

ENGL 4200: *The Matter of Revolution*

Spring Quarter, 2018

T & R 10:00 – 11:50

Nagel Hall 102

CRN 4463

Early Modern Special Topic

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Notebook Prompts (100-200 words each):

- 3/29: In the spirit of the readings for our work during Week One, focus upon something of interest to you, such as, for example: a major topic (atomism); or a writer (Lucretius or Lucy Hutchinson); or a field of study (cosmology); or a form of discourse (epic poetry); etc. Then visit our library's collection of electronic databases in the E list, and do some quick searching there to find one document that connects with your interest (as noted above). Which database did you use? What is that document? How does that document contribute to our path of study during this first week of spring quarter?

Suggested databases:

Early American Fiction

Early American Imprints

Early American Newspaper

Early Arabic Printed Books

Early English Books Online

Early English Prose Fiction

Early European Books

East India Company

Eighteenth Century Collections Online

Eighteenth Century Drama

Eighteenth Century Journals

Eighteenth-Century Fiction

- 4/3: Continue reading our works from Lucretius, Greenblatt, Danielson (1-45), Hutchinson, and *Imagining Language*; plus the individual poems from Rachel Blau DuPlessis and Bin Ramke. Within context of your readings from those various works, choose one or more keywords and follow them over to the electronic *Oxford English Dictionary* for your research; write your notebook reflection in reply to what you find there about those words and how the OED amplifies your reading & writing in dialogue w/ our texts & topics.
- 4/5: Continue reading and re-reading our works from Lucretius, Greenblatt, Danielson (1-154), Hutchinson, and *Imagining Language*; plus the individual poems from Rachel Blau DuPlessis and Bin Ramke. How and why would you place *De rerum natura* within and/or against this context of your readings from these various works? Follow your interests and be as selective as you wish in terms of which of these works you would like to investigate for your notebook reflection.
- 4/10: Continue reading and re-reading our works from Lucretius, Greenblatt, Danielson (1-154), Hutchinson, and *Imagining Language*; plus the individual poems from Rachel Blau DuPlessis and Bin Ramke; plus the poetics essays from Augustine, Aquinas, Dante, Levertov, Kristeva, Hejinian, and Fulton. How and why would you place *De rerum natura* within and/or against this context of your readings from these various works? Follow your interests and be as selective as you wish in terms of which of these works you would like to investigate for your notebook reflection.

- 4/12: How do you see Howe's *bibliography of the king's book* engaging with *Eikon*? and/or with the cosmological/political revolutionary context? and/or with key elements (concerning poetics & praxis) to be found in the essays from Augustan, Aquinas, Dante, Levertov, Kristeva, Hejinian, and Fulton?
- 4/17: From the assemblage of texts (pages 49-216) in your Broadview edition of *Eikon*, select one document to read closely. What's at stake in that document? And how would you place that document within context of the other materials assembled within your Broadview edition?
- 4/19: Select one anthology (either hard copy or electronic) of Renaissance and/or Early Modern British Literature, and bring it to class. Does the volume represent Conduct Literature? If so, how so? Does the volume represent Scientific Discourse? If so, how so?
- 4/24: Visit the OED to follow up on keywords from your Cavendish readings. Pay close attention to the changing meanings of those words over time. How do you see Cavendish's texts navigating those fields of signification?
- 4/26: Emulate Cavendish's work; embody a key passage from one her texts and co-create from there.
- 5/3: How would you place the *PL* invocations (in Books 1, 3, 7, and 9) within context of our cosmological texts plus the Rivers chapters (3, 6, 9, 11, and 12)?
- 5/8: Which edition of *Paradise Lost* are you reading? How has that text been assembled? How does the edition shape the poem and your experience in particular ways?
- 5/10: Outline your proposal for your research project, and submit a working draft of this plan.
- 5/15: How and why does the relationship between Adam and Eve change as book 9 progresses?
- 5/17: How would you compare and contrast *Paradise Lost* and *ZONG!* in terms of their respective poetics and praxis?
- 5/22 and 5/24: Within context of our theme for Weeks 9 and 10, how do you see *Paradise Lost*, *ZONG!*, *Milton in America*, and *Anna Trapnel's Report and Plea* engaging in different forms of prophecy and protest? And/or, how do these writers and works read/write against the grain of history?