

SATIRE AND THE ENLIGHTENMENT

Scandinavian R5B, Spring 2017

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Satire flourished during the eighteenth century when heavy-hitting writers across Europe penned droll attacks on superstition, intolerance, and vice. In this course, we will explore how the satirical mode functioned as part of the Enlightenment project. Particular emphasis will be placed on the literary history of Sweden and Denmark-Norway from 1720 to 1792 and Ludvig Holberg's satirical writings will comprise the mainstay of readings. Guiding questions in the course include: when is satire subversive and when does it reinforce the status quo? How do Scandinavian satires differ from their contemporaries in Great Britain, France, and colonial America/the United States? Is there a taxonomy of satire and what formal elements are ubiquitous across satirical sub-genres? Students will write a term paper that incorporates scholarship, historical material, and one or more of the course texts. All readings are in English.

Course Texts

(* indicates texts to purchase)

Ogbord & Buckroyd	*	<i>Satire</i>	
Ebenezer Cooke		"The Sot-Weed Factor"	American, 1708
Ludvig Holberg		<i>Erasmus Montanus</i>	Danish, 1722
Ludvig Holberg		<i>Jeppe of the Hill</i>	Danish, 1723
Jonathan Swift		<i>Gulliver's Travels</i>	Anglo-Irish, 1726
Jonathan Swift		"A Modest Proposal"	Anglo-Irish, 1729
Benjamin Franklin		"The Witch Trial at Mount Holly"	American, 1730
Olof Dalin		"Proof of Wisdom: Mr. Arngrim Beserk"	Swedish, 1739
Ludvig Holberg	*	<i>The Journey of Niels Klim</i>	Danish, 1741
Olof Dalin		"A Dissertation on which Language was First Spoken"	Swedish, 1750s (?)
Olof Dalin		"A Fragment from the Last War between Philosophy and Love"	Swedish, 1750s (?)
Voltaire	*	<i>Candide</i>	French, 1759
Johan Herman Wessel		<i>Love without Stockings</i>	Norwegian, 1772

Course Goals

In this course students will:

- Gain a broad understanding of satire as a genre
 - Learn the differences between the various types and sub-genres of satire
 - Compare satires of the eighteenth century with those of the twenty-first
 - Grasp the historical, socio-political, and cultural outline of the Scandinavian Enlightenment
 - Produce a satirical story, artwork, song, or video
 - Engage with secondary scholarship and critically use it to engage with course texts
 - Research a topic relevant to the course
 - Produce an annotated bibliography
 - Write a term paper synthesizing primary texts and secondary scholarship to make an original argument
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Grading Scale

<i>Letter Grade</i>	<i>Percentage</i>	<i>GPA Points</i>	<i>Notes</i>
A+	97-100	4.0	Masterful!
A	93-96	4.0	
A-	90-92	3.7	
B+	87-89	3.3	Average
B	83-86	3	
B-	80-82	3.2	
C+	77-79	2.3	Fulfills basic expectations
C	73-76	2	
C-	70-72	1.7	
D+	67-69	1.3	Mandatory meeting
D	63-66	1	
D-	60-62	0.7	
F	0-59	0	Mandatory meeting (failing grade)

*** Grades will be rounded to the nearest whole number [89.4 → 89 whereas 89.5 → 90]

Course Components

<u>Component</u>	<u>Percentage of Grade</u>
<i>Participation and Attendance</i>	<i>15%</i>
<p>The participation grade entails active engagement during group discussions, thoughtful feedback in peer reviews, and adherence to the technology policy (see Course Policies in the next section). I reserve the right to administer pop reading quizzes if it seems that a substantial number of students are not doing the readings; the quizzes may be worth 1% or 2% of the final grade and would be factored into Participation and Attendance.</p> <p>Students are permitted two unexcused absences. If you have a serious medical emergency or otherwise <i>must</i> miss class beyond the allotted two absences, contact me as soon as possible and alternative arrangements can be made.</p>	
<i>bCourses Discussion Posts</i>	<i>10%</i>
<p>Most weeks (see the schedule) on Sunday or Monday I will post a discussion question to bCourses. Each student will respond directly to the prompt in 200 words and then provide brief feedback on at least two other students' posts (each comment should be at least 50 words long). This can be completed at any time before Saturday of the same week at 11:59 pm. More detailed instructions are available on bCourses.</p>	
<i>Creative Project</i>	<i>15%</i>
<p>Each student will produce a satirical work. This can be a short story or poem (~5 pages), a video or song (4-5 minutes), a cartoon (12-15 panels), or a painting/watercolor. If there is another medium you would like to work with, please check with me first. Although this project will not be graded based on artistic sophistication, it will be graded for effort and engagement with ideas addressed in the course. More detailed instructions will be available on bCourses.</p>	
<i>Midterm Paper</i>	<i>15%</i>
<p>The midterm paper should be between 1500 and 2000 words (6 to 8 pages). Prompts will be available on bCourses.</p>	
<i>Term Research Paper</i>	<i>45%</i>
<u>Annotated Bibliography</u>	<i>(15%)</i>
<p>The annotated bibliography should include between 5 and 8 scholarly articles with at least 150 words per source. More detailed instructions will be available on bCourses.</p>	
<u>Research Paper</u>	<i>(30%)</i>
<p>The research paper should be between 2500 to 3000 words (10 to 12 pages). More detailed instructions will be available on bCourses.</p>	

Course Policies and Resources

Technology in the Classroom

While you are welcome to take notes electronically, I ask that you refrain from using your cellphone in class. Please step into the hall if you need to take a call, respond to a text, or otherwise use your phone. If you consistently disrupt class with electronic devices however, I will send you a warning by email. If such disruptions continue, I reserve the right to deduct points from your participation grade without notice.

Absences

You are provided two unexcused absences per semester. For each absence thereafter, I will deduct 2% from your final grade for the third absence, 4% for the fourth absence, 6% for the fifth absence, et cetera. Athletes, musicians, and frequent travelers: if you know that you will be out of town on certain dates, please let me know as soon as possible so we can make appropriate arrangements.

Rewrite Policy

Students may only rewrite an assignment or paper if it received less than 70% and was turned-in on time. In fairness to other students, the maximum grade that a rewritten assignment can earn is 70%.

Academic Integrity and Plagiarism:

“You are a member of an academic community at one of the world’s leading research universities. Universities like Berkeley create knowledge that has a lasting impact in the world of ideas and on the lives of others; such knowledge can come from an undergraduate paper as well as the lab of an internationally known professor. One of the most important values of an academic community is the balance between the free flow of ideas and the respect for the intellectual property of others. Researchers don't use one another's research without permission; scholars and students always use proper citations in papers; professors may not circulate or publish student papers without the writer's permission; and students may not circulate or post materials (handouts, exams, syllabi—any class materials) from their classes without the written permission of the instructor.

Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. If you are not clear about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your instructor or GSI beforehand. Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits. The consequences of cheating and academic dishonesty—including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school—are simply not worth it.”

Reproduced from: <http://teaching.berkeley.edu/statements-course-policies>

Accommodations for Students with Disabilities:

If you have a letter of accommodation from the Disabled Students Program (DSP), either come to office hours or email me as soon as possible so that we can make appropriate arrangements. If you think that you may need an accommodation and have not yet seen a specialist at the DSP, please do so as soon as possible. (Please have your DSP counselor send the accommodation sheet to *both* the instructor of record and me!)

Disabled Students Program: <http://dsp.berkeley.edu/>

Emotional and Mental Wellbeing Resources:



If you're experiencing depression, anxiety, or emotional turbulence, I encourage you to make an appointment with University Health Services. Student health insurance (SHIP) covers five appointments with a counselor at no cost to you. The PATH to Care Center is a resource for victims/survivors of stalking, sexual assault, domestic abuse, etc. Social Services Counseling is a great resource for LGBTQ+ folk, people struggling with substance abuse or eating disorders/body image, people with chronic illnesses or new diagnoses, etc. If Tang Center is closed and you require immediate medical attention (physical, mental, or otherwise), you can refer to the list of Urgent Care Centers.

University Health Services:	https://uhs.berkeley.edu/
Counseling & Psychological Services:	https://uhs.berkeley.edu/counseling
PATH to Care Center:	http://sa.berkeley.edu/dean/confidential-care-advocate
Social Services Counseling:	https://uhs.berkeley.edu/social-services
Urgent Care Centers:	https://uhs.berkeley.edu/node/388/

ACADEMIC WEEK	TUESDAY	THURSDAY
<p>January 16—January 20</p> <p><i>Introductions and Defining Satire</i></p> <p>*Light workload</p>	<p>Introductions</p> <ul style="list-style-type: none"> • You must attend every section through January 26th if you intend to remain in the course. Contact me immediately if you <u>must</u> be absent from class in the next two weeks. <p>Read</p> <ul style="list-style-type: none"> • “What is Literature?” (Eagleton, 14 pages). 	<p>Read</p> <ul style="list-style-type: none"> • Pages 11-17 in <i>Satire</i> (Ogbord & Buckroyd). • “A Modest Proposal” (Jonathan Swift) • “The Witch Trial at Mount Holly” (Benjamin Franklin) <p>Due</p> <ul style="list-style-type: none"> • Discussion #1 (due by Saturday night)
<p>January 23—January 27</p> <p><i>What was the Enlightenment?</i></p> <p>*Moderate/heavy workload</p>	<p>Read</p> <ul style="list-style-type: none"> • Pages 1-46 of “The Struggle to Create a New Culture” (Margaret Jacob) • “What is Enlightenment?” (Immanuel Kant, 6 pages) 	<p>Read</p> <ul style="list-style-type: none"> • “What is Enlightenment?” (Anthony Pagden, 20 pages) • “Some Thoughts concerning Education” (John Locke, 20 pages) <p>Due</p> <ul style="list-style-type: none"> • Discussion #2 (due by Saturday night)
<p>January 30—February 3</p> <p><i>The Scandinavian Enlightenment</i></p> <p>*Light/moderate workload</p>	<p>Read</p> <ul style="list-style-type: none"> • “Early Modern Societies” (Byron Nordstrom, 18 pages) • “Moral Thoughts I:5” (Ludvig Holberg, 9 pages) 	<p>Read</p> <ul style="list-style-type: none"> • “Traditions and Reform: Societies in Transition” (Nordstrom, 16 pages) • Selections from essays (Holberg) <p>Due</p> <ul style="list-style-type: none"> • Discussion #3 (due by Saturday night)
<p>February 6—February 10</p> <p><i>The Philosophical Tale</i></p> <p>*Moderate workload</p>	<p>Read</p> <ul style="list-style-type: none"> • Chapters 1-13 of <i>Candide</i> (Voltaire) • Pages 19-30 in <i>Satire</i> (Ogbord & Buckroyd) 	<p>Read</p> <ul style="list-style-type: none"> • Chapters 14-30 of <i>Candide</i> (Voltaire) • “Satire, Analogy, and Moral Philosophy” (Nicholas Diehl, 10 pages) <p>Due</p> <ul style="list-style-type: none"> • Discussion #4 (due by Saturday night)

<p>February 13—February 17</p> <p><i>Olof Dalin's Academic Satires</i></p> <p>*Light workload</p>	<p>♥ <i>Happy Valentines!</i> ♥</p> <p>Read</p> <ul style="list-style-type: none"> • “A Fragment from the Last War between Philosophy and Love” (Olof Dalin, 4 pages) • “A Dissertation on Which Language was First Spoken” (Dalin, 2 pages) 	<p>Read</p> <ul style="list-style-type: none"> • “Proof of Wisdom: Mr. Arngrim Beserk” (Dalin, 10 pages) • “The Influence of the <i>Tatler</i> and <i>Spectator</i> in Sweden” (William Gustafson, 8 pages) <p>Due</p> <ul style="list-style-type: none"> • Discussion #5 (due by Saturday night)
<p>February 20—February 24</p> <p><i>Laughable Erudition</i></p> <p>*Moderate workload</p>	<p>Read</p> <ul style="list-style-type: none"> • Acts I and II of <i>Erasmus Montanus</i> (Holberg) • “Ludvig Holberg, Liberal” (Oscar Campbell, 5 pages) 	<p>Read</p> <ul style="list-style-type: none"> • Acts III and IV of <i>Erasmus Montanus</i> (Holberg) <p>Due</p> <ul style="list-style-type: none"> • Discussion #6 (due by Saturday night)
<p>February 27—March 3</p> <p><i>Laughable Erudition</i></p> <p>*Moderate workload</p>	<p>Read</p> <ul style="list-style-type: none"> • Act V of <i>Erasmus Montanus</i> (Holberg) • Scholarly article TBD 	<p>Read</p> <ul style="list-style-type: none"> • Pages 98-114 in <i>Satire</i> (Ogbord & Buckroyd) <p>In-class writing</p>

ACADEMIC WEEK	TUESDAY	THURSDAY
<p>March 6—March 10</p> <p><i>Polishing and Editing</i></p> <p>* Moderate workload</p>	<p>Peer Review</p> <ul style="list-style-type: none"> • Bring to class two printed copies of (a) the first 3 pages of your midterm paper draft and (b) an outline of the entire paper including the remaining pages. 	<p>In-Class Debate</p> <p>Course Feedback</p> <p>Due</p> <ul style="list-style-type: none"> • Midterm Paper
<p>March 13—March 17</p> <p><i>Fantastical Utopias</i></p> <p>*Moderate/heavy workload</p>	<p>Read</p> <ul style="list-style-type: none"> • “A Voyage to Lilliput” in <i>Gulliver's Travels</i> (Jonathan Swift) • “The Defense of Civilization” (Anthony Pagden, 49 pages) 	<p>Read</p> <ul style="list-style-type: none"> • “A Voyage to Brobdingnag” in <i>Gulliver's Travels</i> (Jonathan Swift) <p>Due</p> <ul style="list-style-type: none"> • Discussion #7 (due by Saturday night)

<p>March 20—March 24</p> <p><i>Fantastical Utopias</i></p> <p>*Light/Moderate workload</p>	<p>Read</p> <ul style="list-style-type: none"> • The introduction (xxiii-xlvii) and pages 1-36 of <i>The Journey of Niels Klim</i> (Ludvig Holberg) 	<p>Read</p> <ul style="list-style-type: none"> • Pages 37-78 of <i>Niels Klim</i> • “Buried Treasures: Reconsidering <i>Niels Klim</i>” (Peter Fitting, 15 pages) <p>Due</p> <ul style="list-style-type: none"> • Discussion #8 (due by Saturday night)
<p><i>Spring Break!</i></p>		
<p>April 3—April 7</p> <p><i>Fantastical Utopias / Dual Satires</i></p> <p>*Moderate workload</p>	<p>Library Workshop!</p> <p>Let’s meet on the front-steps of Doe at 0800 sharp.</p>	<p>Read</p> <ul style="list-style-type: none"> • Pages 151-232 of <i>Niels Klim</i> • <i>The Sot-Weed Factor</i> (Ebenezer Cooke) <p>Due</p> <ul style="list-style-type: none"> • Discussion #9 (due by Saturday night)
<p>April 10—April 14</p> <p><i>Dual Satires</i></p> <p>*Light/moderate workload</p>	<p>Read</p> <ul style="list-style-type: none"> • Acts I, II, and III of <i>Jeppe of the Hill</i> (Holberg) 	<p>Read</p> <ul style="list-style-type: none"> • Acts IV and V of <i>Jeppe of the Hill</i> • Scholarly article TBD
<p>April 17—April 21</p> <p>*Light workload</p>	<p>In-Class Film</p> <ul style="list-style-type: none"> • A satirical movie decided by class vote: (1) <i>Idiocracy</i>, (2) <i>The Great Dictator</i>, (3) <i>Dr. Strangelove</i>, or (4) <i>A Clockwork Orange</i>. <p>Due</p> <ul style="list-style-type: none"> • Annotated Bibliography 	<p>Read</p> <ul style="list-style-type: none"> • “Master Tropes in Satire” (Rick Eden, 18 pages) <p>Due</p> <ul style="list-style-type: none"> • Creative Project
<p>April 24—April 28</p> <p>*Moderate workload</p>	<p>Peer Review</p> <ul style="list-style-type: none"> • Bring to class two printed copies of (a) the first 3 pages of your research paper draft and (b) an outline of the entire paper including the remaining pages. 	<p>Read</p> <ul style="list-style-type: none"> • Selections from <i>Love Without Stockings</i> (Johan Herman Wessel) <p>Due</p>

		<ul style="list-style-type: none"> • Discussion #10 (due by Saturday night)
May 1—May 5	<p>Writing Workshop</p> <p>Come with as much of your final draft as possible and print out 3 copies. We will be doing a series of editing and clarity exercises as well as peer review.</p> <p>Course Evaluations</p>	<p>Final Thoughts</p> <p>Final Paper due on May 11</p> <p>I will have normal office hours during reading week.</p>