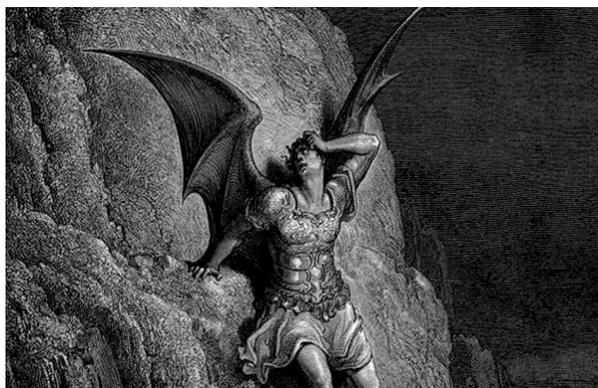


	Department of Literature, Journalism, Writing, and Languages
	LIT 4045 – 17th Century English Literature (Independent Study) 3 Units
Spring 2021	



Meeting days: M,W,F	Instructor title and name: Dr. Schuyler Eastin
Meeting times: 12:15-1:10 pm	Phone: 619-849-2695 (LJWL Office)
Meeting location: Bond Academic Center 155	Email: seastin2@pointloma.edu Zoom link: https://pointloma.zoom.us/my/seastin2
Final Exam: Friday, May 5 2023 10:30-1:00 pm	Office location and hours: Bond Academic Center 108 M, W 11:00-12:00 and by appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

A study of British literature primarily from 1603 to 1688, focusing on the Scientific Revolution, the beginnings of modernism, the rise of women writers and discussions concerning gender, major religious movements, and the English Civil War.
 Recommended: LIT 3000

Historians still debate over when the world truly became modern, but during the 17th century British authors certainly came to think of themselves as such. The execution of King Charles I during the English Civil War demolished the premodern cult of the monarchy and the acceleration of scientific innovation encouraged people to become increasingly confident with their own intellectual power. LIT 4045 will examine the way the literature of this period dichotomizes the Secular and the Sacred by considering the following course questions: **to what extent is 17th humanism responsible for the ongoing debate between science and religion? How might this same framework explain the modern contention between STEM and the Humanities?**

COURSE LEARNING OUTCOMES

Successful students in this course will be able to:

- Closely read and critically analyze texts in their original languages and/or in translation.
- Recall, identify, and use fundamental concepts of literary study to read and discuss texts
 - Standard literary terminology
 - Modes/genres of literature
 - Elements of literary genres
 - Literary periods (dates, writers, characteristics, and important developments)
 - Contemporary critical approaches
 - Extra-literary research
- Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.
- Create detailed and informed textual analysis of literary works that examine several of the fundamental concepts of literary study.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

The Broadview Anthology of Seventeenth-Century Verse and Prose. Rudrum, Alan, Joseph Black, and Holly Faith Nelson eds. ISBN 9781551110530

Cavendish, Margaret. *The Description of a New World, Called the Blazing World.* Sarah H. Mendelson ed. Broadview Press. ISBN 9781554812424

Milton, John. *Paradise Lost.* Norton Critical edition. Gordon Teskey ed. ISBN 9780393617085

Any other assigned readings will be made available via link or PDF in Canvas.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes.

ASSESSMENT AND GRADING

I'm guessing grades have been a factor of your life for as long as you've been a student. A's seem to confirm our intelligence while D's make us doubt it, but how often do these letters encourage us to reflect on what we have actually learned? [Recent scholarship](#) on student assessment has demonstrated three major drawbacks to grades in higher education:

1. Grades focus our attention on acquiring points rather than acquiring knowledge.
2. Grades discourage us from taking risks in favor of the "safe" choices that we think will ensure a good grade.
3. Grades rarely reflect the diversity in the pace at which students learn or the varied intellectual assets they start with.

As a student, you should be both *invested in your learning* and *willing to take risks* and for that reason I will not be applying point or letter values to most of the work you produce this semester. You will still receive a final course grade, but this grade will be based on the labor you are willing to put in. This policy is a "[labor-based grading contract](#)" (ref. Inoue) that establishes the expectations we will have for each other throughout the course. This contract operates on the following principles:

- Your final grade will be determined by the labor you are willing to put into the class rather than by your ability to perform under artificially stressful conditions. You will demonstrate evidence of your labor by completing all stated requirements on all assignments.
- Instead of point values or letter grades on your work, all submitted assignments will be marked either Complete or In Progress. In either case, I will provide thorough feedback that should help you further develop your analytical approaches or redirect those approaches as needed.
- If an assignment is marked In Progress, I will offer direction for how it can be changed to Complete. Most of the time this will involve adding to an existing assignment. Other times this might involve following up with me during Office Hours to discuss the assignment. Taking the time to address Unsubmitted or In Progress assignments will keep your grade level and can even improve it. Unsubmitted or In Progress assignments will bring your grade down.
- You have up until 6:00 pm the date of the next Learning Check to make these changes and up to 11:59 pm on the day of our Final Exam to address any remaining submission issues with me. These deadlines are intended to ensure you don't save everything until the last minute, but fortunately most things are negotiable under this grading contract: nothing ventured, nothing gained.

Grades will be based on the following scale. However, it should be noted that this is not a point-based scale but an objective-based system. As the student, you have the power to choose the grade you want by achieving the objectives listed under each letter grade:

- A: You can earn an A in the course if you complete all assignments AND demonstrate meaningful progress or additional effort. This doesn't mean simply increasing word count or the length of your Works Cited, but can include: conducting additional research beyond what is expected in assignment instructions, making use of office hours to address questions or expand your understanding of the material, actively applying feedback to improve subsequent assignments, and supporting the learning of your peers through active discussion. Even if you miss some assignments, you can still earn an A as long as you've made the effort to visit office hours to discuss them.

- **B: The default final grade in the course is a “B.”** You will receive this letter grade if you complete the minimum requirements on all assignments.
- **C:** You will earn a C if 2-3 weekly assignments are In Progress or Unsubmitted, if any required components are absent from your Moderation or your Final Project, or if any of my requests for follow-up have not been addressed by the end of the semester.
- **D:** You will earn a D if 4-5 weekly assignments are In Progress or Unsubmitted, if multiple required components are absent from your Moderation or your Final Project, or if all requests for follow-up have gone unaddressed by the end of the semester.
- **F:** You will earn an F if you have not completed your Moderation or Final Project and all requests for follow-up have gone unaddressed by the end of the semester.
- **+/-:** You can earn a plus or minus on your final grade based on your level of engagement with class discussion and/or use of office hours.

SPIRITUAL CARE

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student’s responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when in reality they are the results of another person’s creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

ADDITIONAL POLICIES

Supportive Environments: we will be dealing with a multitude of topics, some of which are likely to be challenging and/or controversial. The inherently performative nature of our texts will also likely to force us outside of our comfort zones. Our class should be a space for productive and supportive collaboration and performative expression. It is each student's responsibility to:

1. Be open to trying out new ideas and pushing the boundaries of your experience
2. Recognize and support the notion that everyone else is making this same attempt

This doesn't mean we will shy away from disagreement or debate. Quite the contrary: we should be open to questioning and challenging each other, provided we always do so in a way that fosters growth.

Preparedness and Workload: you should be sure to read all assigned materials before class and to have the readings on-hand in order to help with class discussion. Active reading and annotation is highly encouraged in order to help you contribute evidence to our analytical approaches and raise valuable questions during discussion.

The reading assignments in this course will sometimes be long and challenging. I recognize that Early Modern English isn't the easiest to read and for that reason, I actually recommend seeking out plot summaries or textual guides as a *supplement* (but not a *substitute*) to your reading (unless you *really* hate spoilers). These supplements might even offer us insight into expanding or challenging established interpretations of a text. Just be sure to clearly distinguish between your own ideas and those of others in accordance with the PLNU Academic Honesty Policy.

Multimodal Learning: while the primary interactions in our course will be in-person we will also have a number of synchronous and asynchronous options for sharing ideas and collaborating. This will include a dedicated class Google Group Chat, [Google Slides document](#), various Padlets, Shared Google Docs, and other tools we may discover as the course progresses. It is my hope that new and innovative digital tools will help us find fascinating ways to explore textuality and performativity and to supplement our discussions with easily-shared media and information. Be prepared to take advantage of these digital learning opportunities both in and outside of class.

ASSIGNMENTS AT-A-GLANCE

Per the grading policy detailed above, individual assignments will not be scored but will receive written feedback to help you focus and improve the intellectual labor you perform this semester. All assignments below are required:

- Unit Learning Checks 25% These checks will allow us to assess your progress over the course of the semester. They will involve a mix of take-home questions and in-class discussion/debate. The format and topics will be discussed and possibly even negotiated 1-2 weeks before they take place.
- Final Project 25% The final project for this course has traditionally been a research paper but I recognize that this particular type of project does not always suit the needs or goals of every student. For this reason, it will be up to you and your fellow students to determine the exact form this project will take. Class time will be set aside to decide whether this project will be individual or collaborative as well as if it will resemble a typical research paper or something more geared toward a more widely applicable sociopolitical purpose. In all cases, this project will still involve. *In all cases, this project will involve scholarly research and analytical writing. Our Final Exam day will (most likely) be set aside for presenting/discussing our work on this project.* A handout containing further details for this project will be distributed mid-semester.
- Discussion Moderation 25% Once per semester, each student will moderate discussion for the class period. Essentially, you will be the professor for the day. In addition to guiding discussion for the class session, this moderation will require you to:
 - **Draft a close reading** of a key passage from the reading. This means closely examining the poetics, characterizations, word choice, or cultural contexts of a very specific portion of the text and posing a working theory about its meaning

(see instructions for the Weekly Close Readings below). It may help to use the text's footnotes, critical apparatus, or even the [OED](#) to support your theory. **In class**, guide us through your analysis and offer the class the opportunity to expand or even debate it.

- **Find and read a recent scholarly article** from a peer-reviewed book or journal (published within the last 20 years) that illuminates the text (perhaps inspired by your close reading of a passage). You should find this article using academic research techniques in our library databases (I recommend the [MLA International Bibliography](#) or [JSTOR](#)) and not simply a blog or webpage you found via Google. **In class**, summarize the author's argument and how they analyze the literary text to support it.
- **Prepare and present a thoughtful question** that will spark debate over our interpretation of the text. *Since your moderation day is likely to cover more than one author, it would be a good idea to pose a question that allows us to make connections to all of the day's readings.*
- **Post a thread** under the Discussion Moderation Content forum in Canvas that contains:
 - A full MLA bibliographical citation *and* a link or file for your article, if available (please embed links using the Canvas Link tool).
 - The question you presented for discussion.
 - Any other presentation materials you used during your Moderation
- **Weekly Close Readings 25%** Each week, you will (typically) contribute an analytical response to a question posted in a Discussion Board posted in the week's Canvas module. The specific requirements of each exercise may vary from week to week but you should generally expect to conduct a close reading of the text in order to establish a preliminary analytical approach. These postings should contain:
 - **Your answer to the question being posed.** Your answer should be thorough and thoughtful and should typically result in a working theory about the text that addresses one of its characters, poetic forms, or cultural contexts. For example: "In his invocation of the classical muse to preface an epic poem about the fall of Adam and Eve, Milton embeds in *Paradise Lost* an unresolved dissonance between Renaissance Humanism and Theological truth."
 - **Thorough and convincing textual** evidence to support your answer. This means directly quoting the text and deliberately unpacking its explicit and implicit details.
 - **A response to another students' posting** that expands on, revises, or counters the working theory they've proposed. The posted question will typically offer some guidance on how to respond to your peers' ideas.
 - Postings should be a minimum of 200 words in length and replies should be a minimum of 50 words in length. Both are due by 6:00 pm every Friday (unless otherwise indicated).

Any variation in the requirements for these exercises will be detailed in the Canvas assignment link.

READING/ASSIGNMENT SCHEDULE

This schedule is subject to changes and additions throughout the semester so please be prepared to note any changes or regularly download the most current version from Canvas.

All page numbers refer to *The Broadview Anthology of Seventeenth-Century Verse and Prose* except for Cavendish's *Blazing World* and Milton's *Paradise Lost*. Reading assignments include all introductory material in addition to the literary readings.

Week	Day	Class Topic/Activity
1	Tuesday January 10	Course Intro <i>Meet via Zoom at 12:30</i>
	January 11	“Can Religion and Science Co-exist?” and watch the videos in this Padlet
	January 13	<u>Unit 0: The State</u> Chamberlain 1-2 (in the <i>Broadview Anthology</i>) King James VI/I 67-69 Herrick 309 King Charles I 420-423 <i>The Trial of King Charles I</i> 1261-1265 Philips 1008-1009 ("Upon the Double Murder...") Marvell 835-837 <i>Sign up for a presentation date for the Week 1 Close Reading</i>
2	January 16	<i>Martin Luther King Jr. Day, no class meeting</i>
	January 18	King Charles II 965-966 Cavendish 358-361 Savile 1036, 1040-1042, 1044-1046 Behn 1098-1110 Locke 1029-1035
	January 20	<u>Unit 1: The Secular</u> Newton <i>Principia</i> PDF in Canvas <i>Close Reading due by 6pm</i>
3	January 23	Bradstreet 639-648, Astell on Canvas
	January 25	Behn 1098-1108 Philips 1009-1016
	January 27	Speght 397-406 Makin 424-433 <i>Close Reading due by 6pm</i>
4	January 30	Donne 102-114, 120-122

	February 1	Marvell 829, 832-855, 857
	February 3	Wroth 230-234 Lord Herbert 227-229 <i>Close Reading due by 6pm</i>
5	February 6	Jonson 146-150 and The Alchemist Acts 1-2 <i>No Close Reading this week. Participate in the Collaborative Reading</i>
	February 8	Jonson The Alchemist Acts 3-4
	February 10	Jonson The Alchemist Act 5
6	February 13	Bacon 24-26, 33-37, 47-49, 58-62
	February 15	Margaret Cavendish <i>The Blazing World</i> 55-77
	February 17	Margaret Cavendish <i>The Blazing World</i> 77-105 <i>Close Reading due by 6pm</i>
7	February 20	Margaret Cavendish <i>The Blazing World</i> 105-130
	February 22	Margaret Cavendish <i>The Blazing World</i> 130-141, 215-227
	February 24	Margaret Cavendish <i>The Blazing World</i> 143-164 <i>Close Reading due by 6pm</i>
8	February 27	TBD
	March 1	Unit 1 Learning Check
	March 3	Unit 2: The Sacred Park "I, Humanist" Madsbjerg and Rasmusen "We need more humanities majors" PDF in Canvas Conard "We don't need more humanities majors" PDF in Canvas Becerra "The Need for Interdisciplinarity in Higher Education" <i>No Close Reading due this week</i>
9	March 6-10	<i>Spring Break, no class</i>
10	March 13	Newton Two Notable Corruptions of Scripture Part 1, paragraphs 1-8 and Part 2
	March 15	Dryden 967, 969-979
	March 17	Dryden 979-987 <i>Close Reading due by 6pm</i>

11	March 20	Marvell 870-871 Lewis, Pullman, Greenblatt on Canvas
	March 22	John Milton <i>Paradise Lost</i> Book I
	March 24	John Milton <i>Paradise Lost</i> Book II <i>Close Reading due by 6pm</i>
12	March 27	John Milton <i>Paradise Lost</i> Books III-IV
	March 29	John Milton <i>Paradise Lost</i> Book V
	March 31	John Milton <i>Paradise Lost</i> Books VI-VII <i>Close Reading due by 6pm</i>
13	April 3	John Milton <i>Paradise Lost</i> Book VIII
	April 5	John Milton <i>Paradise Lost</i> Books IX, Lewis <i>Close Reading due by 6pm (early)</i>
	April 6-10	<i>Easter recess, no class meeting</i>
14	Wednesday April 12	John Milton <i>Paradise Lost</i> Book X-XI
	April 14	John Milton <i>Paradise Lost</i> Book XII <i>Close Reading due by 6pm</i>
15	April 17	Herbert 363 and <i>The Country Parson</i> , “The Author to the Reader” and Chapters I-X
	April 19	Fell 704-712
	April 21	Bunyan 953-964 and <i>Pilgrim’s Progress</i> “The Author’s Apology for his Book” and paragraphs 10-69 <i>Close Reading due by 6pm</i>
16	April 24	Bunyan <i>Pilgrim’s Progress</i> paragraphs 169-243
	April 26	Bunyan <i>Pilgrim’s Progress</i> paragraphs 353-404 <i>No Close Reading this week. Participate in the Collaborative Reading</i>
	April 28	Unit 2 Learning Check
Finals Week	May 5 10:30-1:00 pm	FINAL PROJECT PRESENTATIONS