



# ENGL 5370

## WORLD LIT

FALL 2024

DR. JUNE OH

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### INSTRUCTOR

Dr. June Oh

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CAS240

Office Hours:

Tue 1-3 pm  
and by  
appointment

## AGE STUDIES

What does it mean to age, and what stories do we tell about the aging process? This graduate-level course delves into the intersection of age studies and eighteenth-century British literature, exploring how concepts of aging, life stages, and generational conflict are portrayed in the literature of the period. Through an examination of novels, philosophical works, and medical texts from the eighteenth century, students will analyze the construction of age and aging and their engagement with the broader cultural, social, and political issues of the time.

### RESEARCH

Annotated bib  
Conference  
Abstract  
Lightning talk  
Archival  
research

## LEARNING GOALS

### Learning Outcomes

1. Understand the historical and cultural contexts of aging in the eighteenth century.
2. Analyze the representation of age and aging in the literary past and current global digital space.
3. Engage with current scholarly debates on age studies and English studies.
4. Conduct independent research by proposing a research topic, writing an abstract, and producing a scholarly essay.



## Studies in World Literature (ENGL5370)

Instructor: Dr. June Oh  
Email: [joh@uttyler.edu](mailto:joh@uttyler.edu)  
Class Meeting: Online  
Office: CAS (College of Arts and Sciences) 240  
Office Hours: Tue 1-3 pm; and by appointment

### Course Information

Selected writers from Homer to the present, with special attention to classical and continental literature.

### Course Description

What does it mean to age, and what stories do we tell about the aging process? This graduate-level course delves into the intersection of age studies and eighteenth-century British literature, exploring how concepts of aging, life stages, and generational conflict are portrayed in the literature of the period. Through an examination of novels, philosophical works, and medical texts from the eighteenth century, students will analyze the construction of age and aging and their engagement with the broader cultural, social, and political issues of the time. Throughout the semester, students will undertake an independent research project, culminating in a presentation designed for a future academic conference or a lightning talk.

In addition to studying eighteenth-century British literature, the course invites students to draw connections to contemporary contexts by engaging with modern Korean literature and culture. This comparative approach encourages students to reflect on how historical perspectives on age and aging can inform our understanding of present-day narratives. This course will thus offer a unique opportunity to connect the literary past with current global perspectives on aging, fostering a deeper understanding of how the stories we tell about age resonate across time and cultures.

### Learning Outcomes

By the end of the semester, students will be able to:

1. Understand the historical and cultural contexts of aging in the eighteenth century.
2. Analyze the representation of age and aging in the literary past and current global digital space.
3. Engage with current scholarly debates on age studies and English studies.
4. Conduct independent research by proposing a research topic, writing an abstract, and producing a scholarly essay.

### Texts

All material will be provided by the instructor either as a PDF or in HTML format. However, I recommend purchasing a physical copy of the text below.

1. John Cleland, *Fanny Hill*. (Any edition)

## Course Grade

Component		Points
Responses	Unit responses (p/reflection, theory, close reading, historical research, archival research)	20
Research	Annotated bibliography	10
	Abstract	15
	Research paper	35
Expansion	Contemporary global context analysis, Submission receipt, or Lightening talk	10
Final reflection	Reflection essay	10
<b>Total</b>		<b>100</b>

### Grade Scale

A	90 to	100	points
B	80 to	89	points
C	70 to	79	points
D	60 to	69	points
F	0 to	59	points

### Minimum Requirement to Earn a C in the Class

To earn a C or above in the class, students must earn a C or above **on all components**.

### Syllabus Changes

Per the UTT Syllabus Policy: “The information contained in the syllabus, other than the grading criteria and absence and make-up policies, may be subject to change with reasonable advance notice as long as the change is without prejudice to the students.”

### Notes on Communication

- This is an online class. Students should regularly check Canvas (announcements, course schedule, assignments, modules, etc.) and emails. Contact me as soon as possible if you have issues or anticipate problems with technology.
- For a tutorial on announcements, [click here](#). To manage notifications, click on “Canvas notifications” in the blue box at the top of the page. For help in resetting notifications, click on the help button on the left-hand side of your UTT Canvas home page (the question mark in a circle) and call the “Canvas Support Hotline (Students).”

### Content Warning/Trigger Warning

This course may contain content that some students may find upsetting or triggering. This includes, but is not limited to, depictions of violence, sexual assault, self-harm, suicide, physical and mental illness, racism, sexism, ableism, and ageism. If you are concerned about the content of this course, please speak to the instructor during the first weeks of the course.

## Major Assignments

### Responses

Students will upload their responses to the unit prompts and respond to each other's discussion posts.

### Research

Students will conduct independent research on one of the topics, themes, and/or texts of this class. This is a scaffolded assignment. Students will produce an annotated bibliography, historical bibliography, and close reading among other components of a research essay. At the end, students will draft professional-level conference abstracts and produce conference-length essay.

### Expansion

Students will either a) analyze a contemporary Korean multimedia text that engages with narratives around aging in a global and modern context, b) submit to a conference to present their paper or c) produce a lightning talk video.

### Final Reflection

At the end of the semester, students will submit a final reflection essay that reflects their evolving relationship to age studies and English studies, at a graduate level, discussing the change in attitude, viewpoints, and knowledge.

## Course Policies and Resources

### Submitting Written Work

To be counted for a grade, written work must be submitted (unless instructed otherwise) as a Word document in the appropriate drop box in Canvas. For a free copy of Microsoft Office, including Word, [click here](#).

### Style

Follow MLA 9<sup>th</sup> edition style.

Assignments that do not follow the above format, that are emailed, that are submitted to the wrong drop box, or that I cannot open (e.g., zipped files, ios files, damaged files) will receive 0 points.

### Academic Dishonesty & Disruptive Behavior

This class has a Zero Tolerance Policy for academic dishonesty. Any act of academic dishonesty will result in immediate failure of the entire course and will be reported to the Office of Student Conduct and Intervention.

For the UTT definition of "academic dishonesty," go to the UT Tyler Syllabus Module in the class Canvas shell. Click on "University Policies and Information." Scroll to the "Academic Honesty and Academic Misconduct" section. Click on "Student Conduct and Discipline policy." Read Section 8-802 "Academic Dishonesty."

Disruptive behavior will be reported to the Office of Student Conduct and Intervention and may result in failing the class and/or University sanction. Disruptive behavior includes, but is not limited to:

- hindering other students from working on the tangible learning activities taking place during face-to-face and online class sessions
- talking when the instructor is talking
- repeatedly arriving late and/or leaving early
- using technology for purposes other than working on the tangible learning activities taking place during the class period
- doing something other than working on the tangible learning activities taking place during the class period
- sleeping during class

For the UTT definition of “disruptive behavior,” go to the UT Tyler Syllabus Module in the class Canvas shell. Click on “University Policies and Information.” Scroll to the “Academic Honesty and Academic Misconduct” section. Click on “Student Conduct and Discipline policy.” Scroll to Section 8-804 “Certain Other Offenses.” Read item number four “Disruptive Behavior.”

### Artificial Intelligence Use Policy

I expect all work students submit for this course to be their own. While using artificial intelligence assistance can aid various parts of the writing process such as brainstorming, editing, and peer review, in such instances, students should clearly indicate how much and which part of their writing and thinking process are facilitated by such programs. In other words, any unacknowledged AI-facilitated work and acknowledged AI-facilitated work without considerable edition and critical revision will be considered cheating and will be directly reported. Students should never submit any work generated or supported by an AI program as their own. Violation of this policy may result in disciplinary action, up to and including full revocation of credit for the assignment, and other sanctions.

### Class Conduct

All students are expected to behave in a becoming manner, both in-person and online. Sensitive topics may be addressed during discussion, and passionate opinions are welcome. However, each student should remain respectful and civil throughout, and avoid using inflammatory language or taking insubordinate action by practicing equitable etiquette/netiquette.

Our texts or our discussion of the texts may include offensive, controversial, and/or uncomfortable topics and contents. Violence, suicide, physical and mental illnesses, racism, sexism, explicit sexual content, and political views may be discussed. If you anticipate issues reading such contents, consult with the instructor during the first week of the course.

A Note on the N-Word and on Safe Spaces: The N-word won't be used in this class by a person of any race, even if it appears in our texts. This classroom is a safe space. As such, this class will also be free of hate speech regarding sexual orientation, gender expression, race, ability, and socio-economic status or background. Each member of this class is responsible for fostering an environment in which people and their ideas are respected. For the same reasons, students will strive to make remarks that are informed by our material and the history that surrounds it. (Language adapted from Koritha Mitchell's [class covenant](#).)

### Contacting the instructor

If you have individual questions, you can set up a time to meet either in person or via Zoom.

To contact me, use UTT email or Canvas messenger. Per the [UTT Email Policy](#), I will not reply to emails sent from non-UTT email addresses. Emails and Canvas messages should provide a succinct overview of the topic and be written using complete sentences, reasonably correct grammar, and proper structure. In the subject line list the class (ENGL5370), your name, and a topic. Students can expect my reply within 24 hours business day.

## University Policies and Information

Go to our class Canvas for information relating University Policies.

## Student Resources

Go to our class Canvas for information relating University Policies.

This syllabus is a product of many generous educators' hard work and support.  
I give special thanks to UT Tyler faculty and staff and my former colleagues at Michigan State University.

## Course Schedule

### Unit 1. Age studies and intersectionality

#### Week 1.

1. Stephen Katz, "What is age studies."
2. Devoney Looser, "Age and Aging Studies, From Cradle to Grave."
3. Susan Sontag, "The Double Standard of Aging."
2. Optional: Sari Edelstein, "There is no such thing as 'The Elderly': Reading Age in Nineteenth-Century American Literature."
3. Due: Response 1

#### Week 2.

1. Jason S. Farr, "Disability and Sexuality."
2. Leni Marshall, "Ageility Studies: The Interplay of Critical Approaches in Age Studies and Disability Studies."
3. Due: Response 2

### Unit 2. Aging in the Eighteenth Century Britain: Gender and Class

#### Week 3.

1. Katherine Gustafson, "Life stage studies and the eighteenth century: reading age in literature."
2. Anja Muller, "Envisioning Age Distinctions in Eighteenth-Century Prints."
3. Susannah R. Ottaway, *The Decline in Life: Old Age in Eighteenth-Century England*. [selection]
4. Optional: June Oh, "Aging Faces and Gowland's Lotion in Jane Austen's *Persuasion*."

#### Week 4.

5. Helen Yallop, "Representing Aged Masculinity in Eighteenth-Century England."
6. John Wilmot, "The Disabled Debauchee"
7. Mary Leapor, "Dorinda at her Glass"
4. Optional: Sarah Brophy, "Women, Aging, and Gossip in Lady Mary Wortley Montagu's letters of the 1720s."
5. Due: Response 3

### Unit 3. Medical and cultural aging: memory and self

#### Week 5.

1. Daniel Schafer "'That Senescence Itself Is an Illness': A Transitional Medical Concept of Age and Ageing in the Eighteenth Century."
2. John Locke, *Essay Concerning Human Understanding*. [selections]
3. Jonathan Swift, *Gulliver's Travels*. [selections]

#### Week 6.

4. Stephen Katz, "Embodied Memory: Aging, Neuroculture, and the Genealogy of Mind."
5. Due: Response 4

### Unit 4. Aging sexuality

#### Week 7-8.

1. John Cleland, *Fanny Hill*.

2. Helen Deutsch and Felicity Nussbaum eds. *"Defects": Engendering the Modern Body*. [selection]
3. Chris Gabbard, "From Idiot Beast to Idiot Sublime: Mental Disability in John Cleland's "Fanny Hill.""
6. Optional: Laura J. Rosenthal, "Fanny's Feelings: Social Mobility and Emotions in Memoirs of a Woman of Pleasure."
7. Due: Response 5

### Unit 5. Research

Week 9. Abstract, conference

1. Due: Abstract

Week 10. Literature Review

1. Due: Annotated bibliography (5 secondary sources)

Week 11-12. Draft

Week 13. Research

1. Due: Research paper with (short, revised) Abstract

### Unit 6. Expansion

Week 14.

1. Due: Option a), Submission receipt or lightning talk
2. Due: Option b), Korean aging analysis of *Navillera*

### Unit 7. Reflection

Week 15.

1. Due: Reflection essay