Credits: 3 credits/3 hours per week/45 hours per semester

CATALOGUE DESCRIPTION: A study of satire, its history, conventions, strategies, and the various genres in which it appears. Reading and analysis of works from antiquity, always emphasizing English-language satire ranging from the medieval period to modern and contemporary satirists.

JUSTIFICATION: Satire is a rich subject for study and frequently it is misunderstood because of the unfamiliarity with its history, conventions and strategies. Spanish-speakers, whose own rhetorical background differs substantially from that of English-speakers, often have trouble reading and understanding satire and irony. The course would provide a survey of the weapons in the satirist's armory, and a wide spectrum of readings from classical times to the present. Thus the course will provide a basis for enjoying current satire as well as the great literary works written in this mode.

OBJECTIVES: This course will provide students with the intellectual tools to understand, analyze, and fully enjoy satire in all its myriad forms and contexts.
By the end of the course, the student will have:

1. Learn the technical language of satire, the conventions upon which it is based, the types that have developed from Greek and Roman models, and its place in the study of literature.

2. Acquired an overview of the history of satire from the Greeks to the present, emphasizing the development of English language satire beginning with the medieval period.

3. Read and analyzed great works of satire, both in poetry and prose.

4. Learned how satire is joined to other literary forms and rhetorical modes and can appear as a secondary feature of other types of literature.

5. Understand how historical, social and cultural factors affect the satirist’s perception of reality.

6. Learned how the visual and other arts (theater, film, television, newspaper writing, cartoons, painting, caricature, comics, etc.) incorporate satire.

7. Acquired the analytical and critical skills necessary to the appreciation and understanding of satire.

8. Know the basic research tools, including electronic sources, for delving more deeply into the subject and be able to use them.

9. Conduct research into and write critical essays on the works, writers and background of the subject of the course.

10. Develop an appreciation and understanding of irony and satire and become an informed reader of them.

COURSE OUTLINE:

The syllabus is divided into these major areas. This a guide, not an absolute schedule.

FIRST TWO WEEKS: The basic concepts of satire, its, place in literature, the different
rhetorical devices used in satire, the ways of analyzing these. Consideration of burlesque, parody, irony, and other related forms. Stress on the different genres used by the satirists. (6 hours)

ONE WEEK: Historical survey of satire, devoting roughly one week to classical satire (Aristophanes, Horace, Juvenal, Petronius, etc.). *Lysistrata*. (3 hours)

THREE WEEKS: medieval through early seventeenth-century works (Chaucer, Shakespeare, Jonson, etc.) (9 hours)


TWO WEEKS: Devoted to satire of the nineteenth century, (Byron, Dickens, Carlyle, Wilde, Butler, Twain, etc.),

THREE WEEKS: modern and contemporary satire (Orwell, Waugh, Huxley, Amis, Heller,

Texts (may vary):

A CD of texts from the internet will provide essential early readings, including Aristophanes, Horace, Juvenal, Chaucer, Swift, Pope, Byron, among others.

For the modern satire the following books are suggested:

Satiric cartoon of Alexander Pope


“I’m very big in Lilliput.”

Gulliver's Travels, by Jonathan Swift

Brave New World by Aldous Huxley.

Cat's Cradle by Kurt Vonnegut.

This list will be supplemented with handouts, videos, audios, etc.

GRADES: A-F

EVALUATION: Relative weight of grades will be: 4 essays, 15% each; class participation (15%) and oral report, 15%; attendance (5%)

Los estudiantes que reciben servicios de Rehabilitación Vocacional deben comunicarse con el profesor al inicio del semestre para planificar el acomodo razonable y equipo asistivo necesario conforme a las recomendaciones de la Oficina de Asuntos Estudiantes. También aquellos estudiantes con necesidades especiales que requieren de algún tipo de asistencia o acomodo deben comunicarse con el profesor. Ley 51

Evaluación diferenciada a estudiantes con necesidades especiales. Ley 51.

Teaching Strategies

Lecture (40%) and Discussion (40%), Student reports and activities (20%)

Course requirements:

1. Students will be expected to attend classes regularly, Class attendance and participation count as an exam grade. Each day a list will be circulated for you to sign. Make certain that you do, even if you are late. NOCELL PHONES OR OTHER NOISE’MAKING ELECTRONICS IN THE CLASS. Please switch them off when you come into the classroom.
2. One final exam will be given, which will be administered on the day of the final. It will be primarily made up of essay questions.

3. Students will write three short papers (3-5 pages long) on a choice of topics to be assigned. These papers will *not* be primarily research papers, but essays in which students develop their own ideas and interpretations. You are, however, expected to annotate properly any sources you do use. Plagiarism means an automatic F grade. Annotation style should be MLA (Modern Language Association). The *MLA Handbook* can be found in the Richardson Seminar Room, or you can buy a copy of your own. If you are an English major, the latter is strongly recommended.

4. Students will give an oral report (15 - 20 minutes or so) on a topic from a list which I will circulate soon. Other short assignments may be given as well.

5. Students will be expected to keep up with the readings, look up words and terms they don't understand, use dictionaries, and generally appear to be alert, intelligent human beings. Should I find that I am alone in having read a text, a reading quiz will be given as
a corrective for your negligence. You don't like answering reading quizzes, I hate making them up and correcting them. Let's avoid the whole thing by keeping up with the readings.

6. Students should bring to class some sheets of "theme" or binder paper (8 ½ by 11").

7. I will show several videos and expect everyone to attend those sessions like a regular class. If you miss a video, you must make it up by watching it at home.

Final exam: On the day assigned by the Registrar in the official calendar. All assignments and papers must be in by that date or earlier.

GRADES: Relative weight of grades will be: 3 essays, 20% each; class participation and oral report, 20%; final exam, 20%.

Office Hours

My name is Dr. Frances M. Bothwell del Toro, known as Prof. Bothwell. My office is in Pedreira 2A. My office hours this semester will be on Mondays and Wednesdays from 4:00 to 5:15 PM and Saturdays from noon to 2 PM or by appointment. If you cannot come during my office hours and need to see me, please make an appointment.

My email is fmbothwell@gmail.com. I try to answer emails within two days of receiving it. But if I don’t, you should send a second copy.

A number of Reserve books, articles and works will be placed, as needed, in the Richardson Seminar Room, but users of the online site will have other sources (which I cannot duplicate) for their use as well (if it works). Blackboard has become unstable recently, so I will try to find an alternative to it.
http://andromeda.rutgers.edu/~jlynch/Biblio/satirebib.html


http://biblioteca.uprrp.edu:2090/hww/results/getResults.jhtml?_DARGS=/hww/results/sForm.jhtmml


Kupersmith, William. *Roman Satirists of Seventeenth-Century England.* Lincoln: University of


Nussbaum, Felicity A. *The Brink of All We Hate: English Satires on Women 1660-1750*. Lexington: The University Press of Kentucky, 1984


Sistema de Bibliotecas. UPR. [http://biblioteca.uprp.edu/](http://biblioteca.uprp.edu/)


The Voice of the Shuttle. [http://vos.ucsb.edu/](http://vos.ucsb.edu/)


Zimmerman, Everett. *Swift’s Narrative Satires*. Ithaca: Cornell University Press,