



Department of English & Writing Studies

! "#\$%&'()*+,-./01234()+5,(
06&789-7%8"(-".(!%#'766"7':;6"7<9=(>%769-7<96?(@8679=(-".(A6\$(B6%"#(
Win er 2024

Co r e De cription

This course explore the connection between poetry and well-being, human flourishing, and the
importance of the poem. How do people write and read poetry to expand, calm, or boost their
poetry? We will look closely at a poem that works on , and a simple poem that
becomes a privileged literary form for the feeling and feeling all kind. Today we would call
it mental health, but we will be reading and interpreting the idea of well-being from the past and
therefore will find the history of the line, its challenge, and model for poetry unfamiliar to our
own. We will compare some of the 17th and 18th century poetry to more contemporary poetry.

- By the end of the course, students will be able to:
- interpret literary texts and practice close reading at a more advanced level
- write an analysis of a text that has an argument and an appropriate
- incorporate some secondary sources into writing
- prepare and deliver a researched and coherent presentation of a text

Guidelines for essays and assignments will be provided and will be
discussed in class.

Co r e Ma erial

: B
B
,
*
.*

Schedule

Jan 8 and 10
Pema Chodron, M Chapter 4 Breath and Chapter 5 Advice. Boulder: So nd
Tree, 2013. Pp 37-45.
Henry Vaughan, The Relea , The D elling Place, and The Nigh in S -C
B P , 1603-1660, edited by John R mrich and Gregor Chaplin. NY: Norton, 2006. pp
595-596, 609-611

Jan 15 and 17

Saint John of the Cross, *O Living Flame of Love* in *The Poetry of St. John of the Cross*, translated by William Barnstone, NY: New Directions, 1972. Pp 56-57

Pierre Hado, *Spiritual Exercises* in *The Spiritual Exercises of St. Ignace of Loyola*, translated by Arnold Davidson, Oxford: Blackwell, 1995. Pp 81-109

Jan 22 and 24

Ariosto, *Orlando Furioso*: *Sixth Canto*, translated by S. Anselmi, Princeton: Princeton UP, 2023. Pp. 249-273

Andre Marvell, *The Garden*, in *The Norton anthology of English literature, 1603-1660*, edited by John R. Murrich and Gregor Chaplin. NY: Norton, 2006. pp 553-555

(OPTIONAL) *Hamlet*, translated by Brian Copenhaver. Cambridge UP, 1992. Pp 37-42.

Lois Glück, *Blue Ronda* in *A*

Feb 17-25 S d Break

Feb 26 and 28

John Mil on, Il Pen ero o, in *S -C P : A A A*, edi ed b
Rober C mming . O ford: Black ell, 2000. Pp 268-273.

William Sieghar , from *T P P* NY: Par ic lar Book /Peng in, 2018. Pp iii- i ,
2-3, 30-33

. **2.**

11:55 .

In-class e a e 25%

Re i ion and e pan ion of e q e ion in o e a 5-7 page 25%

Group Teach par of a cla (20-30 min e) 15% for oral pre en a ion

Teaching re i ion: anal i in re earch con e

http://www.utoronto.ca/nice/pdf/academic_policies/appeal/cholastic_discipline_undergrad.pdf

Students must give credit to the original author(s) in their own work. Whenever you use an idea or passage from another author, you must acknowledge their debt to the original author(s).