

	<b>Department of Literature, Journalism, Writing, and Languages</b>
	<b>LIT 2054 – British Writers I</b>  <b>3 Units</b>
Fall 2020	



Frontispiece of Thomas Hobbes' *Leviathan*

<b>Meeting days:</b> T Th	<b>Instructor title and name:</b> Dr. Schuyler Eastin
<b>Meeting times:</b> 8:00-9:15 am	<b>Phone:</b> 619-849-2695 (LJWL Office)
<b>Meeting location:</b> Zoom Meeting ID: 944 1806 9543 Bond Academic Center 102*	<b>Email:</b> seastin2@pointloma.edu
<b>Final Exam:</b> Tuesday December 1 7:30-10:00 am	<b>Office location and hours:</b> Zoom meeting ID: 553 754 7566 Bond Academic Center 127* WF 1:00-3:00 pm

\*If in-person classes resume

### 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

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.

This course will also challenge our assumptions about human intellectual and literary progress 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: to what extent does the medieval/modern divide create a false narrative of human progress? And how does this narrative perpetuate structures of marginalization in our modern culture?

Prerequisite(s): Fulfillment of the College Composition requirement.

## **COURSE LEARNING OUTCOMES**

Successful students in this course will be able to:

- Analyze in writing key concepts and critical approaches to the development of early British literary culture and identity.
- Understand the temporal and social diversity of early British culture as comparable, not dissonant, with modernity.
- Challenge the way teleological notions of historical progression are still used to discriminate and marginalize.

## **REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES**

*The Broadview Anthology of British Literature* 3<sup>rd</sup> ed. Concise Edition Vol. A. ISBN 978-1-55481-312-4

*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. The time estimations are provided in the Canvas modules.

## **ASSESSMENT AND GRADING**

Grades will be based on the following:

93% and up = A	73% - 76.9% = C
90% - 92.9% = A-	70% - 72.9% = C-
87% - 89.9% = B+	67% - 69.9% = D+
83% - 86.9% = B	63% - 66.9% = D
80% - 82.9% = B-	60% - 62.9% = D-
77% - 79.9% = C+	59.9% and lower = F

Assignments: the class will be graded out of 1000 total points for the semester. This final score will be determined as follows:

- Unit Quizzes 30% (3 quizzes, 100 points each) These quizzes will demonstrate your mastery of the works discussed through short-answer and essay questions. The format and topics for these quizzes will be discussed 1-2 weeks before they take place.
- Research paper = 20% (200 points) You will develop a well-researched, argumentative analysis of a work or group of works discussed in the course of the semester. *A handout containing the assignment details for the research paper will be distributed mid-semester.*
- Participation 50% (500 points total) participation will be determined in three parts:
  - Daily Class Participation 10% (100 points) This includes both attendance and in-class engagement. You should come to class ready to contribute to a short summary of the key elements of the day's text(s). You should come to class each day knowing and prepared to discuss the text(s):
    - Date
    - Author
    - Language
    - Genre
    - Literary Form
    - Theme and/or major topics
    - Key quotations
  - Discussion openers 20% (2 openers x 100 points each) Twice per semester, each student will contribute a short presentation that will help to initiate the discussion for the day. These openers should:
    - Highlight a specific quote from the texts that you found particularly evocative, effective, or contentious.
    - Summarize a scholarly article that you found that illuminates the passage you found interesting. Be sure to identify how the author textual evidence from and provide the class with an MLA citation and a link (if available).
    - Articulate two or more open-ended questions that will spark discussion for the day.
    - Take 5-7 minutes and provide the above materials in the Discussion Openers forum in Canvas. Though not required, you are welcome to support your opener with any kind of audio, visual, presentational, or recorded material.
  - Weekly Discussion Board Contributions 20% (13 total contributions). Each week, you will contribute a written or video response to a question posted in the course Discussion Board. You should not use these assignments to simply restate points made during class discussion but to demonstrate your active exploration of the text. Each contribution will be made as a thread under the current week's Forum and should include:
    - A *specific* quote from one or two of the week's readings with a short description of its context within the work.
    - A close reading/analysis of this passage that unpacks what you think its significance could be.

- A suggestion of how this passage or text might relate to other texts we have read previously in the semester OR that connects the text to an aspect of modern culture.
  - A short response to someone else’s post. Be sure that your response, whether you agree or disagree, expands the conversation and creates a dialogue between yourself and the original poster (a simple “good job” is insufficient).
- Contributions should be a minimum of 200 words (or 2 minutes) in length and replies should be a minimum of 50 words (or 45 seconds) in length. Both are due by midnight every Friday. These elements listed above are flexible if you find you want to explore a specific aspect of the readings in detail. If you choose to create video content for these assignments, be sure to work from prepared notes in order to keep your commentary organized and informative.
  - Your contribution may respond to another student’s posting if you found their contribution insightful or even worth debating. Just be sure that your response provides a thoughtful and productive contribution to the critical conversation.

## **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.

## **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.

## **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**

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 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 ATTENDANCE AND PARTICIPATION POLICY**

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), 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. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

### **Asynchronous Attendance/Participation Definition**

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

## **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 the [Office of Spiritual Development](#)

## USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu).

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

## ADDITIONAL POLICIES

Supportive Environments: our class will deal with a multitude of topics, some of which are likely to raise controversy or debate. The performativity of the texts we are reading is 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) exercise their voice by being prepared for and engaging in class discussion each day and 2) to be open to exploring and debating new ideas and opinions raised by any member of the class, even if you disagree. In fact, I welcome differences of opinion as they allow us to challenge, reexamine, and refine our own positions. Just be sure to maintain an attitude of mutual respect for each member of the class.

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. Though not an assignment, it will always be a good idea to highlight a few key that raised questions for you during reading or for which you have some ideas on interpretive readings.

The reading assignments in this course will sometimes be long and challenging. Since I don't believe it is possible to spoil good literature, I actually recommend seeking out plot summaries or textual guides as a *supplement* (but not a *substitute*) to your reading. 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.

Synchronicity and Digital Learning: while this class is being planned as an online course (with the possibility of a shift to in-person if conditions allow), we will try our best to maintain some similarities to the traditional classroom environment, namely through synchronous meetings via Zoom. However, we must recognize both the disadvantages as well as the opportunities created by our digital environment. We will have to work extra hard to maintain our attention on the classroom environment, even if that means turning off other devices, browser tabs, or even managing our physical space by closing bedroom doors etc. We will also need to be much more intentional about how we communicate verbally, visually, and textually. We must be patient and understanding with each other. Despite these challenges, we must recognize that we have the unique opportunity to conduct discussions that comment on our immediate moment in history and could help us find fascinating ways to explore textuality and performativity and to supplement our discussions with easily-shared media and information. I encourage all of us to take full advantage of these opportunities.

## READING/ASSIGNMENT SCHEDULE

All page numbers below are from the *Broadview Anthology of British Literature* unless otherwise noted. 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.

Week	Day	Reading
1	August 18	Course Introduction, Syllabus
	August 20	<i>Broadview Anthology of British Literature</i> “The Medieval Period” 1-39, “The Renaissance and the Early Seventeenth Century” 542-593 Sangha “On Periodisation” link in Canvas Stephen Greenblatt Preface from <i>The Swerve</i> PDF in Canvas Laura Miles, “The Ethics of Inventing Modernity” link in Canvas
2	August 25	Geoffrey Chaucer, <i>The Canterbury Tales: General Prologue</i> , 293, 297-315 Thomas Hobbes, <i>Leviathan</i> 950-954
	August 27	<u>Unit 1: Civic Performance, or, Those Who Fight</u> Queen Elizabeth I 759-763, 772, 776-777
3	September 1	Edmund Spenser, <i>The Faerie Queene</i> , 667-684 691-698 (Book I, Cantos 1, 2, and 4)
	September 3	Geoffrey of Monmouth <i>History of the Kings of Britain</i> 133-134, 147-152 Sir Thomas Malory <i>Le Morte D’Arthur</i> 487-489, 497-541
4	September 8	<i>Sir Gawain and the Green Knight</i> 225-255 (lines 1-1125) Watch some of the Moving Stills production of SGGK, link in Canvas
	September 10	<i>Sir Gawain and the Green Knight</i> , 255-292 (lines 1127-2530)
5	September 15	Geoffrey Chaucer, <i>The Canterbury Tales: The Wife of Bath’s Prologue and Tale</i> 329-350
	September 17	Marie de France, <i>Lanval</i> 179-180, 188-202a Or, if you’re brave, you may read: Thomas Chestre, <i>Sir Launfal</i> , link in Canvas
6	September 22	<i>Beowulf</i> 81-106 (lines 1-1650)
	September 24	<i>Beowulf</i> 107-127 (lines 1651-3182)
7	September 29	<i>Unit 1 Quiz</i>
	October 1	<u>Unit 2: Contemptus Mundi, or, Those Who Pray</u>

		Bede <i>Ecclesiastical History of the English People</i> “41-42, 48-50 Exeter Book elegies 65-71
8	October 6	“The Dream of the Rood” 72-75 <i>The York Play of the Crucifixion</i> , 445-452
	October 8	Julian of Norwich <i>A Vision Shown to a Devout Woman</i> 387-403 Margery Kempe <i>The Book of Margery Kempe</i> 404-421
9	October 13	John Milton 993, “When I Consider How My Light is Spent” 1005 and “On the Morning of Christ’s Nativity” link in Canvas John Donne 913-914, 935-938 George Herbert 961-973
	October 15	Geoffrey Chaucer, <i>The Canterbury Tales: The Pardoner’s Prologue and Tale</i> 351-363
10	October 20	<i>Unit 2 Quiz</i>
	October 22	<u>Unit 3: Bodies on the Ground, or, Those Who Work</u> Geoffrey Chaucer <i>The Miller’s Prologue and Tale</i> 316-329
11	October 27	Thomas More <i>Utopia</i> link in Canvas <i>Research Paper Proposal Due</i>
	October 29	Margaret Cavendish 1146-1149, 1158-1163
12	November 3	Christopher Marlowe <i>Doctor Faustus</i> 831-832, 846-875 <i>Research Paper: Annotated Bibliography Due</i>
	November 5	Aphra Behn <i>Oroonoko</i> 1230-1231, 1233-1269
13	November 10	Christopher Marlowe “The Passionate Shepherd to His Love” 845 John Donne “The Flea” 919, “Elegy 19. To His Mistress Going to Bed” 924 Lady Mary Wroth 942, “A Crown of Sonnets Dedicated to Love” 945-948 Andrew Marvell “To His Coy Mistress” 974, 979-980
	November 12	Ben Jonson 900, “To Penshurst,” 905-906 Æmelia Layner 804, “The Description of Cooke-ham” 807-810
14	November 17	<i>Research Paper Workshop</i>



	November 19	<i>Unit 3 Quiz</i>
15	Finals Week	Tuesday December 1, 7:30-10:00 am Research Paper Presentations <i>Research Paper due</i>