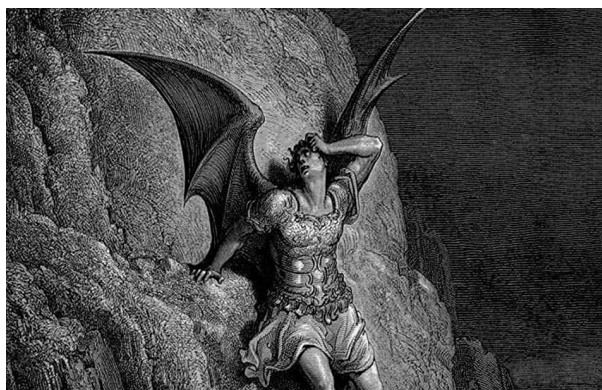
 <p>POINT¹⁹LOMA⁰² NAZARENE UNIVERSITY</p>	<p>Department of Literature, Journalism, Writing, and Languages</p> <p>LIT 4045 – 17th Century English Literature (Independent Study)</p> <p>3 Units</p>
	<p>Spring 2021</p>



Meeting days: TBD	Instructor title and name: Dr. Schuyler Eastin
Meeting times: TBD	Phone: 619-849-2695 (LJWL Office)
Meeting location: see Zoom office hours meeting link	Email: seastin2@pointloma.edu
Final Exam: TBD	Office location and hours: Zoom meeting ID: 553 754 7566 Meetings by appointment only

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

Catalog 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.

Course Focus: The Secular, The Sacred, and the State

Historians still debate over when the world truly became modern. Some locate this point in the industrial revolution in the 19th century, others point to the Enlightenment in the 18th century, still others would point to the dissemination of new knowledge and classical learning that became possible with the advent of the printing press in the 15th century. There is no clear answer to when the world became modern, but in the 17th century British authors certainly came to think of themselves as such. The execution of King Charles I during the English Civil War demolished the premodern cult of the monarchy and the increase in science and humanistic philosophy allowed the people of the 17th century to feel unfettered by the religious strictures of their forebears. To the 17th century mind the contrast to the past was palpable.

This course will examine the intersections between the Secular, the Sacred, and the State in order to answer the following course questions: To what extent does our own sense of modernity reflect that of 17th Century England? How much of what we take for spiritual truth or scientific progress is bound up in the narrative imaginaries of the 17th Century?

COURSE LEARNING OUTCOMES

Upon completion of the course 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 1.
 - 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 analyze several of the fundamental concepts of literary study with mastery increasing beyond the 200 course level.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

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.

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.*

*The language above assumes a traditional course. Appropriate adjustments have been made to adapt the course format towards an Independent Study.

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: Your grade will be determined by the following assignments:

- Weekly Discussions (15%): since this course is being planned as an independent study, you will be expected to generate a great deal of the discussion content for our weekly meetings. To prepare for these meetings you will:
 - Complete all assigned readings using the weekly discussion question as a guide. These questions will be posted in the weekly Canvas module.
 - Compose a 1-2 page close reading of the literary text(s) up for discussion. These analyses should use the weekly discussion question as a framework for a literary examination of a key passage or a small group of stylistically, topically, or thematically linked passages. These analyses should be submitted to Canvas before our meetings begin.
 - Actively participate in student-led discussion during the weekly meeting.
- Discussion Moderation (15%): at least three times throughout the semester, you will be responsible for moderating our discussion. In addition to preparing for our Weekly Discussions, you should arrive at our meeting on these days with:
 - A specific discussion focus: this may be a character study, a relevant cultural context, a theory-driven approach to analysis, or any other well-defined focus that you think will inspire a productive conversation. It may be necessary to conduct a small amount of research to develop this approach (for example: why would Francis Bacon choose to write his *Novum Organum* in Latin? A productive discussion focus could be the prevalence of Latin in 17th century culture).
 - A piece of literary research: be prepared to summarize and cite a relevant piece of literary scholarship that elucidates the text(s) being discussed. This scholarship should appear in a reputable peer-reviewed journal or published book (blog posts or journalism will not suffice).

- A list of questions to guide discussion: be prepared to share this list and guide us through them. Try to create open-ended questions that will inspire analysis and/or debate.
- Treatment Papers (30%): you will write two treatment papers over the course of the semester, one for each Unit. These papers will be roughly 4-5 pages in length and are a precursor to the Research paper. The Treatment papers won't require quite as much research and will focus on applying the course question to the *minor* readings in their respective units. A detailed prompt will be distributed later in the semester.
- Research Paper (40%): the research paper will involve an in-depth analysis of one of our two *major* course texts: Margaret Cavendish's *The Description of a New World, Called the Blazing World* or John Milton's *Paradise Lost*. This paper will be 10-12 pages in length and require thorough literary research (8-10 sources). A detailed prompt will be distributed later in the semester.

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 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.

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.

READING/ASSIGNMENT SCHEDULE

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

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

Week	Day	Class Topic/Activity
1	March 1-5	<u>Unit 0: The State</u> (read in the following order) Milton: <i>The Major Works</i> Introduction ix-xxvii Chamberlain 1-2 (in the <i>Broadview Anthology</i>) King James VI/I 67-69 Herrick 309 King Charles I 420-423 <i>The Trial of King Charles I</i> 1261-1265 Philips 1008-1009 ("Upon the Double Murder...") Marvell 835-837, 864-871 King Charles II 965-966 Cavendish 358-362 Savile 1036, 1040-1042, 1044-1046
2	March 8-12	<u>Unit 1: The Secular</u> Bradstreet 639-646, Locke 1029-1035, Behn 1098-1102 "The Golden Age," Philips 1098-1108
3	March 15-19	Speght 397-406, Makin 424-433, Astell on Canvas
4	March 22-26	Donne 102-114, 120-122, Marvell 829, 832-860, Wroth 230-238
5	March 29 - April 2	Bacon 24-27, 33-37, 47-49, 58-62, Jonson 146-150 and on Canvas
6	April 5-9	Margaret Cavendish <i>The Blazing World</i> 55-105
7	April 12-16	Margaret Cavendish <i>The Blazing World</i> 105-164 Unit 1 Treatment Paper due by 11:59 Friday night
8	April 19-23	<u>Unit 2: The Sacred</u> Dryden 967, 969-987
9	April 26-30	Bunyan 953-964 and on Canvas
10	May 3-7	George Herbert 363, <i>The Country Parson</i> on Canvas, Fell 704-712
11	May 10-14	John Milton <i>Paradise Lost</i> Books I-IV 355-445, Marvell 870-871, Lewis on Canvas

12	May 17-21	John Milton <i>Paradise Lost</i> Books V-VIII 446-523
13	May 24-28	John Milton <i>Paradise Lost</i> Books IX-XII 523-618, Lewis on Canvas Unit 2 Treatment Paper due by 11:59 Friday night
14	May 31 – June 4	Research Paper Planning meetings
15	June 8	Final Exam @ 7:30-10:00 am: Research Paper Conference Panel