

# English 351 British Renaissance and Neoclassicism

Spring 2018

Instructor: John Black

(Guidelines subject to change)

Office: Zinzendorf 306

Classroom: Zinzendorf 100

English Dept. Phone: 861-1390

Class schedule: T\*Th 1:10-2:20

Office Hours: T 2:30-3:30, W 5:15-6:15,

Email: [jblack@moravian.edu](mailto:jblack@moravian.edu)

F 10:30-11:30, and by appointment

## Course Description, Objectives, and Format:

Welcome to English 351! This course is devoted to the study of selected poetry, prose, and non-Shakespearean drama of the Renaissance and Neoclassical periods of English literature, 1500-1800. At the conclusion of English 351, you should be able to:

1. Demonstrate a fundamental knowledge of the variety and breadth of literary works created during this period of three centuries;
2. Articulate the direct effects of the history of the three centuries on the creation of literary work – sometimes on form, but especially on content;
3. Discuss the conjunction of forces (e.g., political, economic, social, psychological, environmental, etc.) that culminated in conditions amenable to the creation of great literature;
4. Explain how literary artists of exceptional ability emerged during this period, influenced each other, and left their mark on their own time and the times to come;
5. Demonstrate a fundamental knowledge of the variety and breadth of critical and philosophical work that define and analyze British Renaissance and Neoclassical works;
6. Demonstrate competence in devising perceptive analyses of British Renaissance and Neoclassical works and their contexts by careful and exact reading and by employing the tools of research and literary analysis.

Through our study, this course will also allow you to continue establishing your own distinctive approach to literary scholarship. As literature is a representation of reality, reading it requires you to interpret and to support your interpretation; our discussions and written assignments will help you refine the critical reading, writing and research skills essential not only to reading literature, but also to critical assessment and understanding in general. And, along the way, you'll get to enjoy some great reading! While we'll occasionally use short lectures, audio-visual aids, Blackboard postings, and presentations, our class will consist primarily of reading and discussion: *your preparation and participation are, therefore, essential to the success of the class and to your success in it.*

**ENGL 351 and InFocus topics:** Each year, through the InFocus program, the College community engages in study, analysis, reflection, and activism regarding one of four rotating interdisciplinary themes that have been identified as particularly significant challenges confronting us today individually, as a society, and on a global scale. These four rotating themes are Sustainability, Health Care, War and Peace, and Poverty and Inequality. Through grappling with these complex problems and by examining them from several different perspectives, the Program's goal is for Moravian's graduates to be better prepared to contribute to a just society and a vibrant democracy.

While, at first glance, each of these issues might seem an especially modern phenomenon, even brief reflection leads to the realization that each has deep roots in human history and experience. How does the durability of these issues manifest itself in the literature of the past? What can we embrace about the persistence in the past of people like ourselves in their efforts to resolve the problems associated with these issues or to reduce their impact? How can we learn or take inspiration from the past in order to redouble our own efforts to make even some small contribution?

To provide opportunities for students to consider these issues, selected readings and activities in the class will connect the InFocus theme for the year with the course subject matter. One of our readings at the beginning of the semester will introduce the connection and serve as a touchstone for the topic as we engage in subsequent readings and discussion during the semester. Please refer to the course syllabus for further details.

## Assignments and Exams:

**\*\*\*For English majors: In preparation for creating an English Major Portfolio in your senior capstone seminar, please save both digital and hard copies of your work for this class, including drafts with peer and instructor comments.**

English 351 is an upper-level, major elective course; your work for the class should reflect deliberation and sophistication in thinking and writing. As assignments for the course, you will complete a digital mapping project, make oral presentations on your project and on other course materials, and complete several other shorter assignments. There will also be mid-term and final exams. Specific requirements for the assignments and exams will be discussed in advance of each. I encourage and expect you to consult with me as you plan and work on your assignments. **I do not accept late assignments, except under very unusual circumstances, and then only under penalty.**

**Extra Credit:** Learning takes place both in and outside the classroom. To encourage further exploration of the connections in learning between English 351 and the community, students may earn extra credit through confirmed participation (usually in the form of a brief write-up) in various activities related to language, literature, and writing. Up to a total of three points of extra credit can be added at the end of the semester to a student's lowest assignment grade. One hundred points is the maximum total for the course. Some examples of eligible activities are: attending a College or area theater production or poetry/fiction reading, submitting creative work to *The Manuscript*, or a meeting with a Writing Center tutor. Other, similar activities may also be eligible; please confer with me. In April, Moravian hosts its annual Student Scholarship and Creative Endeavors Day (SSCED); a student who presents a paper at SSCED will earn three points. A student who assists with or attends SSCED will earn one point.

## Attendance and Participation:

**Be here:** You are expected to attend each class. **Be prompt:** Class begins at am 1:10pm sharp. **Be prepared:** Your first responsibility is to read carefully, re-read, and be prepared to discuss, both orally and in writing, all assignments. You should expect to devote several hours to preparing for each class. (A good rule of thumb for college courses is 2-3 hours outside of class for every hour in class.) **Participate:** Classes become more meaningful the more you engage yourself in them. You are expected to read aloud and to make comments or ask questions on the readings and topics each day. Class time allotted for group work, group discussion, draft feedback, etc. is instructional time, not 'break' time; you are expected to remain focused on the assigned activity for all of the allotted time.

If you know you will be absent from class, please talk to me beforehand. If you are sick, please notify me as soon as possible. *Your absence from more than three classes may affect your final grade. Missing more than five classes may result in your failing the course. If you are tardy or absent, it is wholly your responsibility to determine what was covered in class and what revisions, if any, were made to the syllabus in your absence.*

### Other notes:

- One of the qualities I expect and appreciate most in students is **personal integrity**. Students who exhibit this quality are ethical and honest, are engaged in class, turn in thoughtful assignments, are responsive to the world beyond themselves, meet deadlines, and keep me informed of any difficulties or successes.
- **Please arrange to go to the restroom before or after class.**
- **Please silence and put away all cell phones, etc. before coming into the classroom.**
- **Using your laptop or smartphone during class for purposes not related to the course is unacceptable: it seriously undermines your credibility as a student and it distracts others from their focus.**

**Writing-Enriched Curriculum Research Project:** Students in this course are automatically part of the Writing-Enriched Curriculum research project. The purpose of this research is to collect and analyze student-produced writing in this discipline in order to better understand and articulate disciplinary writing conventions. Student names will be redacted from all work; the goal of this research is instructional and educational, and your writing will be treated respectfully. If you decide that you would like your work to be excluded from this research

project, you can withdraw your consent by emailing Dr. Crystal Fodrey, Dir. of Writing ([fodreyc@moravian.edu](mailto:fodreyc@moravian.edu)). Opting out of this process will not affect your course grade in any way.

**Office Hours:** Students are always welcome in my office. My office hours are times that I have set aside specifically to talk with you – not only about class and assignments, but also about life at Moravian, about something fun and exciting you've done, or whatever. Make use of them. I realize that for some schedules my posted office hours just won't work, so I'm also available by appointment: [jblack@moravian.edu](mailto:jblack@moravian.edu).

### Other Resources:

- With your work on written assignments, I strongly encourage you to take advantage of the help available through appointment at the Writing Center (2<sup>nd</sup> fl, Zinzendorf). For more information, visit its website at: <https://www.moravian.edu/writing/writing-center> The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you have mobility impairments and need the services of the Writing Center, please call 610-625-7820.
- Similarly, the librarians in Reeves are very resourceful. Make it a habit of consulting with them when research questions arise. The library webpage (<http://home.moravian.edu/public/reeves>) is an excellent resource, offering live online help and research guides <http://moravian.libguides.com/generalresearch>.
- The Academic & Accessibility Support Center (lower level of Monocacy Hall, 610-861-1401) provides many services to help you achieve academic success: <https://www.moravian.edu/academic-support>
- Another important resource that provides help with the demands of college life is The Counseling Center (1307 Main St., 610-861-1510): <https://www.moravian.edu/counseling>
- Students who wish to request accommodations in this class for a disability should contact the Academic & Accessibility Support Center (lower level of Monocacy Hall, 610-861-1401). Accommodations cannot be provided until authorization is received from the Support Center.

### Academic Code of Conduct:

Plagiarism, representing someone else's work as your own, is a serious breach of personal integrity and a violation of the College's Academic Code of Conduct: consult the *Student Handbook* <https://www.moravian.edu/handbook/academic-life/code-of-conduct> **Read this policy in its entirety.** I take the provisions of the Academic Code of Conduct very seriously and am obliged to report any suspected cases of plagiarism, the consequences of which may be failure, suspension, or dismissal from the College. If you plagiarize, you will receive a 'zero' on the plagiarized assignment, which will very likely result in your failure for the course. Ignorance of what constitutes plagiarism will not be accepted as an excuse. If at any time you have any questions about documenting sources properly (MLA style) or as to whether or not the aid you are receiving is authorized, don't hesitate to ask me. The Reeves Library online research tutorial also addresses the issue: <http://moravian.libguides.com/generalresearch> Related to academic honesty is the issue of copyright; please protect yourself by being familiar with and following copyright laws.

### Anti-Discrimination and Anti-Harassment Policy:

Moravian College faculty are committed to providing a learning environment free from gender discrimination and sexual violence. Should a student disclose a concern of this nature, the faculty member is obligated to inform the Title IX Coordinator, who will assist the student in determining resources for support and resolution. Fully confidential reporting options include the [Counseling Center](#), [Health Center](#), and [Religious Life](#) (chaplain). Survivors are encouraged to seek immediate assistance by contacting the [Advocates](#) at (484) 764-9242. For more information, please visit [www.moravian.edu/titleix](http://www.moravian.edu/titleix).

### Evaluation:

Mid-term exam.....20%	InFocus-related Assignment.....10%
Final exam.....20%	Reading responses, quizzes, and short assignments .....10%
Group Presentations.....10%	Informal Writing and Class Participation.....10%
Digital Mapping project.....20%	

(The instructor will apply both quantitative and qualitative assessments in determining grades for assignments and for the course. Final grades are calculated on 10-pt. scale: 90=A-, 80=B-, etc.)

**You must complete all these requirements in order to be eligible to pass the course.**

## Resources

### Required texts:

*The Norton Anthology of English Literature, Vol. B: The Sixteenth Century/The Early Seventeenth Century*. 9<sup>th</sup> ed. Edited by Julia Reidhead *et al.* New York: Norton, 2012. Print.

*The Norton Anthology of English Literature, Vol. C: The Restoration and the Eighteenth Century*. 9<sup>th</sup> ed. Edited by Julia Reidhead *et al.* New York: Norton, 2012. Print.

InFocus reading (one of three; to be provided):

A. Wallis, "Plagues, Mortality, and the Place of Medicine in Early Modern England"; pp. 1-12

B. Wallis, "Plagues, Mortality, and the Place of Medicine in Early Modern England"; pp. 12-25

C. Knight, "A Precious Medicine: Tradition and Magic in some Seventeenth-Century Household Remedies"

Other selected materials, as provided.

### Some useful websites:

Renaissance English Literature (with music) <http://www.luminarium.org/renlit/index.html>

Neoclassicism – An Overview <http://www.victorianweb.org/previctorian/nc/neoclassov.html>

John Milton Reading Room [http://www.dartmouth.edu/~milton/reading\\_room/](http://www.dartmouth.edu/~milton/reading_room/)

Literary Resources–Renaissance <http://www.andromeda.rutgers.edu/~jlynch/Lit/ren.html>

Literary Resources–Miscellaneous <http://www.andromeda.rutgers.edu/~jlynch/Lit/misc.html>

(The latter two have not been updated recently, yet still provide some good background.)

## Syllabus

Jan.	23	T	Introduction to course (syllabus, policies, overview); <b><u>introduce link to InFocus theme (Health Care) and related readings and activity</u></b> ; provide access to InFocus readings
	25	Th	Introduction to Renaissance: The Sixteenth Century (531-563); Skelton: introduction (564), poems (565-68)
	30	T	More: introduction (568-574), selections from <i>Utopia</i> (575-97, 602-645)
Feb.	1	Th	Wyatt: introduction and poems (646-658); Surrey: introduction and poems (661-670); Queen Elizabeth: introduction (749-50), selected works (757, 762-66); selections from other women writers (721-48); <b><u>preferences for InFocus reading due</u></b>
	6	T	Spenser: introduction (766-68), selections from <i>The Shepheardes Calendar</i> (769-74), <i>The Faerie Queene</i> , Book I, Canto 1 (775-95), summary of Book II (934), summary of Book III (946), <i>Amoretti</i> (985-89), <i>Epithalamion</i> (990-99)
	8	Th	Sidney: introduction (1037-39), selections from <i>The Defense of Poesy</i> (1044-52, 1066-83), selected sonnets from <i>Astrophil and Stella</i> (1084-1101); Mary Herbert: introduction and poems (1102-1106)
	13	T	<b>Introduce "Mapping Early Modern England" project</b> ; in-class worktime on InFocus-related presentations
	15	Th	<b><u>Presentations on InFocus-related readings on health care and early modern period</u></b>
	20	T	Marlowe: introduction (1106-08), "The Passionate Shepherd" (1126); Raleigh: introduction (1023-24), selected poems (1024-27)
	22	Th	Shakespeare: introduction (1166-70), selected sonnets (1170-86); Campion: introduction (1004), poems (1017-1020); <b>identify 3 places of interest from 16<sup>th</sup> C readings (by email, by classtime)</b>

Feb.	27	T	Marlowe: <i>Doctor Faustus</i> (1127-1165); <b>group presentation</b>
Mar.	1	Th	Introduction to Early 17 <sup>th</sup> Century (1341-69); <b>group presentation</b> ; Lanyer: introduction (1430-31), selections from <i>Salve Deus Rex Judaeorum</i> (1431-36); Wroth: introduction (1560-61), selections from <i>Pamphilia to Amphilanthus</i> (1566-1571)
	6	T	<b>No class</b> – Spring Break
	8	Th	<b>No class</b> – Spring Break
	13	T	Digital mapping project in-class worktime
	15	Th	Metaphysical Poets – selections; Cavalier Poets - selections
	20	T	Webster: introduction (1571-72), <i>The Duchess of Malji</i> (1572-1647)
	22	Th	<b>Midterm Exam</b>
	27	T	Milton: introduction (1897-1901), selections from <i>Paradise Lost</i> (read 1943-64, skim 1964-2024, read 2024-44, skim 2044-630; <b>identify 3 places of interest from early 17th C readings (by email, by classtime)</b>
	29	Th	Milton: selections from <i>Paradise Lost</i> , cont. (skim 2063-91, read 2091-2175)
Apr.	3	T	Introduction to Restoration and Eighteenth Century (2177-2207); <b>group presentation</b> ; digital mapping project in-class worktime
	5	Th	Dryden: introduction (2208-09), selected works (2210-12), <i>Mac Flecknoe</i> (2236-42), “Shakespeare and Ben Jonson Compared” (2254-55), “In Praise of Chaucer” (2258-59)
	10	T	Pepys: introduction and selections from <i>The Diary</i> (2260-64); Rochester: introduction (2296-97), selected poems (2297-2301), “A Satire against Reason and Mankind” (2301-07)
	12	Th	Behn: introduction (2307-09), <i>Oroonoko</i> (2313-58); Astell: introduction and selections from <i>Some Reflections Upon Marriage</i> (2420-24); Finch: introduction and poems (2431-34)
	17	T	Defoe: introduction and selection from <i>Roxana</i> (2424-30); Swift: introduction (2464-66), “A Modest Proposal” (2633-38); Pope: introduction (2665-69), selection from <i>Eloisa to Abeldard</i> (2705-13)
	17	T	<b>**Student Scholarship &amp; Creative Endeavors Day (SSCED) – opportunity for extra credit</b>
	19	Th	Congreve: <i>The Way of the World</i> (2359-2420); <b>group presentation</b> ; digital mapping project in-class worktime
	24	T	Addison and Steele: introduction (2639-41), selections from <i>The Spectator</i> (2641-44, 2652-56); Hogarth: introduction and <i>Marriage A-la-Mode</i> (2833-40); Johnson: introduction (2841-43), selections from A Dictionary of the English Language (2929-36), selections from <i>The Preface to Shakespeare</i> (2936-39); Boswell: introduction (2959-60), selections from <i>The Life of Samuel Johnson</i> (2962-69); Montagu: introduction and selection from <i>Letters</i> (2759-62); <b>identify 3 places of interest from Restoration/18th C readings (by email, by classtime)</b>

Apr.	26	Th	<b>No class</b> , in lieu of project consultations (TBA)
May	1	T	Equiano: introduction (3033-34), selections from <i>The Interesting Narrative</i> (3035-43); Gray: introduction (3047), “Elegy Written in a Country Churchyard” (3051-54); Goldsmith: introduction (3061-62), “The Deserted Village” (3062-71); discuss final exam
	3	Th	<b>Essay on digital mapping project due; oral presentations on projects;</b> course review and evaluation

**The final exam is scheduled for Sunday, May 6 from 3:45-5:45pm. Plan accordingly.**