

Department of Literature, Journalism, Writing, and Languages



Frontispiece of Thomas Hobbes' *Leviathan*

ENG 2054 – British Writers I

3 Units

Fall 2024

Meeting days/times: T/Th 9:30-10:45 am

Meeting location: Bond Academic Center (BAC) 156

Final Exam: Thursday, 12/19 10:30-1:00 pm

Instructor title and name:	Dr. Schuyler Eastin
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Office location and hours:	Bond Academic Center 122 (and Zoom upon request: https://pointloma.zoom.us/my/seastin2) M 1:00-2:00 pm, TTh 1:00-3:00 pm, 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 survey of representative medieval and early modern genres, authors, works, and movements from 700 to 1700 within their cultural contexts. Considers the lasting influence of these works on modern cultures and literary canons as well as the effects of periodization across the medieval/early modern divide.

Extended Course Description

This course will also challenge our assumptions about human intellectual and literary development by examining texts against the grain of traditional historical sequence. By treating the works covered throughout the survey as a record of cultural history, the course will consider two key questions: how does periodization manufacture a narrative of human progress? To what extent does this narrative perpetuate structures of marginalization in modern culture?

Program and Course Learning Outcomes

Successful students in this course will be able to:

1. Closely read (**comprehension**, **analysis**) and critically analyze (**analysis**) texts in their original languages and/or in translation.
2. Recall (**knowledge**), identify (**knowledge**), and use (**application**) fundamental concepts of literary study to read and discuss texts
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)
 - e. Contemporary critical approaches
 - f. Extra-literary research
3. Analyze (**analysis**) the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect (**synthesis**, **evaluation**) the texts with their own lives.
4. Create (**synthesis**, **evaluation**) detailed and informed textual analysis of literary works citing sources correctly using MLA Style that demonstrate a critical close reading of fundamental elements of literature.

Required Texts and Recommended Study Resources

The Broadview Anthology of British Literature 3rd ed. Concise Edition Vol. A. ISBN 978-1-55481-312-4 (hard copy highly recommended)

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

Assessment and Grading

Grades have probably been a factor of your life for as long as you've been a student. We often feel that A's confirm our intelligence while D's make us doubt it. But how often do these letters actually encourage us to reflect on what we have 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 varied paces 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. For this 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 represent the *labor* you have invested in this course, not a measure of your intellectual quality. The [“labor-based grading contract”](#) (ref. Inoue) that follows will establish this semester’s expectations for both the student AND the instructor. This system 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 meeting all stated expectations on all assignments.
- Instead of point values or letter grades on your work, all assignments will be marked Complete, In Progress, or Unsubmitted according to a Canvas Grading Scheme that simply indicates whether an appropriate amount of work has been done or if more work is needed for the assignment to be considered complete.
- All assignments are required to earn the default grade in the course (see the grade scale below). You have 30 days after the original due date to follow-up on assignments that have been marked In Progress or Unsubmitted (this does not extend past Finals Week). Any assignments that are not Complete by the end of the semester will negatively impact your final grade. Taking the time to follow-up on these assignments will keep your grade level and can even improve it.
- If for some reason you are unable to complete assigned work on time, it is your responsibility make arrangements with me for completing it. Late work is allowed, but only if you are actively communicating with me about it.
- You can expect to receive detailed feedback via Canvas on most assignments you submit. This feedback will either confirm the effectiveness of your approach or detail any needed Follow-up work. Follow-up work will typically involve writing additional content, answering questions raised in Canvas feedback by emailing, sending a Google Chat, or visiting office hours. This feedback is always an invitation to further conversation. Following-up will allow you to change the status of your In Progress/Unsubmitted assignments to Complete.
- Instead of Quizzes or Midterms that reward or punish you, we will complete Progress Checkpoints that assess how your engagement with the course material is developing. As with other assignments, you can change the status of In Progress or Unsubmitted Progress Checkpoints by visiting Office Hours or by otherwise following-up as instructed in Canvas.
- In addition to the labor of reading and writing for this course, a major aspect of your labor as a student is being physically and intellectually present in class. Attendance and active engagement is required and necessary for your progress.

Final Grades will be based on the following scale. However, it should be noted that this is not a point-based scale but a holistic system that takes into account the density of Complete/In Progress/Unsubmitted assignments in each of the categories listed under “Assignments at-a-Glance” below:

- 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 your word count or the number of works you cite, 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

- supporting your peers' learning through active contributions in class (see the Inclusive Participation policy below).
 - 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 and demonstrate consistent attendance and engagement.
- C: You will earn a C if by the end of the term +25% of your weekly assignments are still In Progress or Unsubmitted, if any required components are absent from any of the larger assignments, if any requests for follow-up have not been addressed by the end of the semester, or if you exceed 3 unexcused absences.
- D: You will earn a D if by the end of the term +33% of your weekly assignments are In Progress or Unsubmitted, if multiple requirements are absent from any larger assignments, if all requests for follow-up have gone unaddressed by the end of the semester, or if you are habitually disengaged/absent from the course conversation.
- F: You will earn an F if you have not completed any of the larger assignments, all requests for follow-up have gone unaddressed by the end of the semester, and if you are habitually disengaged/absent from the course conversation.
- +/-: 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.

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the Class Schedules site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In this course we will cover a variety of topics, all of which has been intentionally curated to achieve the learning goals for this course. This course will involve literary depictions of murder, suicide, and sexual assault. For this reason, each time this topic appears in a reading, it is marked on the course schedule with this Content Warning superscript: ^{CW}. I recognize you may find some of these topics triggering. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to excuse yourself from the discussion of a certain topic, keep in mind that class topics and material are discussed for the sole purpose of expanding your intellectual engagement in literary study. You are still responsible for the material, but we can discuss alternative methods for accessing that material and for assessing your learning. In either case, I will remain committed to supporting you throughout your learning in this course.

Spiritual Care

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

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual 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 Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel. Note that all recordings are subject to copyright protection.

Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

Use of generative Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is not permitted *unless explicitly stated*, and use of these tools outside of direct instructions will be treated as plagiarism. There are certain situations in which the use and discussion of AI tools could be relevant to our course content and you are welcome to ask about how you might do so productively. However, substituting your own intellectual labor with the nonintellectual work of an AI is rarely justified (see the course Labor Based Grading policy above). Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI: [MLA Style Center: Citing Generative AI](#)

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). 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 work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

Sexual Misconduct and Discrimination

In support of a safe learning environment, 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 accommodations and resources 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, faculty and staff are 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.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

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 an “F” grade.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you’re in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

Additional Policies

Inclusive Participation: Our class should be a space for productive discussion, 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 be supportive of the fact that your peers are doing the same

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.

Additionally, I recognize that not everyone is perfectly comfortable with the seminar discussion format this course will employ. While I encourage you to exercise your voice and feel confident with your own agency in class discussions, participation and engagement can take on more forms than verbal contributions. For this reason, I encourage you to take advantage of all methods of interaction with your peers and with me, including online discussions, our class Google Chat, and office hours (see Multimodal

Learning below). These mediums will allow you to demonstrate your engagement even if you struggle with speaking publicly.

Preparedness and Workload: you should arrive to class having read all assigned materials and to have the readings on-hand to support your contributions to class discussion. Active reading and annotation is highly encouraged in order to help you contribute to our analytical approaches and to raise valuable questions during discussion.

The reading assignments in this course will sometimes be long and challenging. I recognize that premodern English isn't the easiest to read and for that reason, I actually encourage you to seek 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 our primary modality will be in-person verbal discussion, new technology has made possible a number of synchronous and asynchronous options for sharing ideas and collaborating. This will include a dedicated class Google Slides deck, Google Chat space, Shared Google Docs, Padlets, Youtube playlists, and other digital tools we may discover as the course progresses (links to all course tools are available in Canvas). It is my hope that new and innovative digital tools will help us find fascinating ways to explore literary texts and to supplement our discussions with easily-shared media and information. Be prepared to take advantage of or even pioneer these 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 Progress Checkpoints (Learning Outcome 2) These checkpoints will allow us to assess your progress over the course of the semester. They will likely involve a mix of take-home questions and in-class discussion/debate, but the format and approach will be discussed 1 week in advance.
- Discussion Openers (Learning Outcome 4) Once per semester, each student will contribute a short 5-7 minute presentation that will help to initiate the discussion for the day. For these openers you will:
 - Conduct some research on your text by finding and reading a scholarly article that explores a specific literary element or cultural connection. This article should be scholarly, but doesn't necessarily have to be literary, as long as it was published in a reputable peer-reviewed academic journal or book within the last 20 years. As you read, be sure you can clearly identify the author's claim and their use of textual evidence.
 - Present your Opener in class:
 - Summarize the article you read by:
 - Identifying the author and publication
 - Identifying their claim and explaining their use of evidence.
 - Point out a passage from your own reading of the text that illustrates the author's methods.

- Pose an thoughtful open-ended question inspired by this article that will allow us to test, respond to, or even debate their claims.
 - Support your opener by adding a slide or two to the class’s shared Discussion Opener Slide deck. One of your slides should contain the MLA bibliographic citation for your article and a link (if available):
 - *Note: for the sake of time, don’t feel the need to resummarize the text or reintroduce the author of your literary text.*
- Close Readings (CRs) (Learning Outcome 1): Usually once a week, you will contribute an analytical response to a Discussion Board question posted in the week’s Canvas module. The specific requirements of each exercise may vary from week to week and may not always take the form of a Discussion post, but you should generally expect to:
 - Respond thoughtfully to the posted question
 - Support your response with evidence from the text(s)
 - Contribute at least one response to another student’s posting in a way that expands on or challenges their conclusions (as long as you keep it respectful).
- Labor-based Grading:
 - All components listed above are required for the assignment to be considered Complete. This will satisfy the requirements for those of you seeking the default “B” grade in the course.
 - Students seeking an “A” grade in the course should plan to make active use of the literary features and/or cultural contexts explained in the introductory reading each text.
- Postings should be a minimum of 200 words in length and replies should be a minimum of 50 words in length. Initial postings are due by the time class begins on the date listed in the course schedule. Replies are due by 6:00 pm the following day.
- Any variation in these requirements will be detailed in the Canvas assignment link.
- Literary Adaptation Project (Learning Outcome 3) In line with our overall critical lenses of anachronism and periodization, this project will push you to consider the ways in which the literature of the past makes contact with the present. Informed by a key piece of scholarship and supported by a well-developed close reading, you will create or propose a modern adaptation of one of our texts in a medium of your choosing. A handout containing the assignment details for the research paper will be distributed mid-semester.

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. Links to online material can be found here and in Canvas. All PDFs are posted to Canvas.

Week	Day	Class Topic/Activity	Due
1	September 3	Course Introduction, Syllabus <i>Download and read the course syllabus</i>	
	September 5	Sangha "On Periodisation" Stephen Greenblatt Preface from <i>The Swerve</i> PDF in Canvas Laura Miles, "Stephen Greenblatt's The Swerve..." Skim <i>Broadview Anthology of British Literature</i> "The Medieval Period" 1-39, "The Renaissance and the Early Seventeenth Century" 542-593	
2	September 10	Geoffrey Chaucer, <i>The Canterbury Tales: General Prologue</i> , 293, 297-315	Close Reading 1
	September 12	<u>Unit 1: Those Who Fight</u> Thomas Hobbes, <i>Leviathan</i> 950-954 and Chapter XVII Queen Elizabeth I 759-763, 772, 776-777	
3	September 17	Edmund Spenser, <i>The Faerie Queene</i> , 667-684 691-698 (Book I, Cantos 1, 2, and 4)	CR 2
	September 19	Chrétien de Troyes <i>Lancelot</i> ^{CW: physical violence} day 1 see link and instructions in Canvas	
4	September 24	Chrétien de Troyes <i>Lancelot</i> ^{CW: implied sexuality} day 2 see link and instructions in Canvas	
	September 26	Sir Thomas Malory <i>Le Morte D'Arthur</i> 487-489, 497-541	CR 3
5	October 1	Geoffrey Chaucer, <i>The Canterbury Tales: The Wife of Bath's Prologue and Tale</i> ^{CW: domestic violence, rape} 329-350	CR 4
	October 3	<i>Beowulf</i> 81-108 (lines 1-1650)	
6	October 8	<i>Beowulf</i> 108-127 (lines 1651-3182)	CR 5
	October 10	<u>Unit 2: Those Who Pray</u> Bede <i>Ecclesiastical History of the English People</i> "41-51 Exeter Book elegies 65-71	
7	October 15	UNIT 1 PROGRESS CHECKPOINT	No CR this week

	October 17	"The Dream of the Rood" 72-75 <i>The York Play of the Crucifixion</i> , 445-452	
8	October 22	<i>The Second Shepherd's Play</i> 453-480	CR 6
	October 24	<i>Fall Break (no class)</i>	
9	October 29	<i>The Ancrene Riwe</i> see link and instructions in Canvas Julian of Norwich <i>A Vision Shown to a Devout Woman</i> 387-403	
	October 31	<i>Everyman</i> 473-485 John Milton 993, " On the Morning of Christ's Nativity " John Donne 913-914, 935-938 George Herbert 961-966, 971	CR 7
10	November 5	Christopher Marlowe <i>Doctor Faustus</i> 831-832, 846-863 (Acts 1-2)	
	November 7	Christopher Marlowe <i>Doctor Faustus</i> 863-875 (Acts 3-5)	CR 8
11	November 12	UNIT 2 PROGRESS CHECKPOINT	No CR this week
	November 14	<u>Unit 3: Those Who Work</u> Geoffrey Chaucer <i>The Miller's Prologue and Tale</i> ^{CW: sexual humor} 316-329	
12	November 19	Thomas More <i>Utopia</i> link and instructions in Canvas	
	November 21	Margaret Cavendish 1146-1152, 1156-1163	CR 9
13	November 26	Aphra Behn <i>Oroonoko</i> ^{CW: rape, violence, slavery} 1230-1231, 1233-1269	Literary Adaptation Project Proposal,
	November 28	<i>Thanksgiving Break (no class)</i>	No CR this week
14	December 3	Amelia Lanyer's Salve Deus Rex Judaeorum : "To the Lady Elizabeth's Grace," "To All Vertuous Ladies in Generall," "To the Lady Lucie, Countess of Bedford," "To The Lady Anne, Countess of Dorset"	
	December 5	Christopher Marlowe "The Passionate Shepherd to His Love" 845 John Donne "The Flea" 920, "Elegy 19. To His Mistress Going to Bed" ^{CW: sexual objectification} 925 Andrew Marvell "To His Coy Mistress" ^{CW: sexualized gaslighting} 974, 979-980	CR 10

15	December 10	Ben Jonson 900, "To Penshurst," 905-906 Æmelia Layner 804, "The Description of Cooke-ham" 807-810	CR 11
	December 12	UNIT 3 PROGRESS CHECKPOINT	No CR this week
16	December 19 10:30-1:00	Literary Adaptation Project Presentations	