes engage directly with other classmates, without needing prof's encouragement

C-level

- Frequently late or absent
- Sometimes attentive, but sometimes distracted/daydreaming/sleeping
- Have sometimes read and thought about the material, and sometimes not
- Often draw a blank when called on
- Indifferent toward class material
- Sometimes volunteer a comment or question, though rarely intelligent ones
- Little interest in interacting with other students

D-level

- Absent more often than not
- If present, sending text messages, on facebook or twitter, playing games, etc.
- Have rarely read or thought about the material
- Can rarely give a coherent answer when called on
- Sullen and hostile toward class material

- Rarely make any voluntary contribution to class
- No interest in interacting with other students

F-level

- Rarely or never comes to class
- Not only distracted, but disturbing other people
- Never demonstrates having read material
- Never gives a coherent answer when called on
- Actively rude, insulting, or engaging in other inappropriate behaviour
- Never volunteers any contribution
- Anti-social to the point of refusing assigned group activities

Research Paper Grading Standards

The following is a list of the standards by which research paper grades will be determined. Since there are many factors which are incorporated into this grade, it is possible that different aspects of your research paper will fall under different grade levels (e.g., if you have a perfect thesis, but have serious problems with your research, that would be a mix of one 'A' level aspect, and one 'D' level aspect). In such cases, your grade will be an average of the different aspects, with one exception: an F-level element will guarantee an F for the paper grade, no matter how good in other aspects.

A-level

- Thesis is exactly on-topic for the course and the assignment
- Thesis is highly specific, interesting, and original
- Paper shows complete mastery of the subject matter
- Paper shows that you thoroughly understand the state of the field, and your thesis begins where other scholarship has left off
- The argument is constantly dedicated to proving the specific thesis offered, and makes no diversions into other issues
- Evidence is unimpeachable, deployed effectively in support of your argument, and took diligence and cleverness to discover
- Secondary sources are in significant excess of minimum requirements, are all highly pertinent and from highly trustworthy scholarly venues, and are used as supplements to your own analysis, rather than as simple proof-texts
- Structure is clear and well-suited to the argument, which it presents effectively
- Tone is scholarly, and assumes that both you and your reader are intelligent and well-informed.
- Paper always offers analysis, rather than summary or speculation
- Paper is excellently written, with not only perfect mechanics (grammar, spelling, punctuation, etc.), but also stylistic flair
- Conclusion, rather than summarizing, suggests the larger significance of what has been argued, and does so in a convincing and thought-provoking manner
- Paper length and formatting are perfectly in accordance with requirements
- Bibliographic citations are given in perfect accordance with MLA format

B-level

- Thesis is mostly on-topic for the course and the assignment
- Thesis has two of the following three attributes: highly specific, interesting, and original
- Paper shows general understanding of the subject
- Paper shows that you largely understand the state of the field, and your thesis takes into account some previous scholarship
- The argument is usually faithful to the specific thesis offered, and has few diversions into other issues
- Evidence is sound, usually relevant to your argument, and occasionally shows diligence and cleverness
- Secondary sources are at or slightly above minimum requirements, and are

- mostly pertinent, from scholarly sources, and used with analytical competence
- Structure is mostly clear and well-suited to the argument
- Tone is intelligent, but sometimes lapses into unnecessarily basic summary
- Analysis predominates over summary and speculation
- Paper is well-written, with perfect mechanics and a clear, if not brilliant style
- Conclusion attempts to point beyond a summary of the argument to a larger significance
- Paper length and formatting are mostly in accordance with requirements
- Bibliographic citations are largely in accordance with MLA format

C-level

- Thesis is only tangentially related to the course and/or the assignment
- Thesis has one of the following three attributes: highly specific, interesting, and original
- There are some major errors in understanding of the material
- Paper has only a vague conception of the state of the field, and repeats common knowledge or makes basic errors in assumption
- The argument does address the thesis directly, but also frequently switches into discussion of issues which are not directly relevant
- Evidence is present, but not sufficient to what is being argued, or else consists mostly of obvious points which did not require diligence or cleverness to discover
- Secondary sources are below minimum requirements, or are irrelevant, or from unreliable (i.e., non-peer-reviewed) sources, or are uncritically cited
- Structure is often unclear or unsuited to the argument
- Tone is unsuitable for a college paper, and assumes that a reader knows little or nothing of the subject at hand
- Summary and speculation predominate over analysis
- Paper is not well written, and contains numerous problems with grammar, etc.
- Conclusion merely repeats or summarizes the content of the paper
- There are serious departures from length or formatting requirements
- Bibliographic citations are not in MLA format or contain numerous errors

D-level

- Thesis is off-topic for this course or this assignment
- Thesis is neither highly specific, interesting, nor original (or there is no thesis at all)
- Paper shows little understanding of the material
- Paper is oblivious to what any scholar has previously said or thought about the topic
- There is little connection between the argument offered in the body of the paper, and the thesis statement.
- Little or no evidence is presented in support of assertions
- There are few or no secondary sources used, or those used are notoriously

- unreliable (such as from Wikipedia, random personal websites, etc.)
- Structure is badly disorganized or ill-suited to the argument
 - Tone is actively condescending or insulting to the reader
 - There is little or no analysis in the paper, all summary and speculation
 - Paper is rife with grammatical errors, demonstrating serious problems with English
 - There is no formal conclusion to the paper
 - Length and format requirements seem to have been ignored
 - Few or no bibliographic citations are given.

F-level

- No paper is turned in
- The paper is turned in late, and no extension has been given.
- What is turned in has little or no relationship to the requirements of the assignment