



**Literature, Journalism, and Modern Languages**  
**LIT 2054, Section 1**  
**British Writers I**  
**Race, Class, Gender, and Religion in Early English Literature**

Fall 2019

<b>Meeting times:</b> M/W/F 12:15-1:10 pm	<b>Instructor:</b> Dr. Blessing, Professor of Literature and Women's Studies x2652
<b>Meeting location:</b> Bond Academic Center 156	<b>E-mail:</b> CarolBlessing@pointloma.edu
<b>Final Exam:</b> Friday, December 20 10:30-1:00pm	<b>Office:</b> Bond Academic Center 115
	<b>Office Hours:</b> 10:30am-11:30am MWF, 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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**CATALOGUE DESCRIPTION**

Discussion and analysis of major movements, genres, authors, and works within their cultural contexts from 700 to 1798. Includes Beowulf and work by authors such as Chaucer, Julian of Norwich, Malory, Spenser, Lanyer, Marlowe, Shakespeare, Webster, Milton, Behn, Cavendish, Swift, and Pope.

**COURSE LEARNING OUTCOMES**

*You will be able to:*

1. Closely read and critically analyze texts in their original languages and/or in translation.
2. Recall, identify, and use 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 the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.
4. Create detailed and informed textual analysis of literary works that demonstrate a formalist close reading of fundamental elements of literature.

**REQUIRED TEXTS AND RECOMMENDED RESOURCES**

*The Broadview Anthology of British Literature, Concise Edition, Volume A, Third Edition, 2017.*

On-line resources through the Broadview website: <http://www.broadviewpress.com/babl/> and enter the code that comes with your purchased textbook.

**COURSE REQUIREMENTS**

- **PREREQUISITE: COMPLETION OF THE COLLEGE COMPOSITION REQUIREMENT**
- Reading of all assignments by the dates listed below. A minimum of two hours outside of class is expected for every hour in class (6 hours outside work weekly). (CLO 1)
- Frequent quizzes, consistent attendance, and helpful participation (10%)(CLO 2)
- Twelve one-page analyses, approximately 300 words each, dates as noted on the syllabus (15%). Turn in one each week on the day of the question upon which your analysis is based. (CLOs 2-4) **Please note: there are fourteen analysis dates listed on the syllabus, so you can miss up to two without penalty.**

- One oral/written presentation on contexts connected to a work. (10%)(CLOs 2 and 3)
- Two five-page essays, approximately 1200-1500 words each, 10% each (20% total). These may be expansions of your shorter analysis work. More instructions to follow. (CLOs 2-4)
- Two examinations, as noted on the syllabus. The midterm is worth 20%; the final exam is worth 25%. (CLOs 2 and 3)

PERCENT	GRADE
93-100	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
73-77	C
70-72	C-
68-69	D+
63-67	D
60-62	D-

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### ANALYSIS RESPONSES: WORTH 15% OF YOUR GRADE

Format: Typed, Double-spaced, 300 words—turn in one each week

Write a thesis statement that answers the question of the day—One sentence opening—not an entire paragraph

Use three paragraphs to support your thesis

Write a one sentence conclusion

Use the text itself—your analysis must be fully based in the literary work; all assertions must be backed up with examples from or references to the work. Use parenthetical references and list the page numbers of the text you cite.

The analysis must be your own work—not taken in part or the whole from any other sources.

Grading is based on:

1. Thoroughness of response—demonstrating good understanding of the text
2. Originality of ideas
3. Critical thought
4. Strength of thesis/argument
5. Strength of support from the text
6. Use of MLA Style

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### ORAL REPORTS—THESE WILL COVER CONTEXTS CONNECTED TO A LITERARY WORK: WORTH 10% OF YOUR COURSE GRADE

1. Sign up for a date on which to present—choose a topic connected to the work  
Suggestion for ideas—ahead of the date of your presentation, read the introduction in the textbook for possible topics that you can research.
2. Research the topic using three sources outside of our text. Do not use Wikipedia or similar sources. Use reputable and current books, journal articles, and/or on-line resources from reputable sites such as those connected with universities and historical organizations. A major part of your grade is the quality of your resources.
3. Present your findings to the class on the date for which you signed up. The presentation must not run over ten minutes, so practice it ahead of time.
4. Include a one-page typed summary of your research and give out copies to me and the class, including a list of your three sources in MLA format.

## COURSE POLICIES AND PROCEDURES:

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### PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

### 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.

The Department of Literature, Journalism, and Modern Languages deems intellectual and academic integrity to be critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student's academic record and moral character. Students who present the work of others, which includes but is not limited to borrowing another student's work, buying a paper, or using the thoughts or ideas of others as if their own (using information in a paper without citation), commit plagiarism. Students will be held accountable for plagiarized material whether the material was plagiarized intentionally or unintentionally. Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and area dean. The dean will review the report and submit it to the Provost and the Vice President for Student Development. It will then be placed in the student's academic file.

### PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If you are absent from more than 10 percent of class meetings, I can file a written report which may result in de-enrollment. If the absences exceed 20 percent, you may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

**Public Discourse:** Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class. Thinking of our class work as public and shared also gives us the chance to treat one another with gentleness and compassion.

**Final Examinations:** Final Examinations are the culminating learning event in a course, and they are scheduled to take into account all the different courses and departments across the university. The exam

schedule varies from year to year. The final examination schedule is posted on the Class Schedules site. You are expected to arrange your personal affairs to fit the examination schedule. Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved.

**Inclusive Language:** Because the Literature, Journalism, and Modern Language department recognizes the power of language, in its essence and in the ways it may be used either for good or for ill, we ask that all public language used in this course, including written and spoken discourse, be inclusive. This standard is also outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.

## **INCOMPLETES AND LATE ASSIGNMENTS**

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

## **CLASS SESSIONS, PREPARATION, ASSIGNMENTS, AND TECHNOLOGY:**

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- a. **Put away your cell phone during class. There will be a penalty noted for each time you use it in class, resulting in a loss of credit in the class participation grade.**
- b. **Put away your laptop or tablet computers during class, unless I request that you bring them for specific in-class assignments, or if you have DRC instructions to use them. Instead, use your notebooks to take handwritten notes in class, shown by neuroscience to increase focus, help to better process material, and enhance memory.**
- c. **Always bring your text with you to class—we will use them for coverage, in-class exercises, and group work.**
- d. Come to class having read the assigned work and prepared to analyze, discuss, and read parts of it aloud. There may be a quiz or group work on the reading.
- e. Completion of all assignments is required, and passing the course will be difficult without doing so. Readings and written responses must be prepared in advance of the date scheduled/due and of sufficient length and quality to meet the assignment's requirements and intents. Missed work (quizzes and written responses) may be made up only in truly extenuating circumstances and only if you and I have had a conversation about your situation. No make-up work will be given for missed work.
- f. Late assignments will not be accepted either in person, by delivery, or in my mailbox (unless you and I have communicated prior to the deadline about extenuating circumstances).
- g. It is your responsibility to see to it that I receive your work.
- h. Always keep electronic copies of your work on hand so that you can provide duplicate copies, as necessary.
- i. **If you encounter difficulties with the class assignments or need further assistance, please let me know, and we can set up a time to meet.**

**Email and Canvas:** You are responsible for checking your PLNU email account and Canvas regularly for electronic messages from me (and sometimes from your classmates). You are fully accountable for all course material, announcements, communications that are distributed via email and Canvas; and I will send messages only to these sites. **Please let me know right away if you encounter any technical problems with these sites.**

**Extenuating Situations and Grades:** No "Incomplete" grades will be assigned unless extenuating circumstances (e.g., death in the family, automobile accidents, hospitalization) prevail. If you find yourself in such a situation, please contact me immediately and submit any necessary and valid documents to help clarify and document your situation (e.g., doctor's letter on letterhead, funeral service program, police report, etc.).

No *Cliff's Notes*, *Barron's Notes*, *Spark Notes*, *Wikipedia*, or similar guides are to be used for papers, brought to class, or used as a substitute for the reading.

**Class Schedule - Complete all readings by the assigned days and bring your textbook with you for each class meeting. Turn in one analysis response a week in response to one of the work's questions.**

DATE	IN CLASS COVERAGE	WORK DUE
<b>Week 1</b>		<b>Analysis Response this week</b>
Sep. 4	Course Introduction; Backgrounds to Old and Middle English	
Sep. 6	The Medieval Period, pp. 1-39; Bede, pp. 41-66; <i>The Dream of the Rood</i> , pp. 72-75	
<b>Week 2</b>		<b>Analysis Response this week</b>
Sep. 9	<i>Beowulf</i> , pp. 81-127 <b>Analysis: How do the pre-Christian and Christian value systems in the epic both intersect and clash with one another?</b>	
Sep. 11	<i>Judith</i> , on-line resource; Geoffrey of Monmouth, <i>The History of the Kings of Britain</i> , pp. 133-139 and 147-155 <b>Analysis: How does the biblical Judith become reconstructed into an Anglo-Saxon warrior woman?</b>	
Sep. 13	Marie de France: <i>Lais</i> , pp. 179-202 <b>Analysis: What views of married love do these works present?</b>	
<b>Week 3</b>		<b>Analysis Response this week</b>
Sep. 16	<i>Sir Gawain and the Green Knight</i> , pp. 225-255 (Fitts 1 & 2) <b>Analysis: What views of Arthur's Court does this work present?</b>	
Sep. 18	<i>Sir Gawain and the Green Knight</i> , pp. 255-290 (Fitts 3 & 4) <b>Analysis: How do the bedroom scenes and the hunting scenes relate to each other?</b>	
Sep. 20	Geoffrey Chaucer, <i>The Canterbury Tales: The General Prologue</i> , pp. 293-315 <b>Analysis: Which character do you find most intriguing and why?</b>	
<b>Week 4</b>		<b>Analysis Response this week</b>
Sep. 23	Chaucer: <i>The Wife of Bath's Prologue and Tale</i> , pp. 329-350 <b>Analysis: Is Chaucer's depiction of the wife misogynistic or complimentary?</b>	
Sep. 25	Julian of Norwich, <i>A Vision Showed to a Devout Woman and A Revelation of Love</i> , pp. 386-403 <b>Analysis: Analyze Julian's view of Christ as Mother</b>	
Sep. 27	Margery Kempe, <i>The Book of Margery Kempe</i> , pp. 404-421 <b>Analysis: In what ways was Margery an atypical medieval woman?</b>	
<b>Week 5</b>		<b>Analysis Response this week</b>
Sep. 30	<i>The Second Shepherd's Play</i> , pp. 453-471 <b>Analysis: How does the shepherds' encounter with Christ compare to the encounter of the mystics with Christ from last week?</b>	
Oct. 2	<i>Everyman</i> , pp. 474-482 <b>Analysis: What is the path to salvation for Everyman?</b>	
Oct. 4	Sir Thomas Malory: <i>Morte Darthur</i> , pp. 487-537 <b>Analysis: What role does Guinevere play in the story?</b>	
<b>Week 6</b>		<b>Analysis Response this week</b>
Oct. 7	The Renaissance and Early Seventeenth Century, pp. 542-593	<b>Paper #1 DUE</b>
Oct. 9	Sir Thomas More: <i>Utopia</i> , on-line resource <b>Analysis: Describe More's vision of an ideal society.</b>	
Oct. 11	Sir Thomas Wyatt and Henry Howard, Earl of Surrey, pp. 610-623 <b>Analysis: How are male/female roles portrayed in the poems?</b>	
<b>Week 7</b>		<b>Analysis Response this week</b>
Oct. 14	Edmond Spenser: <i>The Faerie Queene</i> , Book I, Canto 1, pp. 667-678 and Canto 11, pp. 704-711 <b>Analysis: Describe three allegorical elements in the work.</b>	
Oct. 16	Sir Philip Sidney: <i>Astrophil and Stella</i> , pp. 729-740 <b>Analysis: Discuss the relationship of Astrophil and Stella.</b>	
Oct. 18	Queen Elizabeth, pp. 759-765 and Mary Sidney Herbert, on-line resource <b>Analysis: How do these women counter the ways in which male writers have presented them?</b>	

<b>Week 8</b>		<b>Analysis Response this week</b>
Oct. 21	Aemelia Lanyer, pp. 804-810 and on-line resource <b>Analysis: What are Lanyer's arguments against misogyny?</b>	
Oct. 23	<b>Midterm Exam</b>	<b>Midterm Exam</b>
Oct. 25	<b>Fall Break Day—No Class</b>	
<b>Week 9</b>		<b>Analysis Response this week</b>
Oct. 28	Francis Bacon: <i>Essays</i> , pp. 823-830 <b>Analysis: What is Bacon's view of Truth?</b>	
Oct. 30	Christopher Marlowe: <i>Doctor Faustus</i> , pp. 831-833 and 846-875 <b>Analysis: Is Faustus damned or saved at the end of the play? Explain.</b>	
Nov. 1	<i>Doctor Faustus</i> —In context, pp. 875-879; continue coverage of the play <b>Analysis: How does Doctor Faustus relate to your life as a student/scholar?</b>	
<b>Week 10</b>		<b>Analysis Response this week</b>
Nov. 4	William Shakespeare: <i>Sonnets</i> , pp. 880-899 <b>Analysis: How does the speaker portray his relationships with both the young man and the female?</b>	
Nov. 6	Ben Jonson, pp. 900-909, and Andrew Marvell, pp. 974-981 <b>Analysis: What are the views of love in one poem?</b>	
Nov. 8	John Donne, pp. 913-924 <b>Analysis: What views of women do these poems contain?</b>	
<b>Week 11</b>		<b>Analysis Response this week</b>
Nov. 11	Continue Donne's poetry, pp. 929-941 <b>Analysis: How does Donne portray his relationship with God?</b>	
Nov. 13	John Webster: <i>The Duchess of Malfi</i> , on-line resource <b>Analysis: What do you think of the Duchess's clandestine marriage?</b>	
Nov. 15	<i>The Duchess of Malfi</i> , continued <b>Analysis: How would you describe the philosophy of the play?</b>	
<b>Week 12</b>		<b>Analysis Response this week</b>
Nov. 18	Lady Mary Wroth, pp. 942-949 and Katherine Philips, pp. 987-992 <b>Analysis: Compare the poets' portrayal of relationships</b>	
Nov. 20	George Herbert, pp. 961-973 <b>Analysis: Characterize Herbert's views of God.</b>	
Nov. 22	John Milton: <i>Paradise Lost</i> , Book One: pp.993-995 and 1015-1030 <b>Analysis: How is Satan portrayed?</b>	
<b>Week 13</b>		
Nov. 25	<i>Paradise Lost</i> , Book Nine, pp. 1071-1086 <b>Analysis: What does Milton add to the Genesis account of the Fall?</b>	<b>Paper #2 DUE</b>
Nov. 27-29	<b>Thanksgiving Recess—No Classes</b>	<b>Be Thankful!</b>
<b>Week 14</b>		<b>Analysis Response this week</b>
Dec. 2	The Restoration and the 18 <sup>th</sup> Century, pp. 1108-1144; John Dryden and "Mac Flecknoe," pp. 1165-1167 and 1182-1186 <b>Analysis: How does Dryden use satire in "Mac Flecknoe?"</b>	
Dec. 4	Margaret Cavendish, pp. 1146-1162 <b>Analysis: How does Cavendish's "A Blazing World" respond to Utopia?</b>	
Dec. 6	John Bunyan: <i>The Pilgrim's Progress</i> , pp. on-line resource <b>Analysis: How does Bunyan's depiction of salvation compare with Milton's?</b>	
<b>Week 15</b>		<b>Analysis Response this week</b>
Dec. 9	Aphra Behn: <i>Oroonoko</i> , pp. 1230-1231 and 1233-1252 <b>Analysis: Characterize Oroonoko and his relationship with Imoinda.</b>	
Dec. 11	<i>Oroonoko</i> , 1252-1269 <b>Analysis: What are the connections between the female English narrator and the African slave Oroonoko?</b>	
Dec. 13	Anne Finch, pp. 1382-1388; Mary Astell, handout; and Lady Wortley Montagu, pp. 1557-1563 <b>Analysis: What views of gender inequality do these writers put forth?</b>	
Dec. 20	FINAL EXAM—Friday 10:30-1:00pm <b>From the Schedule of Classes: "The published time for the final examination is one of the considerations when enrolling for a course. Students are expected to arrange their personal affairs to fit the examination schedule."</b>	<b>FINAL EXAM</b>