

	<b>Department of Literature, Journalism, Writing, and Languages</b>
	<b>LIT 2054 – British Writers I</b>  <b>3 Units</b>
Fall 2021	



Frontispiece of Thomas Hobbes' *Leviathan*

<b>Meeting days:</b> WMF	<b>Instructor title and name:</b> Dr. Schuyler Eastin
<b>Meeting times:</b> 4:00-4:55 pm	<b>Phone:</b> 619-849-2695 (LJWL Office)
<b>Meeting location:</b> Bond Academic Center 104	<b>Email:</b> seastin2@pointloma.edu
<b>Final Exam:</b> Tuesday December 1 7:30-10:00 am	<b>Office location and hours:</b> Bond Academic Center 127 MW 12:30-2:30 pm

### 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 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?

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

## **COURSE LEARNING OUTCOMES**

Successful students in this course will be able to:

- Closely read and critically analyze texts in their original languages and/or in translation.
- Recall, identify, and use fundamental concepts of literary study to read and discuss texts
  - Standard literary terminology
  - Modes/genres of literature
  - Elements of literary genres
  - Literary periods (dates, writers, characteristics, and important developments)
  - Contemporary critical approaches
  - Extra-literary research
- Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.
- Create detailed and informed textual analysis of literary works that examine several of the fundamental concepts of literary study.

## **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 Project = 20% (200 points) This project will require you to develop a well-researched, argumentative analysis of a work or group of works discussed in the course of the semester. The format and medium of the project will be established in-class. 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 each day knowing and prepared to discuss the text(s):
    - Author
    - Date of publication
    - 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 5-7 minute presentation that will help to initiate the discussion for the day. For these openers you will:
    - Highlight a specific quote from the texts that you found particularly evocative, effective, or contentious.
    - Find and read a scholarly article (*not* a blog or mass market publication. This needs to be something you found through academic research) that illuminates the reading. In class, summarize the argument and explain the author's use of textual evidence.
    - Articulate two or more open-ended questions that will guide class discussion for the day.
    - Though not required, you are welcome to support your opener with any kind of audio, visual, presentational, or recorded material.
    - Post any article links, citations, questions, and/or any other materials you use in the Discussion Openers forum in Canvas.
  - Weekly Discussion Board Contributions 20% (14 total contributions x 14.5 points each). Each week, you will contribute a written or recorded (audio or video) response to a question posted in the course Discussion Board. These assignments should significantly expand on class discussion or explore new directions available in the text(s). Each contribution will be posted as a thread under the current week's Canvas Discussion 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 of this passage that reveals the subtext of the passage through analysis of its poetics, narrative features, and/or word choice.
  - 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 “I agree” is insufficient).
- Contributions should be a minimum of 200 words (or 3 minutes) in length and replies should be a minimum of 50 words (or 1 minute) 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 primary posting may be written in response to another student’s posting if you found their contribution insightful or debatable. 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**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

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 and/or if they do not wish to utilize some or all of the elements of their AP in that course.

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.

### **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 the appropriate grade for their work and participation.

### **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](#)

## **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.

Multimodal Learning: during our past year of online learning we all learned a great deal about how we learn and how we teach. Many of these lessons will directly inform the way that we manage our engagement with course material and with class discussions. While the primary interactions in our course will be in-person we will also have a number of synchronous and asynchronous options for sharing ideas and collaborating. This will include both a dedicated class Slack channel as well as various Padlets, shared Google Docs, and other tools that may be discovered as the course progresses. In this new digital moment, 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. Be prepared to take advantage of these digital learning opportunities both in class and outside of class.

## 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 31	Course Introduction, Syllabus
	September 1	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
	September 3	<i>Broadview Anthology of British Literature</i> “The Medieval Period” 1-39, “The Renaissance and the Early Seventeenth Century” 542-593
2	September 6	<i>Labor Day (no class)</i>
	September 8	Geoffrey Chaucer, <i>The Canterbury Tales: General Prologue</i> , 293, 297-315
	September 10	<u>Unit 1: Civic Performance, or, Those Who Fight</u> Thomas Hobbes, <i>Leviathan</i> 950-954 and Chapter XVII see link in Canvas Queen Elizabeth I 759-763, 772, 776-777
3	September 13	Edmund Spenser, <i>The Faerie Queene</i> , 667-684 691-698 (Book I, Cantos 1, 2, and 4)
	September 15	Geoffrey of Monmouth <i>History of the Kings of Britain</i> 133-134, 147-152 Sir Thomas Malory <i>Le Morte D’Arthur</i> 497-512
	September 17	Sir Thomas Malory <i>Le Morte D’Arthur</i> 512-541
4	September 20	Chrétien de Troyes <i>Lancelot</i> day 1 link in Canvas
	September 22	Chrétien de Troyes <i>Lancelot</i> day 2 link in Canvas
	September 24	Chrétien de Troyes <i>Lancelot</i> day 3 link in Canvas
5	September 27	Geoffrey Chaucer, <i>The Canterbury Tales: The Wife of Bath’s Prologue</i> 329-344
	September 29	Geoffrey Chaucer, <i>The Wife of Bath’s Tale</i> 345-350 Skim John Gower’s <i>Tale of Florent</i> link in Canvas
	October 1	<i>Beowulf</i> 81-100 (lines 1-1124)
6	October 4	<i>Beowulf</i> 100-114 (lines 1125-2199)
	October 6	<i>Beowulf</i> 114-127 (lines 2200-3182)
	October 8	<i>Unit 1 Quiz</i>
7	October 11	<u>Unit 2: Contemptus Mundi, or, Those Who Pray</u>

		Bede <i>Ecclesiastical History of the English People</i> “41-42, 48-50 “The Dream of the Rood” 72-75
	October 13	Exeter Book elegies 65-71
	October 15	<i>The York Play of the Crucifixion</i> , 445-452
8	October 18	<i>The Ancrene Riwe</i> link in Canvas
	October 20	Julian of Norwich <i>A Vision Shown to a Devout Woman</i> 387-403
	October 22	<i>Fall Break (no class)</i>
9	October 25	<i>Everyman</i> 473-485
	October 27	Christopher Marlowe <i>Doctor Faustus</i> 831-832, 846-863 (Acts 1-2)
	October 29	Christopher Marlowe <i>Doctor Faustus</i> 863-875 (Acts 3-5)
10	November 1	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 961-966, 971
	November 3	<i>The Second Shepherd’s Play</i> 453-480
	November 5	Geoffrey Chaucer, <i>The Canterbury Tales: The Pardoner’s Prologue and Tale</i> 351-363
11	November 8	<i>Unit 2 Quiz</i>
	November 10	<u>Unit 3: Bodies on the Ground, or, Those Who Work</u> Geoffrey Chaucer <i>The Miller’s Prologue and Tale</i> 316-329
	November 12	Thomas More <i>Utopia</i> day 1, link in Canvas
12	November 15	Thomas More <i>Utopia</i> day 2, link in Canvas
	November 17	Margaret Cavendish 1146-1149
	November 19	Margaret Cavendish 1158-1163 <i>Research Project: Proposal Due</i>
13	November 22	Aphra Behn <i>Oroonoko</i> 1230-1231, 1233-1252 1269 <i>No Discussion Board due this week</i>
	November 24	<i>Thanksgiving Break (no class)</i>
	November 26	<i>Thanksgiving Break (no class)</i>
14	November 29	Aphra Behn <i>Oroonoko</i> 1252-1269 <i>Research Project: Annotated Bibliography Due</i>
	December 1	Lady Mary Wroth 942-943, “A Crown of Sonnets Dedicated to Love” 945- 948



	December 3	Christopher Marlowe "The Passionate Shepherd to His Love" 845 John Donne "The Flea" 920, "Elegy 19. To His Mistress Going to Bed" 925 Andrew Marvell "To His Coy Mistress" 974, 979-980
15	December 6	Ben Jonson 900, "To Penshurst," 905-906 Æmelia Layner 804, "The Description of Cooke-ham" 807-810
	December 8	<i>Research Paper Workshop</i>
	December 10	<i>Unit 3 Quiz</i>
16	Final Exam	Friday, December 17, 4:30-7:00 pm Research Project Presentations <i>Final Research Project Due</i>