



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from *Class Search/Course Catalog*.

Academic Unit New College Department School of Humanities, Arts & Cultural Studies
Subject ENG Number 221 Title Survey of English Literature Units: 3

Is this a cross-listed course? No
If yes, please identify course(s) _____

Is this a shared course? Yes If so, list all academic units offering this course NCIAS, CLAS, SLS
Course description:

Survey of English Literature: Medieval, Renaissance, and 18th-century literature. Emphasizes major writers and their works in their literary and historical contexts.

Requested designation: Historical Awareness-H

*Note- a **separate** proposal is required for each designation requested*

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Francine McGregor Phone 3/3317
Mail code 2151 E-mail: francine.mcgregor@asu.edu
(please cc tracy.encizo@asu.edu)

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Louis G. Mendoza Date: 1/21/15
Chair/Director (Signature): 

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus, three assignments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus, three assignments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus, three assignments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus, three assignments
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses in which there is only chronological organization.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
ENG	221	Survey of English Literature	HU

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The course contextualizes literature with discussion of significant historical events.	For example, our discussion of Chaucer's Prioress' Tale includes reading about and a lecture on the medieval church (week 3), our discussion Malory's Death of Arthur includes reading about and a lecture on the Wars of the Roses (week 5), and so on.
2	The course creates a narrative about literary transformation, emphasizing that such transformation is a response to events in the broader culture.	For example, the syllabus traces changes in philosophy of government from the Anglo-Saxon comitatus to Locke's notion of the social contract and considers events that led to such changes.
3	The course situates literature in the context of changing human institutions.	Discussion of institutional change runs throughout the semester. For example, we keep returning to the church (weeks 1, 3, 8, 11 formally, but also through the course) to discuss how its transformations effect human perception and literary expression.
4	Students are asked to identify connections between literature, its immediate literary and social context, and broader social or political events.	For example, the Historical Presentation assignment explicitly asks students to situate a work of literature in these ways.

English 221
Survey of English Literature Part 1

Dr. F. McGregor
FAB N230F
Office Phone: 602-543-3317
francine.mcgregor@asu.edu

Office Hours: T/Th 12-1, 3-4 and by appointment

About the Course

A lot can happen in the span of seven hundred years – and it's our privilege in this course to follow along with some remarkable minds as they offer us their visions, questions, musings, laments and celebrations of the worlds they find themselves in. Always keen analysts, we'll be reading for the larger stories of which these texts are part even as we listen for the idiosyncratic and lyrical in individual work. Increasingly, you'll gain a sense of the complex and shifting pressures historical forces –social, political, spiritual - exert on literary production. Like any story, the one you gain from this course will deepen and broaden as you do. Consider the knowledge you gain in this course as a preliminary draft for the increasingly complex story you'll come to tell as your college degree continues.

Required Texts

The Longman Anthology of British Literature, 4th/ed

*Additional reading will be available via Blackboard

Course Requirements/ Evaluation

1) Midterm exam	15%
2) Final exam	25%
3) Writing Project	30%
4) Presentation	20%
5) 3 Thought Experiments	15%

A-/ A/ A+	89.5-92.4/ 92.5-97.4/ 97.5-100	Excellent
B- /B/ B+	79.5-82.4/ 82.5-87.4/ 87.5-89.4	Good
C/ C+	69.5-77.4/ 77.5-79.4	Average
D	59.5-69.4	Passing
E	<60	Failure
XE		Failure due to Academic
Dishonesty		

Course Objectives

This course will:

Inform students of the social, political, cultural, and literary contexts influencing the development of British literature from the 9th to the 18th centuries

Provide students with a narrative of British literary history from the 9th to the 18th centuries

Expose students to literary conventions and innovations across this period

Further develop students' skills in analyzing literature

Learning Outcomes

At the end of the course, students will be able to:

Identify significant political, social, literary, and cultural events informing literature across the period

Narrate the influence of changing context on literature across the period

Describe changing narrative and poetic forms in literature across the period

Analyze literature with subtlety and originality

Policies

- 1) The reading load for this course is heavy and the material challenging, so make sure you allow yourself plenty of time to complete the assigned reading. Keep in mind that if you come to class unprepared, you'll lose participation credit. I also reserve the right to dismiss from class and count as absent any student who has not read the text under discussion or who has not read it with sufficient attention to answer straight-forward plot questions
- 2) Much of what you will learn in this course will come from ideas generated in class discussion and so your presence in, and engagement with, the class are essential. More than two unexcused absences will lower your final grade by 3 points for each additional absence.
- 3) Assignments must be handed in within the first five minutes of class on the day they are due unless we have worked out a prior arrangement. Work handed in after that time will lose half a letter grade for each calendar day it is late. No work will be accepted a week after the deadline.
- 4) You must complete all work for the course in order to receive a passing grade.
- 5) Students who need to be absent from class due to the observance of a religious holiday or to participate in a university-sanctioned activity must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance or university-sanctioned activities. The student

should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

6) Classroom Behavior:

Learning takes place best when a safe environment is established in the classroom. Students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others' intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' view points, whether you agree with them or not.

7) Academic Integrity:

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Note: Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class

previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

9) Policy Against Threatening Behavior

Students are required to adhere to the behavior standards listed below:

- Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct

<http://www.azregents.edu/policymanual/default.aspx>,

- ACD 125: Computer, Internet, and Electronic Communications
<http://www.asu.edu/aad/manuals/acd/acd125.htm>, and

- the ASU Student Academic Integrity Policy
<http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>.

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

10) Student Support and Disability Accommodations

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: <http://www.asu.edu/studentaffairs/ed/drc/>

Syllabus

(I'll notify you in advance of any changes)

- Week 1: Course introduction; "The Wanderer"; "The Dream of the Rood"; "Judith"
Bede, "Ecclesiastical History of the English People"
Longman: Introduction, Medieval England to 1485
- Week 2: Marie de France, *Yonec*, *Bisclavret*, *Lanval*
Review Introduction on the Norman influence in England
- Week 3: Chaucer, *The Franklin's Tale*; *The Prioress' Tale*
Review introduction on the Church
First Thought Experiment is due
- Week 4: Gawain Poet, *The Pearl*
- Week 5: Malory, *The Death of Arthur*
Review introduction on the Wars of the Roses
- Week 6: William Shakespeare, *The Tempest*
Longman: Introduction to the Early Modern Period
- Week 7: William Shakespeare, *The Tempest*
Midterm Exam
- Week 8: John Donne, Songs and Sonnets (all); Izaak Walton, *The Life of Dr. John Donne*
Review the Introduction on the Church and on Lyric Poetry
Second Thought Experiment is Due
- Week 9: Mary Wroth, *Urania*, John Webster, *The Duchess of Malfi*
Review the Introduction on Changing Social Roles
- Week 10: Andrew Marvell, poems (all); George Herbert, poems (all);
- Week 11: John Milton, poems (all), sonnets (all)
Review the Introduction on The Wars of Three Kingdoms
- Week 12: Mary Astell, *Some Reflections upon Marriage*, *A Preface: in Answer to Some Objections to Reflections upon Marriage*
Third Thought Experiment is Due
- Week 13: Jonathan Swift, *Gulliver's Travels*, "A Modest Proposal"
Read Introduction to The Restoration and Eighteenth Century

Week 14: John Locke, *Two Treatises of Government*, ch IV: Of Slavery; Samuel Johnson, "A Brief to Free a Slave;" Olaudah Equiano, *The Interesting Narrative*
Review Introduction on The Context of Ideas

Week 15: Thomas Gray, "Ode on a Distant Prospect of Eton College," "Ode on the Death of a Favorite Cat"
Some Concluding Questions

Final paper is due

Search by author, title, or ISBN

Sign in or sign up | Find your rep | Exam copy bookbag

English / Literature & Creative Writing / British Literature Survey I / Longman Anthology of British Literature, Volume 1C, The: The Restoration and the Eighteenth Century, 4/E



View larger cover

Longman Anthology of British Literature, Volume 1C, The: The Restoration and the Eighteenth Century, 4/E

David Damrosch, *Harvard University*
Kevin J. H. Dettmar, *Pomona College*
Stuart Sherman, *Fordham University*

ISBN-10: 0205655270 • ISBN-13: 9780205655274
©2010 • Longman • Paper, 846 pp
Published 07/21/2009 • Instock

Suggested retail price: \$69.20

Share this page

Request exam copy

Download resources

Buy this product

Additional options

About This Product

[Resources](#) [Series](#) [Packages](#)

Print this content

In this section:

[About This Product](#)

[Features](#)

[New to This Edition](#)

[Table of Contents](#)

[About the Author\(s\)](#)

[Courses](#)

Table of Contents

*** denotes selection is new to this edition.

THE RESTORATION AND THE EIGHTEENTH CENTURY

SAMUEL PEPYS

The Diary

[First Entries]

[The Coronation of Charles II]

[The Plague Year]

[The Fire of London]

Pepys's Diary and Its Time

John Evelyn from *Kalendarium*

Response

Robert Louis Stevenson: *from* Samuel Pepys

PERSPECTIVES: THE ROYAL SOCIETY AND THE NEW SCIENCE

Thomas Sprat

from The History of the Royal Society of London

Philosophical Transactions

from Philosophical Transactions

Robert Hooke

from Micrographia

John Aubrey

from Brief Lives

MARGARET CAVENDISH, DUCHESS OF NEWCASTLE

Poems and Fancies

The Poetress's Hasty Resolution

The Poetress's Petition

An Apology for Writing So Much upon This Book

The Hunting of the Hare

from A True Relation of My Birth, Breeding, and Life

Observations upon Experimental Philosophy

Of Micrography, and of Magnifying and Multiplying Glasses

The Description of a New Blazing World

from To the Reader

[Creating Worlds]

[Empress, Duchess, Duke]

Epilogue

JOHN DRYDEN

Absalom and Achitophel: A Poem

Mac Flecknoe

To the Memory of Mr. Oldham

Alexander's Feast

Fables Ancient and Modern

from Preface

The Secular Masque

APHRA BEHN

The Disappointment

To Lysander, on Some Verses He Writ

To Lysander at the Music-Meeting

A Letter to Mr. Creech at Oxford

To the Fair Clarinda, Who Made Love to Me, Imagined More than Woman

Oroonoko

Response

Thomas Southerne: *from* Oroonoko: A Tragedy

PERSPECTIVES: COTERIE WRITING

Mary, Lady Chudleigh

To the Ladies

To Almystrea

Anne Finch, Countess of Winchilsea

The Introduction

Friendship Between Ephelia and Ardelia

A Nocturnal Reverie

A Ballad to Mrs. Catherine Fleming in London from Malshanger Farm in Hampshire

Mary Leapor

The Headache. To Aurelia

Mira To Octavia

An Epistle to Artemisia. On Fame

Advice to Sophronia

The Epistle of Deborah Dough

JOHN WILMOT, EARL OF ROCHESTER

Against Constancy

The Disabled Debauchee

Song ("Love a woman? You're an ass!")

The Imperfect Enjoyment

Upon Nothing

A Satyr Against Reason and Mankind

WILLIAM WYCHERLEY

The Country Wife

MARY ASTELL

from Some Reflections upon Marriage

DANIEL DEFOE

A True Relation of the Apparition of One Mrs. Veal

A Journal of the Plague Year

[At the Burial Pit]

[Encounter with a Waterman]

PERSPECTIVES: READING PAPERS

News and Comment

from Mercurius Publicus [Anniversary of the Regicide]

from The London Gazette [The Fire of London]

from The Daily Courant No. 1 [Editorial Policy]

Daniel Defoe: *from* A Review of the State of the British Nation, Vol. 4, No. 21 [The New Union]

Periodical Personae

Richard Steele: *from* Tatler No. 1 [Introducing Mr. Bickerstaff]

Joseph Addison: *from* Spectator No. 1 [Introducing Mr. Spectator]

from Female Spectator, Vol. 1, No. 1 [The Author's Intent]

Richard Steele: *from* Tatler No. 18 [The News Writers in Danger]

Joseph Addison: *from* Tatler No. 155 [The Political Upholsterer]

Joseph Addison: *from* Spectator No. 10 [The *Spectator* and Its Readers]

Getting, Spending, Speculating

Joseph Addison: Spectator No. 69 [Royal Exchange]

Richard Steele: Spectator No. 11 [Inkle and Yarico]

Daniel Defoe: *from* A Review of the State of the British Nation, Vol. 1, No. 43
[Weak Foundations]

Advertisements from the *Spectator*

JONATHAN SWIFT

A Description of the Morning

A Description of a City Shower

Stella's Birthday, 1719

Stella's Birthday, 1727

The Lady's Dressing Room

Response

Lady Mary Wortley Montagu: The Reasons that induced Dr. S. to write a Poem
called *The Lady's Dressing Room*

Verses on the Death of Dr. Swift, D.S.P.D.

Journal to Stella

from Letter 10

Gulliver's Travels

from Part 3. A Voyage to Laputa

Part 4. A Voyage to the Country of the Houyhnhnms

"Gulliver's Travels" and Its Time

from Letters on Gulliver's Travels Jonathan Swift to Alexander Pope • Alexander
Pope to Jonathan Swift • John Gay to Jonathan Swift • Jonathan Swift to
Alexander Pope • "The Prince of Lilliput" to Stella

A Modest Proposal

"A Modest Proposal" and Its Time

William Petty *from* Political Arithmetic

ALEXANDER POPE

An Essay on Criticism

Windsor-Forest

The Rape of the Lock

The Iliad

from Book 12 [Sarpedon's Speech]

Eloisa to Abelard

from An Essay on Man

Epistle 1

To the Reader

The Design

Argument

An Epistle from Mr. Pope, to Dr. Arbuthnot

An Epistle To a Lady: Of the Characters of Women

Epistle 2. To a Lady: Of the Characters of Women

Response

Mary Leapor: An Essay on Woman

from The Dunciad

from Book the Fourth

[The Goddess Coming in Her Majesty]

[The Geniuses of the Schools]

[Young Gentlemen Returned from Travel]

[The Minute Philosophers and the Consummation of All]

LADY MARY WORTLEY MONTAGU

from The Turkish Embassy Letters

To Lady-[On the Turkish Baths]

To Lady Mar [On Turkish Dress]

Letter to Lady Bute [On Her Granddaughter]

Epistle from Mrs. Yonge to Her Husband

The Lover: A Ballad

JOHN GAY

The Beggar's Opera

WILLIAM HOGARTH

A Rake's Progress

PERSPECTIVES: MIND AND GOD

Isaac Newton

from Letter to Richard Bentley

John Locke

from An Essay Concerning Human Understanding

Isaac Watts

A Prospect of Heaven Makes Death Easy

The Hurry of the Spirits, in a Fever and Nervous Disorders

Against Idleness and Mischief

Man Frail, and God Eternal

Miracles Attending Israel's Journey

Joseph Addison

Spectator No. 465

George Berkeley

from Three Dialogues Between Hylas and Philonous

David Hume

from A Treatise of Human Nature

from An Enquiry Concerning Human Understanding

Christopher Smart

from Jubilate Agno

William Cowper

Light Shining out of Darkness

from The Task

The Cast-away

JAMES THOMSON

from Winter. A Poem

[Autumn Evening and Night]

[Winter Night]

from The Seasons

from Autumn

Rule, Britannia

"The Seasons" and Its Time

Poems of Nightfall and Night

Edward Young from The Complaint

William Collins Ode to Evening • Ode Occasioned by the Death of Mr. Thomson

William Cowper from The Task

THOMAS GRAY

Sonnet on the Death of Mr. Richard West

Ode on a Distant Prospect of Eton College

Ode on the Death of a Favorite Cat, Drowned in a Tub of Gold Fishes

Elegy Written in a Country Churchyard

SAMUEL JOHNSON

The Vanity of Human Wishes

A Short Song of Congratulation

On the Death of Dr. Robert Levet

The Rambler

No. 4 [On Fiction]

No. 5 [On Spring]

No. 60 [On Biography]

No. 170 [On Misella, a Prostitute]

No. 171 [Misella Continues]

No. 207 [Beginnings, Middles, and Ends]

The Idler

No. 31 [On Idleness]

No. 32 [On Sleep]

No. 84 [On Autobiography]

No. 97 [On Travel Writing]

A Dictionary of the English Language

from Preface

[Some Entries]

from The History of Rasselas, Prince of Abyssinia

Chapter 8. The History of Imlac

Chapter 9. The History of Imlac Continued

Chapter 10. Imlac's History Continued. A Dissertation upon Poetry

Chapter 11. Imlac's Narrative Continued. A Hint on Pilgrimage

Chapter 12. The Story of Imlac Continued

from The Plays of William Shakespeare

Preface

["Just Representations of General Nature"]

[Faults; The Unities]

[Selected Notes on *Othello*]

Lives of the Poets

from The Life of Milton

from The Life of Pope

Letters

To Lord Chesterfield (7 February 1755)

To Hester Thrale (19 June 1783)

To Hester Thrale Piozzi (2 July 1784)

To Hester Thrale Piozzi (8 July 1784)

JAMES BOSWELL

from London Journal

[A Scot in London]

[Louisa]

[First Meeting with Johnson]

An Account of My Last Interview with David Hume, Esq.

from The Life of Samuel Johnson, LL.D.

[Introduction; Boswell's Method]

[Conversations about Hume]

[Dinner with Wilkes]

[Conversations at Streatham and the Club]

OLIVER GOLDSMITH

The Deserted Village

Responses

George Crabbe: *from* The Village

George Crabbe: *from* The Parish Register

PERSPECTIVES: NOVEL GUISES

Daniel Defoe

from The Life and Strange Surprizing Adventures of Robinson Crusoe

Eliza Haywood

Fantomina: Or, Love in a Maze

Samuel Richardson

from Clarissa. Or, The History of a Young Lady

from The History of Sir Charles Grandison, Baronet

Henry Fielding

from An Apology for the Life of Mrs. Shamela Andrews

Laurence Sterne

from The Life and Opinions of Tristram Shandy, Gentleman

Frances Burney

from The Early Journals

from Evelina; or, the History of a Young Lady's Entrance into the World
Evelina to the Reverend Mr. Villars

[Back to Top](#)

Pearson Higher Ed

- [About Us](#)
- [Terms of Use](#)
- [Privacy Statement](#)
- [Accessibility Information](#)
- [Contact Us](#)
- [Permissions](#)

Educators

- [Find a representative](#)
- [Catalog & Instructor Resources](#)
- [MyLab & Mastering](#)
- [Learning Solutions](#)
- [Online & Blended Learning Solutions](#)
- [College Readiness Solutions](#)
- [Support for Educators](#)
- [Grant Help](#)

Academic Executives

- [Institutional Solutions](#)
- [Online Solutions](#)
- [Workforce Education](#)
- [Learning Environments](#)

Other Customers

- [Booksellers](#)
- [ESL Teachers](#)
- [General Consumers](#)
- [K-12 / AP Teachers](#)
- [Librarians](#)
- [Customers outside the U.S.](#)

Students

- [Get Stuff](#)
- [Get Support](#)
- [Get Involved](#)

Contact a Rep

- [Find your Pearson rep](#)

Technical Help

Looking for technical support for your Pearson course materials? Please visit our 24/7 Technical Support site.