

Required Texts:

Norton Anthology of English Literature (8th Edition, Vols. C, D, E)
Norton Anthology of American Literature (Shorter 6th Edition)

Assignments:

Quizzes	15 %
Paragraph Responses	5%
Essay 1: close reading of a text	20%
Mid-term Examination	20%
Final Examination	40%

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

[YourLastName].doc

- Comportment: Refrain from using laptops during class for any reason, including note-taking. Cell phones should be placed on vibrate or turned off.
- Quizzes. Expect a quiz—usually on the reading and possibly incorporating additional material, such as terminology—about once each week. Occasionally I will ask you for a 1-2 paragraph response to the assigned readings. 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.
- 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.

Week/Date	Readings	Assignment
1) 1 September	Introductions	
2) Tues., 6 September.	Lord Rochester, Alexander Pope, Mary Leapor, Edward Taylor, Anne Bradstreet	<i>NABL</i> *C, 2167-71, 2173-77 <i>NABL C</i> , 2497-2513, 2607-11 <i>NAAL</i> ** , 114-34, 152-60
3) 13-15 September	Swift, "A Modest Proposal," The Debate on Women (Swift, Montegue) The Liberty Debate (Locke <i>et al</i>)	<i>NABL C</i> , 2462-68 <i>NABL, C</i> 2589-95 <i>NABL C</i> , 2828-59
4) 20-22 September	<u>Early Romantics</u> Burke, "Reflections on the Revolution. . ." Blake, poems	<i>NABL D</i> , 152-58 <i>NABL D</i> , 76-97
5) 27-29 September	<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> Essay I due.
6) 4-6 October	Wordsworth, poems	<i>NABL D</i> , 248-9, 305-6, 430-48
7) 11-13 October	Coleridge, <i>The Rime of the Ancient Mariner</i> Shelley, "Ozymandias," "Ode"	<i>NABL D</i> , 768, 772-75 <i>NAAL</i> , 446-60
8) 18-20 October	** Mid-Term Examination **	
9) 25-27 October	Washington Irving, "Rip Van Winkle" Thoreau, "Resistance to Civil Government" Lincoln, "On the Dredd Scott Decision"	<i>NAAL</i> 834-53 ** Webposting ** <i>NAAL</i> , 610-19
10) 1-3 November	Hawthorne, "Young Goodman Brown" Whitman, <i>Song of Myself</i>	<i>NAAL</i> , 1003-47 <i>NAAL</i> , 1169-87, 470-72
11) 8-10 November	Dickinson, poems, Bryant, "Thanatopsis" Melville, "Bartleby, the Scrivener"	<i>NAAL</i> , 1086-1111 <i>NABL E</i> , 1538-57
12) 15-17 November	Darwin and the Theory of Evolution	<i>NABL</i> , 1051-57 <i>NABL</i> , 1255-59
13) 22 November (a "Thursday")	Darwin and the Aftermath	
	*** Thanksgiving Break *** Wed Nov 23-Sun Nov 27	
14) 29 November-1 December	T.b.a.	
15) 5-8 December	Conclusions Final Examination Time and Date t.b.a.	

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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

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not intuitive is that they do not see what is before them, and the accustomed to the exact and plain principles of mathematics, and not 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

- 2 -

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