

EGL 205: British Literature 1

Summer Session 1 Extended 2019
Stony Brook University
Credit Hours: 3

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Course Description

This course offers a comprehensive introduction to and survey of British Literature from *Beowulf* to *Paradise Lost*. My particular approach to this material will combine online lectures covering the literary history of each period we are discussing with assignments consisting of close readings of key passages from primary texts. Our ultimate goal is to achieve an understanding of the development of British literature, culture, and society by tracing its evolution from the Anglo-Saxon and medieval periods through the Renaissance and up to the Restoration.

Required Textbooks/Materials

Norton Anthology of English Literature (Major Authors) Volume 1, Tenth Edition
(ISBN-13: 978-0-393-60312-5)

Course Delivery Mode and Structure

This course will be delivered over eight weeks, asynchronously, using Blackboard learning management system (LMS). All assignments and course interactions, including lectures, will utilize Blackboard, while the readings will be taken from the anthology listed above, except where I've marked a reading (Bb), which indicates that it will be found on blackboard. Students are expected to engage with all of the course materials and meet all due dates. See "Technical Requirements" section for more information. There will be a total of SEVEN LEARNING MODULES, with readings and assignments to be completed by the end of each module, and a final exam that will be given at the end of the session. Please plan to devote between 15 AND 20 HOURS A WEEK to listening to lectures, reading texts and completing the assignments for this course. We are covering a semester's worth of material in less than half that time, and the success of this course requires a significant time commitment from both the instructor and the students.

How We Will Communicate

Before contacting me directly with any course related issues, please check the syllabus and assignment documentation posted on Blackboard or use the open forum discussion board thread where I will respond to common questions and concerns. For personal/private issues that may impact your ability to meet deadlines and complete assignments, please contact me via email, and I will try to get back to you within 24 hours. You must use your Stony Brook University email must for all University related communications, and you must have an active Stony Brook

University email account and access to the Internet. All course-related correspondences will be sent to you through email, so please plan on checking your SBU email account regularly.

Technical Requirements

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The Blackboard course site can be accessed at <https://blackboard.stonybrook.edu> If you are unsure of your NetID, visit <https://it.stonybrook.edu/help/kb/finding-your-netid-and-password> for more information. You are responsible for having a reliable computer and Internet connection throughout the term.

Caution! You will be at a disadvantage if you attempt to complete all coursework on a smart phone or tablet. It may not be possible to submit the files required for your homework assignments.

The following list details a minimum recommended computer set-up and the software packages you will need to have access to, and be able to use:

- PC with Windows 8 or higher (we recommend a 3-year Warranty)
- Macintosh with OS 10.11 or higher (we recommend a 3-year Warranty)
- Intel Core i5 or higher
- 250 GB Hard Drive
- 8 GB RAM
- Latest version of Chrome, Firefox or Explorer; Mac users may use Chrome, Firefox or Safari. (A complete list of supported browsers and operating systems can be found on the My Institution page when you log in to Blackboard.)
- High speed internet connection
- Printer
- Word processing software (Microsoft Word, Pages, etc.)
- Speakers (either internal or external) or headphones
- Ability to download and install free software applications and plug-ins (note: you must have administrator access to install applications and plug-ins).
- Adobe Flash player with the latest update is crucial for playing multiple videos throughout the course

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Phone: (631) 632-9800 (client support, wifi, software and hardware)
- Submit a help request ticket: <https://it.stonybrook.edu/services/itsm>
- Visit the [Walk-Up Tech Support Station](#) in the Educational Communications Center building

Course Work

Blackboard Posts (70%) – For each module, there will be TWO discussion forums in which you will participate. Your “participation” will be in the form of responses to TWO specific questions or prompts about the readings for the module. These responses will consist of a focused and concise analysis of a particular passage, line, or perhaps even just a word taken from our readings. Please be direct in your argument, anchor your argument in the text by quoting the specific passages, lines, or words you need to make your case, and avoid plot summary, historical generalizations (‘Since the beginning of time...’ ‘In the sixteenth century...’) and projecting your own ideas onto the text (‘I think that...’ ‘I found it interesting that...’). You are also required to respond thoughtfully to AT LEAST ONE post written by one of your colleagues. The prompts will be made available to you at the beginning of each learning module, and your posts are due in the middle (Thursday) and at the end (Sunday) of each learning module by the end of the day (11:59pm). All posts must be submitted on time; any and all exceptions or extensions must be requested well in advance of the due date and approved by me. Each post is worth 5 points toward your final grade, and should be roughly 500 words.

Final Exam (30%) – You will be given five essays prompts and asked to respond to three. You will have roughly 48 hours to complete the exam.

Grading Scale

A = 94-100

A- = 90-93

B= 84-86

C+= 77-79

C-= 70-73

D=65-66

B+= 87-89

B-= 80-83

C= 74-76

D+= 67-69

D-= 60-64

Course Objectives

English 205 satisfies Stony Brook University’s “HUM” requirement. More specifically, students in this course will be asked to:

1. Understand the major principles and concepts that form the basis of knowledge in the humanities.
2. Understand the theoretical concepts that undergird one or more of the humanities.
3. Develop an awareness of some of the key historical themes of one or more of the humanities.
4. Develop an awareness of the multi- or interdisciplinary nature of issues within the humanities.
5. Develop an awareness of the contexts (historical, social, geographical, moral) in which these issues emerged.
6. Develop the verbal and written skills to articulate valid arguments on these issues.

English 205 also satisfies the following Learning Outcomes for the B.A. in English:

1. Read texts closely with attention to nuances of language, content, and form; such texts include published works and drafts of student writing for the purposes of peer review.
2. Write focused, organized, and convincing analytical essays in clear, standardized English prose, making use of feedback from teachers and peers.
3. Locate, evaluate, synthesize and incorporate relevant primary and secondary source materials into thesis-driven, interpretive essays of increasing length and complexity.
4. Understand conventions of literary study, including: familiarity with literary terms, genres, devices; knowledge of poetic, dramatic, narrative and rhetorical forms; awareness of literary criticism and theory.
5. Participate in discussions by listening to others' perspectives, asking productive questions, and articulating ideas with nuance and clarity.
6. Communicate complex ideas clearly in formal presentations through speaking, writing and use of digital media.
7. Know a broad range of English and American literatures with an understanding of how texts emerge from, respond to and shape historical and cultural contexts.

Course Schedule

Learning Module 1 – May 28-June 2: Old English

Module Objective(s): Develop and illustrate an understanding of Anglo-Saxon Literature and Culture through an analysis of a passage from *Beowulf*

Watch Lecture 1.1 (“Welcome and Introduction to British Literature”)

Introduction to “The Middle Ages” (pgs. 3-29)

Discussion Board Post 1.1 Due May 31st at 11:59pm

Watch Lecture 1.2 (“Anglo-Saxon Literature and Beowulf”)

Read *Beowulf* (pgs. 37-109)

Discussion Board Post 1.2 Due June 2nd at 11:59pm

Learning Module 2 – June 3-June 9: Middle English

Module Objective(s): Develop an understanding of Medieval culture as distinct from Anglo-Saxon culture; achieve basic reading comprehension of Middle English; conduct a passage analysis with an eye toward its context in the larger work

Watch Lecture 2.1 (“Chaucer and Medieval Britain”)

Read Geoffrey Chaucer, *The Canterbury Tales*

“The General Prologue” (pgs. 261-280)

“The Miller’s Prologue and Tale” (pgs. 282-297)

Discussion Board Post 2.1 Due June 6th at 11:59pm

“The Wife of Bath’s Prologue and Tale” (pgs. 300-327)

“The Pardoner’s Prologue and Tale” (pgs. 328-343)

Marie De France, *Lanval* (pgs. 171-184)

Discussion Board Post 2.2 Due June 9th at 11:59pm

Learning Module 3 – June 10-June 16: The Sixteenth Century and the English Sonnet

Module Objective(s): Develop an understanding of the Henrician court and Elizabethan era culture as depicted in the poetry of Wyatt, Surrey, Shakespeare, Spenser, and Sidney; write a comparative analysis of two poems and an explication of one poem

Read Introduction to “The Sixteenth Century” (pgs. 3-35)

Watch Lecture 3.1 (“The Sixteenth Century and the Henrician Court”)

Read Thomas Wyatt: “The Long Love that in My Heart Doth Harbor,” “Whoso List to Hunt,” “Farewell Love,” “They flee from me,” “My Lute Awake!” “Who list his wealth and ease retain,” and “Mine own John Pains” (pgs. 120-122, 125, 127, 130, 131)

Read Henry Howard, Earl of Surrey: “The Soot Season,” “Love that doth reign and live within my thought,” “Th’Assyrians’ king, in peace with foul desire,” “So cruel prison how could betide,” and “Wyatt resteth here, that quick could never rest” (pgs. 133-138)

Discussion Board Post 3.1 Due June 13th at 11:59pm

Watch Lecture 3.2 (“The Elizabethan Court and the English Sonnet Sequence”)

Read Philip Sidney: from *Astrophil and Stella*, #1, #5, #10, #34, #47, #52, #106, #108 (pgs. 586, 587, 589, 592, 594, 596, 603)

Read Edmund Spenser: from *Amoretti*, #1, #34, #54, #65, #68, #75, #79 (pgs. 487-491)

Read Christopher Marlowe, “The Passionate Shepherd to his Love” (pg. 678)

Read William Shakespeare: from *Sonnets*, #18, #23, #55, #116, #130, #138, #147 (pgs. 724, 726, 727, 734, 736, 738)

Discussion Board Post 3.2 Due June 16th at 11:59pm

Learning Module 4 – June 17-June 23: The Elizabethan Era – Prose and Allegory

Module Objective(s): Illustrate an understanding of Elizabethan literary theory according to Sidney, the development of English national poetry, and the ability to explicate and analyze Spenserian allegory and poetic style

Watch Lecture 4.1 (“Elizabethan Literary Theory”)

Read Philip Sidney, *Defense of Poetry* (pgs. 546-585)

Discussion Board Post 4.1 Due June 20th at 11:59pm

Watch Lecture 4.2 (“Allegory, Romance, and National Poetry”)

Read Edmund Spenser, *The Faerie Queene*

“A Letter of the Authors” (249-252)

Book 1, Cantos 1 (253-267) and 9 (352-365)

Book 2, “Summary” (406), Cantos 7 (Bb) and 12 (406-417)

Book 3, “Summary” (418), Cantos 6 (418-430), 9 (Bb), and 10 (Bb)

Discussion Board Post 4.2 Due June 23 at 11:59pm

Learning Module 5 – June 24-June 30: Tudor-Stuart Drama

Module Objective(s): Illustrate an understanding of Tudor and Stuart drama at the level of genre and form and the English public theater; analyze a passage from a play by placing it in its context and by paying close attention to character development and the use of language to establish motive and intention

Watch Lecture 5.1 (“Tudor Drama and the Marlovian Overreacher”)

Read Christopher Marlowe, *Doctor Faustus* (pgs. 679-717)

Discussion Board Post 5.1 Due June 27th at 11:59pm

Watch Lecture 5.2 (“Stuart Drama and City Comedy”)

Read Ben Jonson, *Volpone, or The Fox* (994-1088)

Discussion Board Post 5.2 Due June 30 at 11:59pm

Learning Module 6 – July 1-July 7: Seventeenth Century – The Lyric

Module Objective(s): Develop a working knowledge of seventeenth century political and religious culture as expressed in the poetry from the period; illustrate an understanding of metaphysical, protestant, and political poetry through close reading and analysis of individual poems as well as through comparative analysis of two or more poems

Read Introduction to “The Early Seventeenth Century” (pgs. 891-919)

Watch Lecture 6.1 (“Metaphysical Poetry and Protestant Poetics”)

Read George Herbert: from *The Temple*, “Jordan (1)” and “Love (3)” (pgs. 1262, 1275)

Read John Donne: “The Flea,” “The Canonization,” “Elegy 19: To His Mistress Going to Bed,” and Holy Sonnets 9, 10, and 14 (pgs. 923, 927, 943, 962, 963)

Read Ben Jonson: “On My First Son” (1092) and “To Heaven” (1099)

Discussion Board Post 6.1 Due July 5th at 11:59am

Watch Lecture 6.2 (“Poetry and the Revolution”)

Read Margaret Cavendish: from *Poems and Fancies*, “The Poetess’ Hasty Resolution,” and “The Hunting of the Hare” (pgs. 1435, 1436)

Read Katherine Philips: “Upon the Double Murder of King Charles” (1335)

Read Andrew Marvell: “Bermudas,” “To His Coy Mistress,” “The Mower to the Glowworms,” and “An Horatian Ode” (pgs. 1341, 1346, 1353, 1356)

Discussion Board Post 6.2 Due July 7th at 11:59pm

Learning Module 7 – July 8-July 14: Seventeenth Century – Milton and The Epic

Module Objective(s): Develop and illustrate an understanding of Milton as a political and religious poet in the Epic tradition, as well as Milton’s conception of the ethical function of literature and reading; analyze Milton’s poetry through an explication of one short poem and one passage from *Paradise Lost* with an eye toward its significance for Milton’s epic project and his career as a whole

Watch Lecture 7.1 (“Milton as poet and the ethics of Literature”)

Read John Milton: “Lycidas,” “How Soon Hath Time,” and “When I consider...” (pgs. 1467, 1489, 1492); from “Areopagitica” (pgs. 1479-1488)

Discussion Board Post 7.1 Due July 11th at 11:59pm

Watch 7.2 (“Milton, the Restoration, and the Christian Epic”)

Read John Milton, *Paradise Lost*

Books 1 and 2 (pgs. 1495-1537), selections of Book 3 (lines 1-415), Book 9 (pgs. 1643-1668), and selections from Book 12 (lines 552-649)

Discussion Board Posts Due July 14th at 11:59pm

Final Exam Due Wednesday, July 18th at 11:59pm

University Required Statements

Student Accessibility Support Center (SASC) Statement:

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact the Student Accessibility Support Center (SASC), ECC (Educational

Communications Center) Building, room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and the staff at the Student Accessibility Support Center (SASC). For procedures and information go to the following website:

<http://www.stonybrook.edu/ehs/fire/disabilities>]

Academic Integrity Statement:

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at

http://www.stonybrook.edu/commcms/academic_integrity/index.html

Critical Incident Management Statement:

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.