

**Carleton University
Fall/Winter 2019-2020
Department of English**

ENGL 2300 B: *British Literatures I*

Prerequisites: second-year standing or permission of the department.
Preclusions: None

Wednesdays and Fridays / 10:05-11:25am
Location: *Please confirm location on Carleton Central*

**Professors: FALL: Dr. S. Bly Calkin
WINTER: Dr. D. Beecher**

FALL: Email: siobhain.calkin@carleton.ca
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Office Hours: Thursdays 10:30am-12noon; Fridays 11:40am-12:10noon

WINTER: Email: donald.beecher@carleton.ca
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Office Hours: TBA

Course Description:

ENGL 2300 B introduces students to literature written in Britain between 500 and 1700 CE. The Fall term, taught by Professor Calkin, focuses on the medieval period (500-1500 CE) while the Winter term, taught by Professor Beecher, focuses on the Renaissance/Early Modern period (1500-1700 CE). The course is designed to communicate a sense of the chronological development of English literature in Britain as well as an awareness of the dynamic cultural contexts this literature engages.

Fall Term:

Monsters and magic, multilingualism and murder, religion and romance, chivalry and sainthood—these are just a few of the many concerns that animate texts by British authors writing in the Middle Ages, and the first term of ENGL 2300 is designed to introduce you to these texts and their passions. In this term, we will cover literature from the Old English (c. 500-1100 C.E.) and Middle English (c. 1000-1500 C.E.) periods, and also look (in translation!) at some of the writings in Latin, Welsh, Irish and French that form part of the multilingual literary culture of medieval Britain.

In order better to appreciate the cultural importance of the texts we study, we will strive to situate them in relation to their literary and historical backgrounds and to appreciate the ways in which these texts shaped, were shaped by, and commented on, the issues of their day. One of the focal questions underlying our reading will be: How does a historical understanding of British culture enhance and enrich our reading of English literature from the Middle Ages? We will also consider the

portraits of heroism, gender, love, lust, violence, magic, monstrosity, religion, art, authorship, conquest, and Englishness presented in these texts, and study the ways in which different writers handled such topics. Medieval literary conventions, genres, forms, and aesthetics (ideas about what is considered beautiful) will also be discussed.

Some specific texts we will read include *Beowulf*, *Judith*, *Sir Gawain and the Green Knight*, some of Chaucer's *Canterbury Tales*, Marie de France's *Lanval* and Margery Kempe's *Book of Margery Kempe* as well as medieval plays, saints' lives, and lyrics.

Winter Term:

The orientation of this course is not only historical and thematic but critical. It is intended to serve as a thorough introduction to the chosen authors and their texts, and as an introduction to basic methodologies of textual criticism and critical terminology. The lectures will thus contain factual and theoretical information, thereby providing a variety of paradigms for the study of literature (not to mention numerous excursions important to me and to most students into matters cultural, contextual, and evaluative). Success in the course will ultimately depend upon the student's ability to work with critical ideas in the term paper and exam questions. Historically, the readings cover a period from 1580 to 1673, thus literature from the Tudor and Stuart eras. This was a dynamic period socially and politically that witnessed the reformation of the church, English mercantile exploration, major scientific revolutions, and the formation of the modern nation states constituting western Europe, with an emerging sense of national identities and concerns. It was also the period of the new learning and its effects upon pedagogy, mores and ethics, and of reconsidered social life, the family, expressions of love, marriage, and divorce. Their literature reflects many of these issues and anxieties. At the same time, the course should extend the critical acumen of students, adding new terms and concepts to their critical vocabularies, and provide opportunities for honing and perfecting their critical writing. Authors studied will include: Spenser, Marlowe, Jonson, Shakespeare, Donne, Riche, and Milton.

Learning Objectives FALL TERM:

Students in this course will:

- Read a variety of British literature from its earliest stages to its fifteenth-century forms
- Gain a general sense of the chronology of British literature and its styles, and of various writers' relations to history and literature
- Develop an awareness of the ways in which literature from different historical periods articulates and explores the central cultural concerns of its day while also relating to our day
- Consider the ideas about heroism, gender, religion, love, violence, Englishness, conquest, magic, monstrosity, authorship, and aesthetics that appear in literature from the medieval period, and the ways in which ideas about these issues change during that period
- Become familiar with some of British literature's primary conventions and genres, and with the ways these vary over time
- Develop and extend their knowledge of key technical and literary terms and critical concepts for studying literature
- Acquire and improve the skills used to analyze and write about texts from early literary periods and various genres

Learning Objectives WINTER TERM:

- To acquaint the student with representative works from the best writers of the period.
- To gain a sense of the chronological unfolding of early English literary styles.
- To achieve some insight into the historical and cultural developments of early modern England.
- To develop a sense of the themes and universal ideas of literature and to compare early themes with issues of our own day.
- To look at specific issues concerning protagonists, heroism, narrative and story-telling, epic, comic and tragic forms, modes of allegory, symbolism, lyric styles, matters of love and friendship, satire, the destiny of the soul, questing and return, and many more related issues.
- To extend the vocabulary of literary terms and critical concepts, and especially those which will be named and discussed in class.
- To acquire and improve writing skills relating to literature, argumentation, research techniques, and the conventions pertaining to the presentation of scholarly writing in general.

Please Note:

ENGL 2300 is a writing-attentive course. In ENGL 2300, "writing-attentive" means that students will spend a significant amount of class time improving and developing university-level forms of thinking and writing about early literature in order to:

- Maintain and improve the ability to write grammatically and syntactically complex prose
- Build upon and extend skills in written close analysis of texts from a variety of genres in early forms of English
- Refine skills in generating and supporting argumentative thesis statements across essays
- Improve the ability to express in writing sophisticated ideas and opinions using proper, correct, and effective academic English practice
- Use, cite, and interpret primary literary texts in complex ways while following MLA documentation standards
- Expand fluency in, and facility with, genre-specific terminology from early periods

Students will write a 3-hour formally scheduled examination at the end of each term.

Required Texts FALL TERM:

- *The Broadview Anthology of British Literature: The Medieval Period* (Volume 1). Ed. Joseph Black et al. 3rd ed. Peterborough: Broadview, 2015. Paperback.

Recommended Text:

- *MLA Handbook (Eighth Edition)*. New York: Modern Language Association, 2016.

This book outlines and illustrates the quotation, citation, and bibliographic formatting expected on your term papers in both halves of the course.

FALL TERM books will be available at Haven Books, 43 Seneca Street, tel: 613-730-9888 /e-mail: havenbooks@cusaonline.ca; www.havenbooks.ca

Required Texts WINTER TERM:

Edmund Spenser *The Faerie Queene* (Book III)

Christopher Marlowe, *Doctor Faustus*

Benjamin Jonson, *Volpone*

John Donne, Poetry

Barnabe Riche, *A Farewell to Military Profession*

William Shakespeare, *The Sonnets*

John Milton, *Paradise Lost*

***Specific editions to be used and where to buy them will be communicated by Professor Beecher at the start of winter term**

Evaluation:**FALL TERM (50% of Final Grade):**

Term Paper (6-7 pages) 20%

Due: Nov. 27

(MLA format is required for this paper. I also require you to submit a draft thesis assignment and to workshop your drafts in an essay-writing workshop, so that you are aware of my expectations and so that you may plan and write your paper in good time before the due date. A detailed list of topics and of my expectations for the paper will be distributed in advance of the workshop.)

Quizzes 5%

Quiz 1: Sept. 27

Quiz 2: Nov. 13

(2 quizzes; each will include short answer questions, passage identification and analysis, and mix-and-match questions; each quiz is usually about 30 minutes long)

Examination 20%

During official examination period

(3-hour examination; will include essay and short answer questions, as well as in-depth passage identification and analysis; will be scheduled during official examination period)

Attendance and Participation

5%

*(This percentage of your grade will be assessed as follows: 2.5% will be determined by your active presence at class and contribution to discussions either in class or on-line via CULearn; the remaining 2.5% will be determined by your completion of designated in-class and/or at-home mini-exercises as well as completion of the draft thesis assignment (**due: Nov. 6**) and workshop (**Nov. 20**) for your papers. Please note that surfing the web, e-mailing, texting, snapchatting, sleeping etc. while in class does not constitute an active presence; you may be here physically but are elsewhere mentally, and your mark will reflect that absence)*

WINTER TERM (50% of Final Grade):

- A 2-3 page paper, intended to serve as a form of “early feedback,” counting for 5% of the final mark.
- A 10-page term paper will be due on the last day of class. It will count for 20% of the final grade.
- At the end of the course there will be a scheduled 3 hour exam. It will consist of short essay questions, covering all the major authors, with some latitude for choice. The exam counts for 25% of the final grade. It is fair to remind students, moreover, that all term work must be submitted before a final grade can be assigned as per the university regulations.

(Please e-mail Professor Beecher with any questions about this portion of your evaluation)

FALL TERM: Attendance and Late Paper Policy

You are expected to be at class mentally as well as physically, and to contribute to our discussions and activities. For this reason, a portion of your grade has been dedicated to attendance and participation. Attendance will be taken regularly after our first meeting. Participation will be assessed through class discussion and/or on-line discussion via CULearn, completion of designated mini-assignments, and participation in writing workshops (i.e. coming with a draft to workshop).

Your term paper is due at class on the date specified. E-mailed versions will only be accepted as a temporary solution to printing problems and must be followed by submission of a hard copy within twenty-four hours. **Unless you have serious extenuating circumstances (illness, bereavement, religious obligation) and discuss these with the professor, 3% of your paper grade will be deducted for each day it is late.** It is much better to hand in the paper than to drag out the process of writing.

FALL TERM: Return of Work

Quizzes will be returned to students in class meetings or office hours. Papers will be returned during the examination period (either during exam period office hours, at a review session if the class chooses to hold one, or at the exam depending on scheduling). The mid-year examinations will be available from Professor Calkin in January.

PLAGIARISM

The University Senate defines **plagiarism** as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, suspension from a program, suspension from the university, or even expulsion from the university. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>

Please Note: If one of your assignments is lost, misplaced, or not received by the instructor, you are responsible for having a backup copy that can be submitted immediately upon request.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

REQUESTS FOR ACADEMIC ACCOMMODATION:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click here: <https://carleton.ca/equity/accommodation/pregnancy-accommodation-form/>

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click here: <https://carleton.ca/equity/accommodation/religious-observances/>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam.

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

Accommodation for Student Activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

Schedule of Classes and Readings for Fall Semester:

Check Class Location in Carleton Central. *Readings are to be completed for class by the date under which they are listed.* Please note that I reserve the right to adjust this syllabus to meet the needs of the class; however, major changes will be announced in advance. The on-line readings can also be accessed via links on CULearn.

Fall Semester:

- W. Sept. 4 Introduction to Course
Begin Introduction to Old English Culture (Multilingualism)
- F. Sept. 6 Introduction to Old English Culture (Invasions and Hybridity)
Introduction to Old English Manuscripts, Language, and Literature
Anglo-Saxon Chronicle excerpts re: coming of Angles and Saxons (**Broadview**, pp. 146-7)
Bede, Excerpts 4 and 5 from *Ecclesiastical History of the English People* (**Broadview**, pp. 26-30)
- W. Sept. 11 Finish Bede
Begin *Beowulf* if time (**Broadview**, pp. 68-75)
- F. Sept. 13 *Beowulf*, ll. 1-1191 (**Broadview**, pp. 68-85)
- W. Sept. 18 *Beowulf*, ll. 1192-2199 (**Broadview**, pp. 85-98)
- F. Sept. 20 *Beowulf* ll. 2200-3182 (**Broadview**, pp. 98-111)
- W. Sept. 25 Finish *Beowulf*
Begin *Judith* if time (**Broadview**, pp. 117-26)
- F. Sept. 27 **QUIZ #1 (early feedback assessment)**
Judith
- W. Oct. 2 Finish *Judith*
Dream of the Rood (**Broadview**, pp. 49-52)
Ælfric of Eynsham, *The Passion of Saint Edmund, King and Martyr* (**Broadview** <http://sites.broadviewpress.com/bablonline/> ; you will need your textbook's access code to access the reading from this page; Click on Online Selections and then on the "Vol. 1 The Medieval Period" link that appears on the scrolldown menu under Online Selections; scroll down that volume to find Ælfric)

- F. Oct. 4 Old English lyric: “The Wife’s Lament” (**Broadview**, pp. 46-47)
 Irish lyric: “Messe ocus Pangur Ban” (**Broadview**, pp. 34-5)
 Welsh lyrics by Taliesin: “Urien Yrechwydd,”
 “The Battle of Argoed Llwyfain”
 “The Death-Song of Owain” (**on-line** at:
 <http://www.theoldnorth.co.uk/urien-yrechwydd/>
 <http://www.theoldnorth.co.uk/argoet-llwyfein/>
 www.ancienttexts.org/library/celtic/ctexts/t44.html)
- W. Oct. 9 Finish lyrics
 The Norman Conquest (More Invasions and Hybridity)
 Anglo-Norman England and its Literature
- F. Oct. 11 Introduction to the Arthurian Tradition
 If time, begin Marie de France, *Lanval* (**Broadview**, pp. 219-33)
 Chrétien de Troyes, opening of *Lancelot, ou Le chevalier de la charrette*, Vv. 1-982, in
Four Arthurian Romances [electronic resource], ed. and trans. W.W. Comfort
 (London: Everyman, 1914), pp. 139-42
**(e-book version available via EBSCO Host which is accessed through the
 library catalogue (enter the title *Four Arthurian Romances*) or through the
 ARES reserves link on CULearn**
- W. Oct. 16 Marie de France, *Lanval* (**Broadview**, pp. 219-33)
 Chrétien de Troyes, *Lancelot, ou Le chevalier de la charrette*, Vv. 1-982 (opening; pp.
 139-42 **in source as listed above**)
- F. Oct. 18 Finish Arthurian Romances if necessary
 Introduction to Middle English Language and Literature
Stanzaic Life of St Margaret (**on-line** at:
www.lib.rochester.edu/camelot/teams/22sr.htm)
- W. Oct. 23 **NO CLASS—READING WEEK**
 F. Oct. 25

- W. Oct. 30 Finish *Stanzaic Life of St Margaret*
Middle English Lyrics:
 “Sumer is icumen in” (**Broadview**, p. 250)
 “Betwene Mersh and Averil” (**Broadview**, pp. 250-51)
 “I sing of a maiden” (**Broadview**, p. 257)
 “I have a gentil cock” (**Broadview**, p. 257)
 “Of all creatures women be best” (**Broadview**, p. 259)
 “The Corpus Christi Carol” (**on-line at:**
https://en.wikisource.org/wiki/Corpus_Christi_Carol)
 “What is he, this lordling, that cometh from the fight”
 (**on-line at:**
<https://quod.lib.umich.edu/c/cme/Herebert/1:8.16?rgn=div2;view=fulltext>,
OR if you want a more explained version at:
<http://gypsyscholarship.blogspot.com/2006/04/what-is-he-this-lordling-that-cometh.html>)
 “Ye That Pasen by the Weye”
 (**on-line at:** <https://genius.com/Anonymous-ye-that-pasen-by-the-weye-annotated>)
- F. Nov. 1 Finish Middle English Lyrics if necessary
Introduction to the Fourteenth Century and Middle English Manuscripts
Begin Geoffrey Chaucer, *The Canterbury Tales (CT): the General Prologue*, excerpts
(Opening, Portraits of Wife of Bath and Miller, Conclusion; found ll. 1-42, 445-76, 545-66, 715-858, all located in **Broadview** within pp. 429-45)
- W. Nov. 6 **DRAFT THESIS ASSIGNMENT DUE**
Finish Chaucer, *CT: General Prologue* excerpts
Begin Chaucer, *CT: Miller’s Prologue and Tale* if time (**Broadview**, pp. 480-91)
- F. Nov. 8 Chaucer, *CT: Miller’s Tale*
Begin Chaucer, *CT: Wife of Bath’s Prologue* if time (**Broadview**, pp. 494-507)
- W. Nov. 13 **QUIZ #2**
Chaucer, *CT: Wife of Bath’s Prologue and Tale* (**Broadview**, pp. 494-513)
- F. Nov. 15 Finish Chaucer if necessary
Sir Gawain and the Green Knight, Fitts 1-2 (**Broadview**, pp. 288-317)
- W. Nov. 20 **ESSAY DRAFT WORKSHOP**
(Please come with 3 copies of a draft of your essay)
- F. Nov. 22 *Sir Gawain and the Green Knight*, Fitts 3-4 (**Broadview**, pp. 317-54)

- W. Nov. 27 **TERM PAPER DUE**
 Finish *Sir Gawain and the Green Knight*
 Medieval Drama: *Quem Quaeritis* (**Broadview**, pp. 698-99)
 The York Corpus Christi Play of the Crucifixion (**Broadview**, pp. 700-7)
- F. Nov. 29 The Fifteenth Century
 Scenes from *York Corpus Christi Play of the Crucifixion* enacted
 Margery Kempe, excerpts from *The Book of Margery Kempe*
 1) **Broadview**, pp. 636-9, 643-4
 2) on-line at: <https://d.lib.rochester.edu/teams/text/staley-book-of-margery-kempe-book-i-part-i> (ll. 1547-1645)
 3) on-line at: <https://d.lib.rochester.edu/teams/text/staley-book-of-margery-kempe-book-i-part-ii> (ll. 4239-4291 and 4441-4525)
- W. Dec. 4 The Fifteenth Century: Medieval Anticipations of the Protestant Reformation
 “Lollardy” (**Broadview**, pp. 690-94)
 Wycliffite Bible, **Old Testament: Jonas Chapter 2 and New Testament: Luke Chapter 15, verses 11-32** (excerpts found on-line within:
 [https://en.wikisource.org/wiki/Bible_\(Wycliffe\)](https://en.wikisource.org/wiki/Bible_(Wycliffe))
 Hoccleve, *Regiment of Princes*, **lines 4978-5019** (excerpt found on-line within:
 <http://d.lib.rochester.edu/teams/text/blyth-hoccleve-regiment-of-princes>)
 Exam Format Hand-out

**** Please note: Winter Term Schedule of Classes and Readings will be distributed by Professor Beecher in January.**