

ENGL 2121-01, British Literature I
TR 9:30-10:45 A&S 3-40B 80973
Ms. Bellee Jones

A&S 3-30, 445-0964, bellee.jones@gmail.com
Office Hours: MW 9-10; TR 11-12, 2-3
and by appointment

Required Textbook (available in the Paw Prints Bookstore): Bring all pertinent texts (including handouts or printouts you make yourself from GALILEO or Norton Topics Online) with you to each class. The GALILEO password this semester is *sugarhouse*.
Greenblatt, Stephen, ed. *The Norton Anthology of English Literature*. 8th ed. Vol. 1. New York: Norton, 2006.

Course Information: This course, a survey of important works of British literature from the beginning through the eighteenth century, is required in Area F of the B.A. program in English, Literature Concentration; it is also an option in the Area F.2 of the B.A. program in English, Creative Writing Concentration. Prerequisite: ENGL 1102.

Course Topics: the general outline of British literary history from Cædmon through the end of the 18th century, including a basic understanding of accepted literary periods and representative works by a variety of authors; a basic introduction to the various genres prevalent in British literature during that time; a basic introduction to British history, in specific connection to its relationships to the literature; some attention to the procedures and language of literary criticism.

Expected Course Outcomes: As a result of this course, students will be able to: understand and articulate the basic chronology of British literature from *Beowulf* through the 18th century, including the authors and dates of key works; speak and write knowledgeably about particular works drawn from those periods; demonstrate a basic understanding of major genres of British literature during the periods in question; demonstrate a basic knowledge of British history during the period, in particular as it relates to the literature. These specific outcomes meet, in part, most of the program outcomes for the B.A. in English, Literature and Creative Writing Concentrations.

General Wisdom and Honesty: Every teacher thinks that his or her class is the most important, but don't let that truth detract from this one: this class is important. British Literature I is a foundational course for any English major, covering material that is essential to your overall sense of British literary history and your grasp of some of its high spots, much of which you probably will not encounter again during your undergraduate career, and *the very language you speak*, an English major's most important tool. This class will be intellectually challenging, and I will expect a great deal from you. I expect you to: read carefully and attentively, taking care to engage with our texts; write diligently, searching for new and fresh ideas and examinations whenever you can; study explore your ideas to their very limits; allow classroom discussion to push you beyond your limits, and push the limits of others (including me); and love every single minute of it, even if you hate it. Those two emotions, after all, are not so dissimilar as many people think.

Assignments and Grading: Prior to midterms, you will receive concrete feedback on your overall academic performance and improvement in this course. **Course requirements:** two close reading papers (3-4 pages); a brief research project (including an annotated bibliography and a paper of no more than five pages); in-class writing, and other less formal work; a midterm exam; and a final exam. Please keep all your work. I'll explain papers and review you for exams as they come. Your final grade is comprised of the following:

Two Close Reading Papers	(3-4 pages)	30%	A = 90+
Midterm Exam		20%	B = 80+
Final Exam (in class and take home)		20%	C = 70+
Research Project		30%	D = 60+
Annotated Bibliography	10%		F = <60
Brief Analytical Paper	20%		

Some Notes on Class Participation: Though class participation does not count for a specific percentage of your final grade, I highly recommend that you be an active member of the class. Attend class and involve yourself in the reading and discussion of assignments. Reading assignments should be completed before class discussion, and you should be prepared to share perceptive, insightful, and original observations about the texts which you have read. *This course will not be based on lectures*; rather, we will work together to understand the texts we read and their relevance. You're English majors, right? This is *your thing*. I will evaluate your classroom input, and failure to read and discuss may hurt your grade, **but you are ultimately responsible for your own education**; I will not beg you to participate or to learn. If you choose to prepare and speak, you'll receive praise and knowledge. If you choose otherwise, your grade will show it. Those who do not participate regularly may be asked to leave the classroom to those who care more for it. Don't be afraid to speak; as long as you can support your opinions, there are no wrong answers. If you are painfully shy, feel free to set up a conference with me to discuss options and strategies for better participation.

Classroom Conduct: The classroom should be a bolstering, educational environment in which students feel safe in sharing their work and opinions. You are expected to treat your peers (and me) with respect at all times. This is not to say you may never disagree with your classmates or with me; a safe space has more than enough room for disagreement and discussions may become quite heated, but they should always retain respect. I will consider interruptions of a technical nature just as serious as disruptions to the safe atmosphere of the class. ***Disruptions of any kind will result in conference with me and a possible reduction of up to five points in your final grade.***

Completion of Assignments: All assignments are due by the beginning of class on the due date specified. If assignments are late, points will be deducted. *No late work will be accepted without advance permission*, which I will grant for *legitimate* reasons only. Absence is not an excuse. If you are going to be absent, please make sure any work you may have due is turned in *prior to your*

absence. (If you are violently ill, held hostage in a foreign country, or otherwise unavoidably detained, contact me as soon as possible.) We may often have quizzes or other in-class assignments; make-up quizzes and assignments will not be given. Exceptions will be based on whether or not missing the work was clearly beyond the student's control. **Papers must be typed in 12pt. Times New Roman, doubled-spaced, and conformed to MLA documentation guidelines** (unless otherwise specified). Written work must be backed up either by photocopy or on disk. No backup is no excuse, and neither are printer problems, hungry dogs, faulty spell-check quills, etc.

Attendance: You are expected to attend class. **You are allowed three free absences. Subsequent absences may cause your final grade to drop substantially, up to one letter grade per absence.** There are no "excused" absences in this class. You will not be penalized for participation on school-sponsored events or for disasters/emergencies beyond your control; however, students who miss more than three half-class sessions because of school-sponsored co-curricula and/or disasters/emergencies do not get any additional "free" absences. If you know you'll miss class, please notify me in advance. We will be moving quickly through pages and pages of material, and you will be accountable for all the material on the syllabus, so missing class can have significant consequences for your performance on exams, etc. Talk to me *before* you develop attendance problems if you have concerns or questions; we will work together to resolve those issues and work out a policy which suits us both.

Academic Honesty: Follow GC&SU's Honor Code (http://www.gcsu.edu/student_affairs/Student_Handbook/honor/honor.html). Cheating will not be tolerated. **If you cheat, and I catch you, you'll fail my class and be reported to through the channels listed in the GC&SU Undergraduate Catalog. It's as simple as that.** More than that, there isn't an English program anywhere that looks fondly on plagiarists—despite the fact that many of the authors we'll study this term took the term *inspiration* lightly at best—and your future beyond this institution may well be at stake. My students are often amazed at my ability to find plagiarism wherever it hides, but really, my talents are nothing special. I make it my business to know my students—both in person and on paper—and I will inevitably pick up on your scholarly habits. Combine my awareness of my students with the recent technological explosion in plagiarism detection (including Turnitin.com, which maybe be used both for random checks [honestly, Turnitin is amusing to me sometimes] and when something smells fishy), and catching plagiarists is almost *easy*. However, if I *don't* catch you, keep in mind that you'll be facing eternity in the eighth circle of Hell with all the other thieves, trapped in a snake pit with your hands bound. (If you don't believe me, believe Dante.)

ADA Requests for Modification: Any student requiring instructional modifications due to a documented disability should make an appointment to meet with me as soon as possible. *An official letter from Georgia College documenting the disability* will be expected in order to receive accommodations. However, if you have *any* special needs or concerns that will bear on your ability to perform in this class, even if they are undocumented, please speak with me. I probably won't be able to make modifications for students without documentation, but my knowing your situation will benefit us both. Your notification will be kept confidential.

In the event of a fire alarm signal, students will exit the building in a quick and orderly manner through the nearest hallway exit. Learn the floor plan and exits of this building. Do not use elevators. Crawl on the floor if you encounter heavy smoke. Assist others without endangering your own life. Assemble for a head count on the front lawn of main campus.

Tentative Class Schedule: Read all materials and have assignments ready to turn in by the dates they are listed. ***This schedule may be modified; assignments may be added (not bloody likely) or taken away (entirely possible—probable, even!), etc., as best benefits our class.*** "TBD" doesn't mean we won't have anything to do! Many things can happen to throw a class off schedule, and I've built these days into the syllabus to help us out in case that happens. If nothing happens, we'll fill them in together.

Week	Date	Class Activities	Readings and Assignments Due
1	8/16	Introductions to the course and each other <i>Cædmon's Hymn</i>	
2	8/21	History of the English Language Introduction to <i>Beowulf</i>	Read Handouts Introduction to Middle Ages 1-23 Introduction to <i>Beowulf</i> 29-34
	8/23	<i>Beowulf</i>	Read the entire text, please. (34-100)
3	8/28	A sampling of other Anglo-Saxon and Anglo-Norman writers	<i>The Dream of the Rood</i> 27-29 <i>Judith</i> 100-108 King Alfred's Preface 108-111 <i>The Wanderer</i> and <i>The Wife's Lament</i> 111-114 <i>The Anglo Saxon Chronicle</i> 115-117 and NTOL <i>Ancrene Riwe</i> 157-159
	8/30	<i>The Canterbury Tales</i> : Introduction and General Prologue First Close Reading Paper Assignment	Introduction 213-217 Poems 318 General Prologue 218-238 Chaucer Hath A Blog:

			http://houseoffame.blogspot.com/2006/04/idea-for-poeme.html and handouts LolPilgrims: http://houseoffame.blogspot.com/2007/05/i-can-hath-cheezburger.html
	FYI	<i>Of Kings and Legends: Completely optional! We won't have time to cover these texts in class, but I place them here for your edification and enjoyment. I may put some extra credit questions having to do with them on your midterm.</i>	<i>Legendary Histories of Britain 120-138</i> <i>Sir Gawain and the Green Knight Parts 1 and 2</i>
4	9/4	LABOR DAY HOLIDAY—NO CLASS	
	9/6	<i>The Canterbury Tales: General Prologue (continued)</i> <i>The Miller's Prologue and Tale</i>	The Miller's Tale 239-255
5	9/11	<i>The Wife of Bath's Prologue and Tale</i> CT Wrap Up	<i>The Wife of Bath's Tale</i> 256-284 <i>The Parson's Tale and Chaucer's Retraction</i> 312-315
	9/13	Middle English Lyric (Popular and Religious) Christ's Humanity	Christ's Humanity 355-370 (371-377 is optional, but highly recommended) ME Lyric 435-437 and poems from NTOL First Close Reading Paper Due
6	9/18	Introduction to the Sixteenth Century Faith in Conflict	Introduction 485-512 and TBD
	9/20	Golding's translation of Ovid's <i>Four Ages</i> Wyatt and Surrey	Golding: 703-705 Wyatt: 592-595, "They flee from me" 599-600 Surrey: 607-609
7	9/25	Sidney and Spencer Midterm Review Sheet	Spencer: 705-708, 902-903, Sonnets 34, 54, 64, 68, and 75 Sidney: 947-948, selections from "The Defense of Poesy" (as assigned), Sonnets 1, 2, 7, 28, 34, 47, and 69
	9/27	Midterm Review <i>This is also a catch-up day.</i>	
8	10/2	Midterm Exam	
	10/4	Shakespearean Shenanigans Second Close Reading Paper Assignment	Sonnets TBD (by you and me)
		<i>The official date of Midterm is October 8.</i>	
9	10/9	<i>King Lear</i>	1139-1180
	10/11	Shakespeare's <i>King Lear</i> (continued)	1180-1227
10	10/16	Introduction to the Early Seventeenth Century Research Project Assignment	Introduction 1235-1259 Nashe 1231-1233
	10/18	Jack Donne and <i>Carpe Diem!</i>	Donne: 1260-1265, 1274-1276, and Satire 3 Other Poets: 917-918, 1022, 1436, 1458, 1658-1660, 1687, and 1703
11	10/23	John Donne: All Grown Up (and Beyond)	<i>Holy Sonnets</i> 1, 5, 10, 13, 14, and 17, "Hymn to God My God, in My Sickness," Expostulation 19, Izaak Watson's account of Donne's death (1309-1313), and Carew's Elegy (1666-1668)

			Second Close Reading Paper Due
	10/25	Lanyer, Jonson, Etc. (including Herrick and Carew)	Lanyer: 1313-1319, Jonson: 1324-1326, 1427, "On My First Daughter," "To John Donne," 1430-Lucy Poem on 1431, 1444-1446
12	10/30	Forms of Inquiry/Crisis of Authority	TBD—we'll decide which topic to discuss as a class. Annotated Bibliography Due
	11/1	Milton: Poems Brief Introduction to <i>Paradise Lost</i>	1785-1789, "How Soon Hath Time" 1862, "When I Consider..." & "On the Late Massacre" 1828, 1830-1833 (line 26)
13	11/6	<i>Paradise Lost</i>	Book I (the entire text, please)
	11/8	<i>Paradise Lost</i>	Book IV (the entire text, please)
14	11/13	<i>Paradise Lost</i>	Book/Selections TBD (2485-2488 for sure, though)
	11/15	Introduction to the Restoration and the 18 th Century Dryden	Introduction: 2057-2082 Dryden: 2083-2084, 2111-2117
15	11/20	Swift	2301-2304, 2462-2468 Research Project Due
	11/22	Thanksgiving Holiday—No class	
16	11/27	Alexander Pope	An Essay on Criticism (selections TBD) The Rape of the Lock (selections TBD) An Essay on Man Epistle to Dr. Arbuthnot
	11/29	Debating Women	Haywood: 2565-2584 Other texts TBD
17	12/4	Last Day of Class—Final Exam Review Johnson	Selections from his dictionary and essays, TBD
	12/11	Final Exam Meeting—Attendance is REQUIRED. 8-10:45AM	Reflective Essay DUE—if you do not complete this assignment, you will not pass this class.

Revised Class Schedule—October 9, 2007

Read all materials and have assignments ready to turn in by the dates they are listed. *This schedule may be modified; assignments may be added (not bloody likely) or taken away (entirely possible—probable, even!), etc., as best benefits our class.* “TBD” doesn’t mean we won’t have anything to do! Many things can happen to throw a class off schedule, and I’ve built these days into the syllabus to help us out in case that happens. If nothing happens, we’ll fill them in together.

Week	Date	Class Activities	Readings and Assignments Due
9	10/9	Discussion: Exams, Course Goals, Paperwork Extremely Brief Introduction to and Discussion of Shakespeare (I assume you have already made his acquaintance)	
	10/11	<i>King Lear</i>	1139-1180 Go to ShakespeareAndMore on YouTube and watch every version of a scene from Acts I and II that you can—especially Ian Holm and Laurence Olivier. (Feel free to watch others, too—but not at the expense of reading.)
10	10/16	Shakespeare’s <i>King Lear</i> (continued)	1180-1227 Bring a scholarly article about <i>King Lear</i> to class, please, along with something to say about it. Relate it to our class discussion whenever possible.
	10/18	Shakespeare’s <i>King Lear</i> (wrap up) Introduction to the Early Seventeenth Century Second Close Reading Assignment	Any other scholarly thoughts are welcome. Introduction 1235-1259 Nashe 1231-1233
11	10/23	Jack Donne and <i>Carpe Diem!</i>	Donne: 1260-1265, 1274-1276, and Satire 3 Other Poets: 917-918, 1022, 1436, 1458, 1658-1660, 1687, and 1703
	10/25	John Donne: All Grown Up (and Beyond) Research Project Assignment	<i>Holy Sonnets</i> 1, 5, 10, 13, 14, and 17, “Hymn to God My God, in My Sickness,” Expostulation 19, Izaak Watson’s account of Donne’s death (1309-1313), and Carew’s Elegy (1666-1668)
12	10/30	Lanyer, Jonson, Etc. (including Herrick and Carew)	Lanyer: 1313-1319, Jonson: 1324-1326, 1427, “On My First Daughter,” “To John Donne,” 1430-Lucy Poem on 1431, 1444-1446
	11/1	Milton: Poems Brief Introduction to <i>Paradise Lost</i> (<i>On this day we shall decide what parts of Paradise Lost most warrant our attentions as a class and set the TBD sections of the reading.</i>)	1785-1789, “How Soon Hath Time” 1862, “When I Consider...” & “On the Late Massacre” 1828, 1830-1833 (line 26)
13	11/6	<i>Paradise Lost</i>	Book I (the entire text, please) Other Selections TBD (not long, I promise) Second Close Reading Paper Due
	11/8	<i>Paradise Lost</i>	Book IV (the entire text, please) Other Selections TBD, depending on <i>your</i> interest.
14	11/13	<i>Paradise Lost</i> Introduction to the Restoration and the 18 th Century (as much as we have time to do, we shall do)	Book/Selections TBD (2485-2488 for sure, though)
	11/15	Discussion: Research Interests, Interesting Sources, etc. How best to approach the analytical paper?	Annotated Bibliography Due: Schedule a conference with me either this week or next to discuss your research.
15	11/20	Introduction to the Restoration and the 18 th Century Dryden	Introduction: 2057-2082 Dryden: 2083-2084, 2112-2117; Read Swift’s

			introduction in the <i>NAEL</i> and “A Modest Proposal” if you haven’t already had the pleasure.
	11/22	Thanksgiving Holiday—No class	
16	11/27	Alexander Pope	An Essay on Criticism (selections TBD) The Rape of the Lock (selections TBD) An Essay on Man Epistle to Dr. Arbuthnot
	11/29	Debating Women	Haywood: 2565-2584 Debating Women: 2589-2610
17	12/4	Last Day of Class—Final Exam Review Johnson	Selections from his dictionary and essays, TBD Research Project Due
	12/11	Final Exam Meeting—Attendance is REQUIRED. 8-10:45AM	Study.