

The Dead, the Beloved, and the Ecstatic
Survey of English Literature I: The Middle Ages to 1800 (ENG 225.02)

CHA 115, 2:00 pm - 3:20 pm, T & TH

<http://www.fulmerford.com/search/label/ENG22502>

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Office hours: MWF 1:00 pm - 1:50 pm & by appointment

Required Texts

- *The Norton Anthology of English Literature*, Vols. A, B, & C. 9th ed.

Gen. Education Requirement: Fulfills Liberal Studies Area 5 (Literature and Fine Art).

Major/Minor Requirement: Fulfills a core requirement for major or minor.

Credits: 3

More information on requirements and prerequisites is available via [the online catalog](#) or your advisor.

Course Description

We will be reading and engaging with a survey of selected major English authors from the Middle ages to about 1800, and we'll be doing so for a reason: the material explored here will enhance your cultural capital while also making you better communicators. That is, you will know more, and you will get better at expressing what you know, and at expressing how you feel about what you know, and why you feel it's important. These are valuable skills, and while they may seem far removed from a selection of long-dead British authors, they are not: our chief concern, as we explore this literature (and its cultural and historical context), is the way in which these authors connect to our own lives and times. The more we know about them, and the more we talk and think about them, the better we know and can talk and think about ourselves. This course is designed to give you the vocabulary, background, and confidence to articulate your feelings and thoughts about English literature, but also about yourself. You will expand your cultural arsenal of literary history, terminology, and overall knowledge. You will access works of art that are representative of the time and place. Ideally, after this class, you'll be able to (a) discuss/analyze/contextualize pretty much *any work of art* that comes your way and (b) demonstrate a deep and considered knowledge of what we've read. If doing so strikes you as important in its own right, more power to you. However, this stuff seems to resonate well beyond the immediate, localized purview of literary studies: we are drawn to art -- drawn to narrative, drawn to stories, drawn to poetry -- because art gives us access to a range of critical thinking and writing skills useful elsewhere in our lives.

On the Website

You will find a direct link to the course website via LVC's Blackboard system, but you can also click on it directly at <http://www.fulmerford.com/search/label/ENG22502>. There, you will find the most up-to-date course calendar of readings and due-dates, as well as an updated copy of

this syllabus. (You can also subscribe to the calendar, sync it with whatever smartphone or web-based calendar app you may use, or print it out and carry it around.) Also: please note that you can directly comment and ask questions about anything directly on the site -- please feel free to do so and I'll be happy to clarify anything.

Course Goals, Expectations, and Assessment Strategies¹

I have three major objectives for this class. They're listed below with some thoughts on my expectations and the ways in which we'll measure how these objectives are met. The hope is that this class will help you

1. **Gain factual knowledge of early English literature.** The goal is to provide you with an in-depth understanding of major individual works and authors as well as their historical and cultural context. **We'll achieve this objective** through intensive, critical reading and class discussion. **We'll measure our success** in this area through periodic unannounced quizzes, and also through a midterm and a final.
2. **Gain a broader understanding and appreciation of early English literature.** The goal here is to help you understand why these particular works have served as the foundational base for so much of what constitutes contemporary cultural production. By understanding and figuring out what we like about where we've come from, we may gain a greater understanding of where we are going. **We'll achieve this objective** both through our class discussions and through the group presentations, where we will highlight what is interesting, weird, vital, and exciting about what we've read, while also connecting it to cultural products that came out this year. **We'll measure our success** by evaluating the degree to which your presentations analyze and engage with the works we've read, and by the quality and sophistication of the connections made to the popular culture of 2012.
3. **Learn to analyze and critically evaluate ideas, arguments, and points of view.** The goal is to help you better understand the works we'll be reading, to give you the tools to respond critically, and in doing so to help become better critical readers and thinkers. **We'll achieve this objective** through class discussions and through group presentations, where we'll be analyzing and thinking about each of the texts as individual units, but we'll also see how they connects to other texts and to the world we live in. We'll connect course material to contemporary popular culture, and we'll articulate our understanding of those connections. We'll demonstrate that we've understood and

¹ These three course goals are aligned with the following three IDEA objectives: Goal one is aligned with **Basic Cognitive Background 1**. Gaining factual knowledge (terminology, classifications, methods, trends), the focus of which is *building a knowledge base*; goal two is aligned with **Intellectual Development 7**. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.), the focus of which is *gaining and valuing a "Liberal Education"*; goal three is aligned with **Intellectual Development 11**. Learning to analyze and critically evaluate ideas, arguments, and points of view, the focus of which is *developing higher level thinking skills*.

In your evaluations of this class, you'll have the opportunity to assess whether what we did in the class really did help you improve your skills in these three areas. If you're at all curious about this evaluation system, which is used in all Lebanon Valley College courses, you should take a look at the information posted at <http://www.lvc.edu/idea/>.

analyzed the works themselves. **We'll measure our success** via the content-centered questions on the quizzes, the midterms, and the final, but also through the brief essays contained in those evaluations; we will also measure our success with the group presentations, since those ask you to analyze and play with the ideas, arguments, and points of view of the works we've read and discussed.

Course Assignments, the Super-Brief Version

Quizzes	20%
Group Presentation 1	20%
Group Presentation 2	20%
Midterm	20%
Final	20%

Course Assignments, the Super-Long Version

1. There will be **frequent unannounced quizzes** that will keep us all on track with the readings. I'll be asking two or three brief questions, chiefly centering on content -- I just want to make sure that you read, that you did so carefully, and that you understood what you read. I may also ask you for brief critical responses connecting the day's reading to something previously discussed in class. I'll drop your lowest quiz. **(20%)**
2. There will be a **midterm** and a **final** (each worth 20% of your total grade) that will feature content-centered questions as well as a brief essay component. Please note that the material in each incorporates the readings and class discussion, and that you may be asked content-centered questions covering material from the readings that we did not talk about in class. *Be sure to do the readings.* The **final** is noncumulative: it will cover everything studied after the midterm. **(40%)**
3. You will be required to do **two group presentations** that connect one of the works we've studied to a popular culture artifact released in 2012. The presentations need to be brief (five to seven minutes) and scripted, and you may choose to present them live or you can film them. We will talk about possible ways to approach these. You'll be able to pick your groups, and to switch groups after each presentation. We'll be talking more about the presentations in class, and we'll be modeling the various ways in which we can approach these, but you'll find the [Group Presentation Requirement sheet](#) your most useful resource. Each presentation will be worth 20% of your final grade, and the project will consist of three parts: (1) the script, (2) the performance, and (3) an evaluation of your contribution to the group as well as an evaluation of your peers. **(40%)**

Course Policies

Attendance: We need you here. I expect you to be on time, to be ready, and to not miss class. You are allowed two unexcused absences. Each additional absences will reduce your final grade by *one whole letter grade*. Be on time and stay here for the whole class period -- three tardies or early departures will count as an absence. If you miss class for any reason, you are still

responsible for the material. If you miss more than three classes beyond the two allowed unexcused absences, you will fail the course.

Readings: There are a *lot* of readings, and they are all fairly challenging. You need to read critically -- that is, you need to annotate and to think about what you're reading, to really engage with it. I expect you to devote the time and energy to making sure you can (a) summarize what you've read, (b) describe what you've read, and (c) explain what it means.

Lateness: Assignments are due by the time and day posted. Anything turned in late will be deducted a whole letter grade per day delayed.

Makeup Assignments: There are no makeup assignments.

Extra Credit: There is no extra credit.

BlackBoard: You can access the bulk of the material directly through the course website at <http://www.fulmerford.com/search/label/ENG22502>, but selected readings may be posted on BlackBoard. If so, it will be noted in the schedule below. Please note that there will also be direct links to the course site and to the course calendar in BlackBoard.

Academic Honesty

If you cheat or plagiarize on any assignment, you will fail the class.

In addition, any student who submits plagiarized work will be subject to the penalties described in the Student Handbook and outlined in LVC's "Academic Honesty Policy" (<http://www.lvc.edu/catalog/acad-reg-procedures.aspx>). This code asks each student to do his/her own work in his/her own words.

A student shall neither hinder nor unfairly assist the efforts of other students to complete their work. All individual work that a student produces and submits as a course assignment must be the student's own. Cheating and plagiarism are acts of academic dishonesty.

Cheating is an act that deceives or defrauds. It includes, but is not limited to, looking at another's exam or quiz, using unauthorized materials during an exam or quiz, colluding on assignments without the permission or knowledge of the instructor, and furnishing false information for the purpose of receiving special consideration, such as postponement of an exam, essay, quiz or deadline of an oral presentation.

Plagiarism is the act of submitting as one's own the work (the words, ideas, images, or compositions) of another person or persons without accurate attribution. Plagiarism can manifest itself in various ways: it can arise from sloppy note-taking; it can emerge as the incomplete or incompetent citation of resources; it can take the form of the wholesale submission of other people's work as one's own, whether from an online, oral or printed source.

Students who take part in violations such as cheating or plagiarism are subject to a meeting with the Associate Dean of Academic Affairs, who has the authority to take further action, up to and including expulsion from the College.

Turnitin: In this course you may be asked to submit some or all of your assignments for review by an on-line plagiarism service. This service will compare the content of your work to content found on the internet and several proprietary databases. Any work submitted to this service may become part of the service's permanent collection of submitted papers. After your work is submitted, the service will generate an originality report which will be sent to your instructor. Any student who submits plagiarized work will be subject to the penalties outlined in LVC's Academic Honesty Policy found in the Student Handbook.

Disabilities: If you have a physical, medical, psychological, or learning disability that is going to impact your attendance or require accommodation, please let me know. In order to ensure that your learning needs are appropriately met, you will need to provide documentation of your disability or medical condition to the Director of Disability Services. The Office of Disability Services will then provide a letter of verification of disability that describes the accommodations needed for this class. This office is located in the Humanities Building, room 04, and the Director may be reached by phone at 717-867-6071.

Classroom Conduct: I expect you to come prepared, ready to participate, and to engage with your peers and with me in a manner that is respectful, open, and enthusiastic. A college education is, on some level, a sort of professionalization. This expectation leads to some pretty basic rules of behavior: no texting, no slacking off, no sleeping in class, no rudeness. Please know that you may be marked absent if you behave inappropriately. In class, you may address me any way in which you feel comfortable. Please call me Juan, or Professor, or Dr. Martinez, or any combination that works for you. I know some students are reluctant to address professors by their first name, so Professor or Dr. Martinez is fine. However, calling me Juan is also fine. In e-mails, however, please note that my expectations are different.

E-mail Conduct: Use [proper e-mail etiquette](#). Use the following formal address in all e-mails: "Dear Dr. Martinez," and follow it with succinct messages. When in doubt, refer to the link. I usually respond to e-mails during my office hours.

Requirement & Policy Changes: Some of the assignments and due dates may change, but please know that (a) major changes are unlikely and (b) I will be sure to tell you if and when these changes will be made well ahead of time, both in class and by e-mail. The most up-to-date copy of the syllabus and of the readings and assignments calendar are online. Please refer to them: <http://www.fulmerford.com/search/label/ENG22502>.

Schedule

T 1/15	Introduction to the course and to the syllabus
TH 1/17	<i>Beowulf</i> (vol. A, pp 36-58)
T 1/22	Karen Russell, "Vampires in the Lemon Grove" (handout)
TH 1/24	<i>Beowulf</i> (vol. A, pp 59-108)
T 1/29	"The Death of Tristan and Ysolt" & <i>Morte Darthur</i> (vol. A, pp 132-7, 480-500)
TH 1/31	"The Wife of Bath," Prologue & Tale (vol. A, pp 238-243, 282-301)
T 2/5	Julian of Norwich & "Guide for Anchoresses" (vol. A, pp 412-424, 137-140)
TH 2/7	Donne, Sonnets: "The Flea," "Air and Angels," "A Valediction: Forbidding Mourning" (Vol B. 1370-1392)
T 2/12	Donne, Holy Sonnets: 5 "I am a little world," 13 "Death, be not proud," 14 "Batter my heart" (vol B. pp 1410-1415); Walton, <i>The Life of Dr. John Donne</i> (vol B. pp 1424-1430)
TH 2/14	Herbert, <i>The Temple</i> (vol B. 1707-1725)
T 2/19	Burton, <i>The Anatomy of Melancholy</i> (vol B. pp 1689-1696)
TH 2/21	<u>Group Presentation 1 due</u>
T 2/26	Herrick's "To the Virgins" & Marvell's "To His Coy Mistress" (vol. B pp 1762, 1796-8)
TH 2/28	MIDTERM
T 3/5	Spring break (no class)
TH 3/7	Spring break (no class)
T 3/12	Cavendish (Vol. B, pp 1884-5 & 1891-7)
TH 3/14	Dryden, "London Reborn" & "In Praise of Chaucer" (vol. C pp 2208-2212, pp 2258-2260)
T 3/19	Pepys (vol. C. pp 2260-2269)
TH 3/21	Swift, "A Modest Proposal" (vol. C pp. 2633-9)
T 3/26	Pope, from <i>An Essay on Man</i> (vol. C pp 2665-9, 2713-2721)
TH 3/28	Haywood (vol. C pp 2739-2749)
T 4/2	Haywood (vol. C pp 2749-2758)
TH 4/4	Karen Russell, "Swamplandia!" (handout)

M 4/8 Karen Russell reads at LVC! (Leedy Theatre, 7 pm)

T 4/9 Boswell (vol. C pp 2959-2975)

TH 4/11 Boswell (vol. C pp 2975-2992)

T 4/16 Debating Women (vol. C pp 2766-2772)

TH 4/18 Debating Women (vol. C pp 2772-2787)

T 4/23 Liberty (vol. C pp 3012-3044)

TH 4/25 Smart & Gray

T 4/30 **Group presentation 2 due**

Finals Week: Take-home finals assignment

Remember: a copy of this syllabus and our calendar of readings is available online at
<http://www.fulmerford.com/search/label/ENG22502>.

