

Department of Literature, Journalism, Writing, and Languages



ENG 4045 (with ENG 5045) – Enlightenment Literature

3 Units

Spring 2025

Meeting days/times: MWF 12:15-1:10 pm

Meeting location: Bond Academic Center (BAC) 151

Final Exam: Wednesday, 5/7 10:30 am – 1:00 pm

Instructor title and name:	Dr. Schuyler Eastin
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Office location and hours:	Bond Academic Center 122 (and Zoom upon request: https://pointloma.zoom.us/my/seastin2) M 10:00 am - 12:00 pm, TTh 1:00-2:00 pm, 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 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

A study of European and British literature from the Early Modern through the Enlightenment Periods, focusing on the political, social, scientific, and religious implications of the tension between faith and humanism.

Recommended: ENG 2054 and ENG 3000

Extended Course Description:

Historians still debate over when the world truly became modern, but during 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 acceleration of scientific innovation encouraged people to become increasingly confident with their own intellectual power and, as some scholars argue, less dependent on the authority of religion for explaining our place in the universe. This course will examine the way the literature of this period dichotomizes the Secular and the Sacred by considering the following course questions: *to what extent is Enlightenment humanism responsible for the ongoing debate between science and religion? How might this same framework explain the modern contention between STEM and the Humanities?*

Program and Course Learning Outcomes

Successful students in this course will be able to:

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

Required Texts and Recommended Study Resources

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

While many other editions of these texts exist online and in hard copy, the editions listed below are REQUIRED.

- *The Broadview Anthology of Seventeenth-Century Verse and Prose*. Rudrum, Alan, Joseph Black, and Holly Faith Nelson eds. ISBN 97815511110530
- Cavendish, Margaret. *The Description of a New World, Called the Blazing World*. Sarah H. Mendelson ed. Broadview Press. ISBN 9781554812424
- Milton, John. *Paradise Lost*. Norton Critical edition. Gordon Teskey ed. ISBN 9780393617085

Any other assigned readings will be made available via link or PDF in Canvas.

Any other assigned readings will be made available via link or PDF in Canvas and in the course schedule below.

Assessment and Grading*

Grades have probably been a factor of your life for as long as you've been a student. We often feel that A's confirm our intelligence while D's make us doubt it. But how often do these letters actually encourage us to reflect on what we have learned? [Recent scholarship](#) on student assessment has demonstrated three major drawbacks to grades in higher education:

1. Grades focus our attention on acquiring points rather than acquiring knowledge.
2. Grades discourage us from taking risks in favor of the "safe" choices that we think will ensure a good grade.
3. Grades rarely reflect the varied paces at which students learn or the varied intellectual assets they start with.

As a student, you should be both invested in your learning and willing to take risks. For this reason I will not be applying point or letter values to most of the work you produce this semester. You will still receive a final course grade, but this grade will represent the *labor* you have invested in this course, not a measure of your intellectual quality. The ["labor-based grading contract"](#) (ref. Inoue) that follows will establish this semester's expectations for both the student AND the instructor. This system operates on the following principles:

- Your final grade will be determined by the labor you are willing to put into the class rather than by your ability to perform under artificially stressful conditions.
- You will demonstrate evidence of your labor by committing to the work of reading and by meeting all stated expectations on all assignments.
- Assignments will be marked with a 4-point Canvas rubric to indicate if you have completed an appropriate amount of work on submitted assignments. Any assignments that have received less than the full 4 points will not be considered Complete until you have either added any missing content or otherwise followed up on the assignment as requested by your instructor. Note: while Canvas will display both point values and percentages, these point values do NOT represent grades on a traditional scale. Instead, all assignments will only be considered either Complete (4 points), In Progress (less than 4 points), or Unsubmitted.
- You have 30 days after the original assignment due date to follow-up on assignments that are In Progress (this grace period does NOT extend past the day/time of our Final Exam). In most cases, following-up will require posting additional content to the Comments section of an assignment in Canvas AND messaging your instructor about it via email or Google Chat.
- You have 30 days after the original assignment due date to follow-up on assignments that are Unsubmitted (this grace period does NOT extend the day/time of our Final Exam). Submitting late work requires a x1.5 increase to the word count requirement.
- If for some reason you are unable to complete assigned work on time, it is your responsibility to be in active communication with your instructor concerning how and when you plan to complete it.
- Any assignments that are not Complete by the end of the semester will negatively impact your final grade. Taking the time to follow-up on these assignments will keep your grade level and can even improve it.
- Written feedback will be offered on some assignments, but in most cases the Canvas rubric will be our primary feedback mechanism. If you're ever unsure what to do to complete an In

Progress assignment you are always welcome to ask your instructor for additional guidance. Any feedback (and, in fact, any assignment) is always an invitation to further dialogue.

- Instead of Quizzes or Midterms that reward or punish you, we will complete Progress Checkpoints that assess how your engagement with the course material is developing. As with other assignments, you can change the status of In Progress or Unsubmitted Progress Checkpoints by visiting Office Hours or by otherwise following-up as instructed in Canvas.
- In addition to the labor of reading and writing for this course, a major aspect of your labor as a student is being physically and intellectually present in class. Attendance and active engagement is required and necessary for your progress.

Final Grades will be based on the following scale. However, it should be noted that this is not a point-based scale but a holistic system that takes into account the density of Complete/In Progress/Unsubmitted assignments in each of the categories listed under “Assignments at-a-Glance” below:

- A: You can earn an A in the course if you complete all assignments AND demonstrate active engagement during class discussions. Since the size of our class is small, there should be few barriers to active verbal participation. Making frequent use of office hours is another way to demonstrate active engagement.
- B: The default final grade in the course is a “B.” You will receive this letter grade if you complete the minimum requirements on all assignments and demonstrate consistent attendance and engagement.
- C: You will earn a C if by the end of the term +25% of your weekly assignments are still In Progress or Unsubmitted, if any required components are absent from any of the larger assignments, if any requests for follow-up have not been addressed by the end of the semester, or if you exceed 3 unexcused absences.
- D: You will earn a D if by the end of the term +33% of your weekly assignments are In Progress or Unsubmitted, if multiple requirements are absent from any larger assignments, if all requests for follow-up have gone unaddressed by the end of the semester, or if you are habitually disengaged/absent from the course conversation.
- F: You will earn an F if you have not completed any of the larger assignments, all requests for follow-up have gone unaddressed by the end of the semester, and if you are habitually disengaged/absent from the course conversation.
- +/-: You can earn a plus or minus on your final grade based on your level of engagement with class discussion and/or use of office hours.

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. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In this course we will cover a variety of topics, all of which has been intentionally curated to achieve the learning goals for this course. This course will involve literary depictions or discussions of war, incest, sexual assault murder, suicide, and sexual assault. For this reason, each time this topic appears in a reading, it is marked on the course schedule with this Content Warning superscript: ^{CW}.

I recognize you may find some of these topics triggering. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to excuse yourself from the discussion of a certain topic, keep in mind that class topics and material are discussed for the sole purpose of expanding your intellectual engagement in literary study. You are still responsible for the material, but we can discuss alternative methods for accessing that material and for assessing your learning. In either case, I will remain committed to supporting you throughout your learning in this course.

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 your professor or the [Office of Spiritual Life and Formation](#).

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.

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 Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy*

Use of generative Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is not permitted *unless explicitly stated*, and use of these tools outside of direct instructions will be treated as plagiarism. There are certain situations in which the use and discussion of AI tools could be relevant to our course content and you are welcome to ask about how you might do so productively. However, substituting your own intellectual labor with the nonintellectual work of an AI is rarely justified (see the course Labor Based Grading policy above). Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI: [MLA Style Center: Citing Generative AI](#)

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision

and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office

at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

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 an “F” grade.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you’re in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

Additional Policies*

Inclusive Participation: Our class should be a space for productive discussion, supportive collaboration, and performative expression. It is each student’s responsibility to:

1. Be open to trying out new ideas and pushing the boundaries of your experience
2. Recognize and be supportive of the fact that your peers are doing the same

This doesn’t mean we will shy away from disagreement or debate. Quite the contrary: we should be open to questioning and challenging each other, provided we always do so in a way that fosters growth.

Additionally, I recognize that not everyone is perfectly comfortable with the seminar discussion format this course will employ. While I encourage you to exercise your voice and feel confident with your own

agency in class discussions, participation and engagement can take on more forms than verbal contributions. For this reason, I encourage you to take advantage of all methods of interaction with your peers and with me, including online discussions, our class Google Chat, and office hours (see Multimodal Learning below). These mediums will allow you to demonstrate your engagement even if you struggle with speaking publicly.

Preparedness and Workload: you should arrive to class having read all assigned materials and to have the readings on-hand to support your contributions to class discussion. Active reading and annotation is highly encouraged in order to help you contribute to our analytical approaches and to raise valuable questions during discussion.

The reading assignments in this course will sometimes be long and challenging. I recognize that premodern English isn't the easiest to read and for that reason, I actually encourage you to seek out plot summaries or textual guides as a supplement (but not a substitute) to your reading (unless you really hate spoilers). 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: While our primary modality will be in-person verbal discussion, new technology has made possible a number of synchronous and asynchronous options for sharing ideas and collaborating. This will include a dedicated class Google Slides deck, Google Chat space, Shared Google Docs, Padlets, Youtube playlists, and other digital tools we may discover as the course progresses (links to all course tools are available in Canvas). It is my hope that new and innovative digital tools will help us find fascinating ways to explore literary texts and to supplement our discussions with easily-shared media and information. Be prepared to take advantage of or even pioneer these learning opportunities both in and outside of class.

Assignments At-A-Glance

Per the grading policy detailed above, individual assignments will not be scored but will receive written feedback to help you focus and improve the intellectual labor you perform this semester. All assignments below are required:

- Unit Progress Checkpoints (Learning Outcomes 2 and 3) These checkpoints will allow us to assess your progress over the course of the semester. The format, objective, and material covered in these checkpoints will be discussed 1-2 weeks in advance of each checkpoint, but expect to encounter take-home questions, in-class discussion/debate, and/or performances of selected scenes from the works we've covered.
- Common Ground Project (Learning Outcomes 3 and 5) Since the overall scope of this course deals with cultural issues that were and still are hotly debated, our final research project will be an exercise in mobilizing what we learn from the competing ideologies represented in Enlightenment literature to address an issue that we are facing today. This project will still involve scholarly research and literary analysis but will be geared toward a modern sociopolitical issue of your choosing. A handout containing further details for this presentation will be distributed mid-semester.
- Discussion Moderation (Learning Outcome 5) Once per semester, each student will moderate discussion for the class period. Essentially, you will be the professor for the day. You can organize the discussion and/or presentation materials in any way you like, but be sure to include all of the following:

- **A summary of the argument and evidence from a relevant scholarly article** on the text being discussed. This article should come from a peer-reviewed book or journal (published within the last 20 years) and be found using academic research techniques in our library databases (I recommend the MLA International Bibliography or JSTOR) and not simply a blog or webpage you found Googling. *Note: Please be sure to explicitly introduce the author, the title of their work, and their primary argument.*
- **A close reading of a key passage** from the text that confirms, challenges, or updates the argument made by the scholar you covered above. Treat this element as an exercise in peer-reviewed scholarship; you ARE the peer!
- **A thoughtful open-ended question** that will help guide discussion or even spark debate over our interpretation of the text. You should be prepared to highlight key passages, define key terms, and elucidate any contextual information via textual footnotes or introductory material.
- In addition to your preparation and moderation, post a thread under the Discussion Moderation Content forum in Canvas that contains:
 - A full MLA bibliographical citation and a link to your article (if available).
 - The question you presented for discussion.
 - Any presentation materials you used during your Moderation
- **Close Readings (CRs)** (Learning Outcome 1) Usually once a week, you will contribute an analytical response to a question posted in a Discussion Board posted in the week's Canvas module. The specific requirements of each exercise may vary from week to week and may not always take the form of a Discussion post, but you should generally expect to conduct a **close reading** of the text in order to establish a preliminary analytical approach. These postings should:
 - Develop a careful analysis of the literary features in a specific passage of the text that leads to a working theory about the work as a whole. This theory should have the potential to evolve into an argumentative claim with more development. To reiterate, in order to be considered complete, these responses must contain:
 - a quotation of a specific passage
 - an analysis of that passage
 - a working theory that responds to the prompt.
 - A response to another students' posting that expands on, revises, or counters the working theory they've proposed. These responses should not be limited to praise ("good job" isn't going to cut it), but should explore shared opinions, observations that expand on your peer's ideas, or even critical disagreement with their interpretations (provided you keep them respectful and productive).
 - *Each of the 4 requirements above correspond to the 4-point Close Reading rubric in Canvas.*
 - Contain a minimum of 200 words in length and the optional replies should be a minimum of 50 words in length. Close Readings are due 1 hour before class begins on the date listed in the course schedule.
 - Any variation in these requirements will be detailed in the Canvas assignment link.
- **Continental Investigations** Since our reading list only covers works in English, despite the fact that the Enlightenment was a much more global phenomenon, this assignment is an opportunity to discover what else was going on in the world during this same time period. Using your creativity and investigative initiative, once during the semester, you will open class with a brief (~5 minute) summary of a text that represents an artistic or intellectual expression from anywhere else in the world that would have been an historical contemporary to any of the authors we've covered. Further details are available in a Canvas assignment link.

Addendum: ENG 5045 (students enrolled in ENG 4045 may disregard this section)

As a graduate course, ENG 5045 will involve a greater demand on students to examine the texts and contexts covered in the course schedule below. This addendum summarizes the additional responsibilities graduate students in this course will be responsible for.

- Moderations: rather than simply guiding discussion, ENG 5045 students will be expected to offer a more critically-oriented examination of the text. You will need to complete all above requirements for the Discussion Moderation with the following changes:
 - Engage with *three* critical articles rather than just one and use them to develop an assessment of the critical conversation surrounding your text.
 - Present a sustained analytical argument of the text that includes an explicit analytical claim, textual evidence, and a response to the scholarship you've summarized. This portion of the class period should essentially function as a 10-12 minute mini conference paper presentation.
- Common Ground Project: The final project for ENG 5045 will follow a similar prompt to ENG 5045 with three main differences: increased length, increased source requirement (both quantity and quality), and a more individually-focused objective (for example: a Writing MA student should expect to gear their critical work in ENG 5045 toward writerly techniques, poetics, etc.). Further details will be discussed as the parameters of this project develop in the latter half of the semester.
- Weekly Close Readings: The Reading schedule below contains additional readings specifically targeted at the ENG 5045 students. In most cases, ENG 5045 students are not expected to read the entire work contained here but should expect to familiarize themselves with these texts enough to make a meaningful contribution to class discussion on that text.
- Office Hours: In order to help me support your advanced study, ENG 5045 students should plan to visit office hours at least three (3) times over the course of the semester in order to expand on your reading, develop more advanced critical approaches, and to supplement your research practices.

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. Links to online material can be found here and in Canvas. All PDFs are posted to Canvas.

Students enrolled in ENG 4045 can disregard any readings labeled "5045."

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	Due
1	January 13	Course Intro	
	January 15	"Can Religion and Science Co-exist?" and watch the videos in this Padlet	
	January 17	<p><u>Unit 0: The State of the State</u> Chamberlain 1-2 (in the <i>Broadview Anthology</i>) King James VI/I 67-69 Herrick 309-311 "To the most illustrious...," "The Difference...," and "Duty to Tyrants" 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</p> <p>5045: Locke <i>Two Treatises of Government</i> (PDF in Canvas)</p>	
2	January 20	<i>Martin Luther King Jr. Day, no class meeting</i>	
	January 22	King Charles II 965-966 Cavendish 358-361 Savile 1036, 1040-1042, 1044-1046 Behn 1108-1110 Locke 1029-1035	CR 1
	January 24	<u>Unit 1: The Secular</u> Newton <i>Principia</i> PDF in Canvas	
3	January 27	Bradstreet 639-648 Astell (links in Canvas)	
		5045: Ferszt "Transatlantic Dame School: The Early Poems of Anne Bradstreet as Pedagogy" (PDF in Canvas)	
	January 29	Behn 1098-1106 Philips 1010-1016	
	January 31	Speght 397-406	CR 2

		Makin 424-433	
4	February 3	Donne 102-114, 120-122 5045: Ettenhuber "'Comparisons are Odious'? Revisiting the Metaphysical Conceit in Donne" (PDF in Canvas)	
	February 5	Marvell 829, 832-834, 837-857	
	February 7	Wroth 230-234 Lord Herbert 227-229	CR 3
5	February 10	Jonson 146-150 and The Alchemist Acts 1-2 5045: Rickard "Seventeenth-century Readers of Jonson's 1616 Works" (PDF in Canvas)	
	February 12	Jonson The Alchemist Acts 3-4	
	February 14	Jonson The Alchemist Act 5	CR 4*
6	February 17	Bacon 24-26, 33-37, 47-49, 58-62	
	February 19	Margaret Cavendish <i>The Blazing World</i> 55-77 5045: Narain "Notorious Celebrity: Margaret Cavendish and the Spectacle of Fame" (PDF in Canvas)	
	February 21	Margaret Cavendish <i>The Blazing World</i> 77-105	
7	February 24	Margaret Cavendish <i>The Blazing World</i> 105-130	
	February 26	Margaret Cavendish <i>The Blazing World</i> 130-141, 215-227	
	February 28	Margaret Cavendish <i>The Blazing World</i> 143-164	CR 5
8	March 3	TBD	
	March 5	Progress Checkpoint 1	
	March 7	<u>Unit 2: The Sacred Park "I, Humanist"</u> Madsbjerg and Rasmusen "We need more humanities majors" PDF in Canvas Conard "We don't need more humanities majors" PDF in Canvas Becerra "The Need for Interdisciplinarity in Higher Education"	
	March 10-14	<i>Spring Break (no classes)</i>	

9	March 17	Newton Two Notable Corruptions of Scripture 1r-14r	
	March 19	Dryden 967, 969-979 and skim 2 Samuel 13-18	
	March 21	Dryden 979-987	CR 6
10	March 24	Marvell 870-871 Lewis' <i>A Preface to Paradise Lost</i> ch. 12 "The Theology of Paradise Lost" (PDF in Canvas) Pullman's "Introduction to Paradise Lost" (PDF in Canvas) Greenblatt on "The Rise and Fall of Adam and Eve" (1:30-32:00) 5045: familiarize yourself with the rest of C.S. Lewis' <i>Preface</i> or choose two other chapters to read in full	
	March 26	John Milton <i>Paradise Lost</i> Book I	
	March 28	John Milton <i>Paradise Lost</i> Book II	
11	March 31	John Milton <i>Paradise Lost</i> Books III-IV 5045: Milton "Of True Religion..."	
	April 2	John Milton <i>Paradise Lost</i> Book V	CR 7
	April 4	John Milton <i>Paradise Lost</i> Books VI-VII and Revelation 12	
12	April 7	John Milton <i>Paradise Lost</i> Book VIII and review Genesis 2	Common Ground Project Proposal
	April 9	John Milton <i>Paradise Lost</i> Books IX, Lewis' <i>A Preface to Paradise Lost</i> Ch. 17 "The Fall" (PDF in Canvas)	
	April 11	John Milton <i>Paradise Lost</i> Book X-XI	
13	April 14	John Milton <i>Paradise Lost</i> Book XII 5045: John Milton, Paradise Regained	CR 8
	April 16	Herbert 363 (background only) and The Country Parson , "The Author to the Reader" and Chapters I-X	
	April 17-21	<i>Easter recess (no classes)</i>	
14	April 23	Fell 704-712	
	April 25	Bunyan 953-964 and Pilgrim's Progress "The Author's Apology for his Book" and paragraphs 10-69	Common Ground

		5045: the remaining paragraphs in <i>Pilgrim's Progress</i> OR "Grace Abounding to the Chief of Sinners" 953-959	Project Annotated Bibliography
15	April 28	Bunyan Pilgrim's Progress paragraphs 169-243	
	April 30	Bunyan Pilgrim's Progress paragraphs 353-404	CR 9*
	May 2	Progress Checkpoint 2	
Finals Week	Wednesday, May 7 10:30 am - 1:00 pm	COMMON GROUND PROJECT "CONFERENCE"	