



Literature, Journalism, and Modern Languages

LIT 445, Section 1

17th Century English Literature

Spring 2019

Meeting times: T/R 9:30-10:45	Instructor: Dr. Blessing, Professor of Literature
Meeting location: BAC 102	E-mail: CarolBlessing@pointloma.edu
Final Exam: Thursday, 5/2 10:30-1:00pm	Office: Bond Academic Center 115 Phone: (619) 849-2652
	Office Hours: M/W 9:30-11:30, T/R 8:00-9:30 and by appointment (email me to set up an appt.)

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.

WELCOME TO LIT445, SEVENTEENTH-CENTURY ENGLISH LITERATURE

Welcome to the Century of Revolution--Seventeenth Century England. This era was my primary focus in graduate school, and it is a time of changes and intelligent, beautiful literature that reflects the ongoing debates of the period. The scientific revolution began in this century, provoking both excitement and concern over what this meant for religious beliefs. It is the age when democracy began, when women's roles were challenged and expanded, when women's writings blossomed and prepared the way for feminism, when the State Church of England was in tension with non-conformist religious groups, and when the theological debate between Calvinism (predestination) and Arminianism (free will) was in full swing. It is the age that produced the most profound meditational religious poetry, the supreme English epic *Paradise Lost*, the popular tale of the Christian journey, *Pilgrim's Progress*, the first work published by a professional woman writer, Aemilia Lanyer, and many more firsts. Join in the journey back in time to literature which still influences our time...

CATALOGUE 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. Prerequisite: LIT254.

REQUIRED TEXTS, in order by assigned readings

Rudrum, Alan et al. *The Broadview Anthology of Seventeenth-Century Verse and Prose*.

Cavendish, Margaret. *A Description of the Blazing World*. Broadview Press.

Milton, John. *The Major Works*. Oxford World's Classics edition.

COURSE LEARNING OUTCOMES (with Bloom's Taxonomy Level Indicated)

You will be able to:

1. Closely read (comprehension, analysis) and critically analyze (analysis) texts in their original languages and/or in translation. (PLO 2,3,5)
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 (PLO 2,3,5)
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. (PLO 1)
 4. Create (synthesis, evaluation) detailed and informed textual analysis of literary works employing secondary sources and applying concepts of literary study and literary theory. (PLO 3,4)

ALIGNMENT OF STUDENT LEARNING OUTCOMES & COURSE ASSESSMENTS

PLO	CLO	Assessments
<p>(PLO 2) Identify and articulate characteristics and trends of diverse literatures and historical periods: dates, styles, authors, and canon formation.</p> <p>(PLO 3) Develop and support close readings of texts using literary theory and terminology.</p> <p>(PLO 4) Employ strong rhetorical, literary, and analytical skills in their writing.</p>	<p>(CLO 1) Closely read and critically analyze texts in their original languages and/or in translation.</p>	<p>Analyses Major Paper Final Exam</p>
<p>(PLO 2) Identify and articulate characteristics and trends of diverse literatures and historical periods: dates, styles, authors, and canon formation.</p> <p>(PLO 3) Develop and support close readings of texts using literary theory and terminology.</p> <p>(PLO 4) Employ strong rhetorical, literary, and analytical skills in their writing.</p>	<p>(CLO 2) Recall, identify, and use fundamental concepts of literary study to read and discuss texts:</p> <ul style="list-style-type: none"> 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 	<p>Analyses Major Paper Final Exam</p>
<p>(PLO 1) Integrate their literature studies with ongoing reflection and hospitable engagement with a diverse world.</p>	<p>(CLO 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.</p>	<p>Analyses Oral Presentation Major Paper Conversations in Community Paper Final Exam</p>
<p>(PLO 3) Develop and support close readings of texts using literary theory and terminology.</p> <p>(PLO 5) Present literary analysis to formal audiences, demonstrating strategies for audience engagement and oral communication of written work.</p>	<p>(CLO 4) Create detailed and informed textual analysis of literary works that analyze several of the fundamental concepts of literary study with mastery increasing beyond the 200 course level.</p>	<p>Major Paper Analyses Oral Presentation</p>
<p>PLO</p>	<p>CLO</p>	<p>Assessments</p>

COURSE REQUIREMENTS (1000 pts. Possible)

- Reading of all assigned works before class time.
- Ten analysis papers (see instructions below) (15%) (There are eleven listed; you may skip one)
- One oral presentation in-class (10%)
- Participation in one video project for Conversations and Community: Unity in Faith, Science, & Practice (5%)
- One research paper prospectus—two pages (5%)
- One longer research/critical paper—10 to 12 pages (20%)
- One 600-word essay for Conversations and Community: Unity in Faith, Science, & Practice (10%)
- Final (20%)
- Quizzes and other writings (such as summaries of critical articles), in-class work (10%)
- Participation and attendance—The class will be conducted largely as a seminar, with your active involvement as the crucial element. (5%)

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-

ANALYSIS INSTRUCTIONS

- Length of each analysis should be 300-350 words (one double-spaced, typed page, Times New Roman 12 pt.)
- Pose a significant question of your own on the reading, in regard to one of these topics: gender, science, nature, or faith
- Write a one-sentence thesis in answer to the question
- Support the thesis with three paragraphs
- End with a one-sentence concluding statement
- Share your analysis papers orally with the class, seminar-style

COURSE POLICIES AND PROCEDURES

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 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.

Plagiarism in any form is a violation of Christian and academic values, will not be tolerated, and will at a minimum result in a failure of the assignment; it may result in failure of the course. The following is the LJML Department Policy on Plagiarism:

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 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.

Attendance: Please read the Class Attendance section of your PLNU Catalog, carefully. If students miss more than 10% of class meetings (approx. 4 for a MWF course and 3 classes for a TTH course), faculty members may file a written report which may result in de-enrollment from the course. If you miss more than 20% of class meetings (approx. 8 for a MWF course and 6 classes for a TTH course), you may be de-enrolled without notice. De-enrollment may have serious consequences on residence, athletic, and scholarship requirements; it may also necessitate a reduction or loss in your financial aid.

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.

Maintaining Your Own Class Schedule through Online Registration: You will be responsible for maintaining your own class schedule. Should you need to drop this or any course, please remember to drop the course before the deadline. If you need to drop a class, be sure to fill out and submit the official forms; simply ceasing to attend may result in a grade of F on your transcript.

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. 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.

Diversity Statement: Point Loma Nazarene University is committed to diversity in the classroom, in its publications and in its various organizations and components. Faculty and staff recognize that the diverse backgrounds and perspectives of their colleagues and students are best served through respect toward gender, disability, age, socioeconomic status, ethnicity, race, culture and other personal characteristics. In addition, the department of Literature, Journalism, and Modern Languages is committed to taking a leadership position that calls for promoting a commitment to diversity in and out of the classroom and in the practices of writing, journalism and the study of literature.

Class Sessions, Preparation, Assignments, and Technology:

- a. This is primarily a seminar/discussion course with some background lectures. Bring your ideas, questions, analysis, and insights to class and share them.
- b. You may use your laptop or tablet only for note-taking, not checking email or other activities. If you are using an electronic device, please let me know and have no other “file” open on your reader other than for note-taking.
- c. **All other electronics must be muted or turned off for the entire class period. No texting! Please put your phone away.**
- d. 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.
- e. 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).
- f. It is your responsibility to see to it that I receive your work.
- g. Always keep electronic copies of your work so that you can provide duplicate copies if you need to.

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 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 day
All readings except Margaret Cavendish's The Blazing World and
those by John Milton are from the Broadview Anthology..

DATE	IN CLASS COVERAGE	WORK DUE
Week 1		
Jan. 10	Course Introduction; Seventeenth Century Backgrounds, Handout	
Week 2		
Jan. 15	Francis Bacon: essays—"Of Truth" pp. 25-26, "Of Travel" pp. 33-39, "Of Studies" pp. 45-46 (Both versions), Selections from <i>Novum Organum</i> , pp. 47-62.	One Analysis due this week
Jan. 17	Bacon – <i>The New Atlantis</i> – on Canvas	
Week 3		
Jan. 22	John Donne "Anniversary Poem," on Canvas Satire II, pp. 120-122; Sonnets, pp. 123-125	One Analysis due this week
Jan. 24	Donne "Devotions upon Emergent Occasions" pp. 128-145	
Week 4		
Jan. 29	Aemilia Lanyer, pp. 76-96 and on Canvas	One Analysis due this week
Jan. 31	Lady Mary Wroth, pp. 230-238; Elizabeth Clinton, pp. 183-187	
Week 5		
Feb. 5	Rachel Speght, pp. 397-406; Bathsua Makin, pp. 424-433	One Analysis due this week
Feb. 7	Thomas Hobbes, pp. 239-top of 246; bottom of pp. 261-271	
Week 6		
Feb. 12	George Herbert pp. 363-379	One Analysis due this week
Feb. 14	George Herbert, <i>The Country Parson</i> , on Canvas	
Week 7		
Feb. 19	Andrew Marvell, pp. 829-871	One Analysis due this week
Feb. 21	Margaret Cavendish, <i>A Description of the Blazing World</i> , pp. 9-70	
Week 8		
Feb. 26	<i>A Description of the Blazing World</i> , pp. 71-99	Research Paper Prospectus Due
Feb. 28	<i>A Description of the Blazing World</i> , pp. 100-141	
Mar. 4-8	Spring Break—No Classes	
Week 9		
Mar. 12	Margaret Fell pp. 704-712; John Bunyan pp. 953-964	One Analysis due this week
Mar. 14	Katherine Philips pp. 1008-1016; Aphra Behn pp. 1098-1110	
Week 10		
Mar. 19	John Locke, pp. 1029-1035; Mary Astell, on Canvas	
Mar. 21	Project work for Live United: Unity in Faith, Science, & Practice	Live United Essay DUE
Week 11		
Mar. 26	All Milton Works are from the Oxford edition. Milton - Introduction, viv-xxx; "On the Morning of Christ's Nativity," pp.3-10; From <i>Christian Doctrine</i> , pp. 723-733	One Analysis due this week

Mar. 28	Milton: <i>Paradise Lost</i> I & II pp. 355-401	
Week 12		
Apr. 2	Milton: <i>Paradise Lost</i> III, IV pp. 401-445	One Analysis due this week
Apr. 4	Milton: <i>Paradise Lost</i> V, VI pp. 446-491	
Week 13		
Apr. 9	Milton: <i>Paradise Lost</i> VII, VIII pp. 491-523	One Analysis due this week
Apr. 11	Milton: <i>Paradise Lost</i> IX-X pp. 523-580	
Week 14		
Apr. 16	Milton: <i>Paradise Lost</i> XI-XII pp. 580-618	One Analysis due this week
Apr. 18	Easter Recess—No Classes	
Week 15		
Apr. 23	Milton: <i>Paradise Regained</i> pp. 619-669	
Apr. 25	Research Paper Summaries presented in class	Research Paper DUE
May. 2	<i>Final Exam—Thursday, 10:30-1:00pm</i> <i>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."</i>	Final Exam

LIT445—Seventeenth Century British Literature:
Faith and Science Showcase Assignment

Dear Students: You are participating in a campus-wide project this year designed to connect more fully the issues of science and faith in a variety of courses and academic disciplines. Your final version of this reflection essay will be on display in a binder at a special showcase in early April 2019, as well as highlighted in a video with the class reading brief excerpts of the relevant seventeenth century works and sound-bites from their papers.

The reflection essay prompt is: Thinking about your in-process current research project (a ten-page paper focusing on how one author dealt with the connections between his/her faith and the rise of science in the seventeenth century,) and the class readings and discussions, reflect on what you learned regarding the intersections of faith and science in seventeenth century literature and apply it to your own belief systems. Write a 600-word (two-page) double-spaced, 12 pt. font essay that 1. Discusses the intersections of faith and science in one work of literature from the course AND 2. Reflects upon how your own understanding of science and faith intersects and informs your life in comparison or contrast to that work.

Assignment Purposes:

1. To sharpen your critical thinking and writing skills.
2. To deepen your knowledge of at least one work of seventeenth century literature.
3. To focus on the important topic of faith and science in the seventeenth century.
4. To think more deeply about the connections of faith and science in your own life.

The paper will be evaluated according to the following criteria:

1. A strong, clear statement of your thesis regarding the intersection of faith, science, and nature in the work of one author on our course syllabus.
2. Your careful analysis of the work in regard to how the author deals with science in relation to his/her faith.
3. Two or three paragraphs that clearly articulate your own understanding of how science and faith intersect and inform your life in comparison or contrast to the author's work.
4. Use of correct grammar and sentence structure that work together to produce clarity in the paper.
5. Depth of insight in both parts of the paper.