

**Carleton University
Fall/Winter 2017-18
Department of English**

ENGL 2300, Section B: British Literatures I

Prerequisites: *second-year standing or permission of the department*
Preclusions: *None listed in undergraduate calendar*

Tuesdays and Thursdays / 1:05-2:25pm
Location: *Please confirm location on Carleton Central*

Professors: FALL: Dr. S. B. Calkin
WINTER: Dr. G. Williams

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Office Hours: TBD

Course Description:

ENGL 2300B 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 Williams, 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. 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 city and the court, the printing press and the theatrical stage, Protestantism and Catholicism, traditional learning and the rise of science--gold, spying, paranoia, and censorship—these are just some of the institutional forces and objects of desire driving early modern English texts. The early modern period—aka the English Renaissance—covers two centuries basically starting with the new Tudor dynasty and ending with the Restoration of the monarchy after the English Civil War (1642-1651) and the Interregnum (1649-1660). We will continue the first term's methodology of situating texts within their historical, social, intellectual, and economic contexts. This methodology helps us to understand the interplay between text and context, part and whole though the passage of time. A literary text both reflects its age and contributes to the picture of its age; it is produced by culture but also produces culture.

Texts also connect to other texts: early modern literary and rhetorical conventions, genres, forms, and poetics will also help us to understand how the period's textual production differs from that of the medieval period and looks forward to modernity. Some of the texts that we will study include sonnets by Sidney and Shakespeare, plays by Marlowe (*Dr. Faustus*) and Jonson (*Volpone*), romance by Spenser (*Faerie Queene*), and epic by Milton (*Paradise Lost*).

Course Objectives for Fall Term:

In the first half of this course, students will:

- Read a variety of British literature produced between 500 and 1500
- Gain a general sense of the chronology of British literature, 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 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 for the study of literature
- Acquire and improve the skills used to analyze and write about texts from early literary periods and various genres

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 at least one 3-hour formally scheduled examination. If there is just one exam it must take place at the end of the course. (In this section there will be two exams)

Required Texts:

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

- *The Norton Anthology of English Literature*. Ed. Stephen Greenblatt et al. 9th ed. Package 1: Vols A, B, and C. New York: Norton, 2012. 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.

Books available at Haven Books, 43 Seneca Street, tel: 613-730-9888 /e-mail: info@havenbooks.ca; www.havenbooks.ca

Evaluation:

As stated in the Academic Regulations of the University, Section 2.1, students must complete all term papers and examinations to obtain credit for this course.

FALL TERM (50% of Final Grade):

Term Paper (6-7 pages)

20%

(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%
(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%
(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 and completion of the draft assignments and workshops for your papers. Please note that surfing the web, e-mailing, texting, facebooking, 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)

FALL TERM: Attendance and Late Paper Policy

I expect you to be at class mentally as well as physically, and to contribute to our discussions and activities. For this reason, I have dedicated a portion of the grade 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 Fall 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 me, I will deduct 3% of your paper grade for each day it is late.** Trust me—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 examinations will be available from Professor Calkin in January.

WINTER TERM EVALUATION (50% of Final Grade):

(Please contact Professor Williams regarding any questions about the Winter Term Evaluation)

Term Paper (6-7 pages = 1500-1750 words) 20%
(*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%
(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%
(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 and completion of the draft assignments and workshops for your papers. Please note that surfing the web, e-mailing, texting, facebooking, 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)

Papers and quizzes will be returned to students in class meetings or office hours.

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 Deans of the Faculty conduct 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.

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 see the Student Guide <http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

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 see the Student Guide above.

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 requiring accommodation. 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 exams.

Please note: Student or professor materials created for this course (including lectures, hand-outs, assignments, quizzes, drafts, essays, and examinations) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

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. All on-line readings will also be available via links on CULearn.

Fall Semester:

- Th. Sept. 7 Introduction to Course
Begin Introduction to Old English Culture (Invasions and Hybridity)
- T. Sept. 12 Finish Introduction to Old English Culture
Introduction to Old English Manuscripts, Language, and Literature
Anglo-Saxon Chronicle excerpts re: coming of Angles and Saxons (**Broadview**, pp. 146-7)
Bede, “The Story of Cædmon,” from *Ecclesiastical History of the English People* (**Norton 1**, pp. 29-32)
- Th. Sept. 14 Finish “The Story of Cædmon”
Begin *Beowulf*, ll. 1-1191 if time (**Broadview**, pp. 68-85)
- T. Sept. 19 *Beowulf*, ll. 1192-2199 (**Broadview**, pp. 85-98)
- Th. Sept. 21 *Beowulf*, ll. 2200-3182 (**Broadview**, pp. 98-111)
- T. Sept. 26 *Beowulf*
- Th. Sept. 28 Finish *Beowulf* if necessary
Judith (**Norton 1**, pp. 109-17)
- T. Oct. 3 Finish *Judith* if necessary
Dream of the Rood (**Broadview**, pp. 49-52)
- Th. Oct. 5 **QUIZ #1 (early feedback; will be returned Oct. 10)**
Finish *Dream of the Rood* if necessary
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 through the Online Selections tab; Look for it under the Medieval Period heading)
- T. Oct. 10 Finish Old English material if necessary
Irish and Welsh lyrics:
 “The Scholar and His Cat” (**Norton 1**, p. 128)
 Taliesin, “Urien Yrechwydd”,
 “The Battle of Argoed Llwyfain”
 “The Death-Song of Owain” (**on-line** at:
 www.celtic-twilight.com/camelot/poetry/taliesin/urien.htm
 www.celtic-twilight.com/camelot/poetry/taliesin/argued_llwyfain.htm
 www.ancienttexts.org/library/celtic/ctexts/t44.html)

- Th. Oct. 12 Finish Irish and Welsh lyrics if necessary
The Norman Conquest (More Invasions and Hybridity)
Anglo-Norman England and its Literature
Begin Introduction to Arthurian Tradition if time
- T. Oct. 17 Chrétien de Troyes, opening of *Lancelot, ou Le chevalier de la charrette*
(**on-line** at: <http://omacl.org/Lancelot/lancelot1.html>, Read Vv. 1-982)
Marie de France, *Lanval* (**Broadview**, pp. 219-33)
- Th. Oct. 19 Introduction to Middle English Manuscripts, Language, and Literature
Stanzaic Life of St Margaret (**on-line** at:
www.lib.rochester.edu/camelot/teams/22sr.htm)
- T. Oct. 24 **NO CLASS—READING WEEK**
Th. Oct. 26
- T. Oct. 31 Old and Middle English Lyrics:
“The Wife’s Lament” (**Broadview**, pp. 46-47)
“What is he, this lordling, that cometh from the fight” (**Norton 1**, pp. 409-10)
“I Sing of a Maiden” (**Norton 1**, pp. 410-11)
“The Corpus Christi Carol” (**Norton 1**, p. 411)
“Sumer is icumen in” (**Broadview**, p. 250)
“Betwene Mersh and Averil” (**Broadview**, pp. 250-51)
“I have a gentil cock” (**Broadview**, p. 257)
“Of all creatures women be best” (**Broadview**, p. 259)
- Th. Nov. 2 Introduction to The Fourteenth Century
Geoffrey Chaucer, *The Canterbury Tales: the General Prologue* (excerpts: Opening, Portraits of Wife of Bath, Miller and Pardoner, Conclusion)
(**Norton 1**, ll. 1-42, 447-78, 547-68, 677-860 found within pp. 243-63)
- T. Nov. 7 Chaucer, *The Canterbury Tales: Miller’s Prologue and Tale* (**Norton 1**, pp. 264-80)
- Th. Nov. 9 **DRAFT THESIS ASSIGNMENT DUE**
Chaucer, *The Canterbury Tales: Wife of Bath’s Prologue and Tale* (**Norton 1**, pp. 282-310)
- T. Nov. 14 Finish *Wife of Bath’s Tale*
Begin Chaucer, *Pardoner’s Prologue and Tale* if time (**Norton 1**, pp. 310-25)
- Th. Nov. 16 **QUIZ #2**
Finish *Pardoner’s Prologue and Tale*
Begin *Sir Gawain and the Green Knight*, Fitt 1 if time (**Broadview**, pp. 288-301)
- T. Nov. 21 *Sir Gawain and the Green Knight*, Fitts 2-3 (**Broadview**, pp. 301-339)

- Th. Nov. 23 **ESSAY DRAFT WORKSHOP**
(Please come with 3 copies of a draft of your essay)
- T. Nov. 28 *Sir Gawain and the Green Knight*, Fitt 4 (**Broadview**, pp. 339-54)
- Th. Nov. 30 **TERM PAPER DUE**
Medieval Drama: *Quem Quaeritis* (**Broadview**, pp. 698-99)
The York Play of the Crucifixion (**Norton 1**, pp. 439-47)
- T. Dec. 5 The Fifteenth Century
 Scenes from *York Play* enacted
 Margery Kempe, excerpts from *The Book of Margery Kempe*
 (**Norton 1**, pp. 424-38)
- Th. Dec. 7 The Fifteenth Century: Medieval Anticipations of the Protestant Reformation
 “Lollardy” (**Broadview**, pp. 690-94)
 Wycliffite Bible, Old Testament: Jonas 2 and New Testament: Luke 15.11-32
 (**on-line** at [en.wikisource.org/wiki/Bible_\(Wycliffe\)](http://en.wikisource.org/wiki/Bible_(Wycliffe)))
 Hoccleve, *Regiment of Princes*, lines 4978-5019 (**on-line** at:
 <http://d.lib.rochester.edu/teams/text/blyth-hoccleve-regiment-of-princes>)

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