English 200A: Survey of British Literature 1

Prof. Ken Graham

TuTh 10:00-11:30; HH 150
HH 246; ex.32124
Fall 2019

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Office Hours: Tuesdays and Thursdays, 11:30-12; Thursdays 2:30-3:30; or by appointment

Jane Austen, Emma (Oxford World’s Classics)

Aims of the Course
This class provides a broad overview of English literature from Beowulf to the late eighteenth century. We will read this literature’s “greatest hits” in order both to see what we think of them and to learn what they have to teach us about their authors, their times, and the literary traditions that they in part define.

Methods and Requirements
The class will function primarily as a seminar, mixing class and group discussion with some lecture. We will spend most class time discussing the readings, and regular contributions to the conversation will be encouraged from everyone. Graded work comprises:

1) Class participation. I will expect you to attend conscientiously and to participate in an informed and productive manner. Quality is generally more important than quantity, but I am impressed by a willingness to go out on a limb. I am also as interested in the courtesy and respect with which you listen and respond to what others say as in the sharpness of your own perceptions. Attendance and punctuality count. It is your responsibility to inform me promptly of the reasons for an absence if you wish it to be excused. Weight = 10%

2) Response papers (5). In these informal 500-word papers you will ask an interpretive question about the day’s reading assignment and explore one or more possible answers to it. You might ask, for example, about a theme, a character, or some aspect of narrative structure or language. Your papers should be focussed and should refer to specific words and actions in the text, but they need not argue or take a position. Response papers are due at the start of class on the assigned dates. You will receive two points for every paper you turn in on time, and one for every paper you turn in no later than December 3. Papers significantly shorter than 500 words may not receive full marks. Weight = 2% x 5 = 10%

3) A closed book test on Unit 1. Weight = 25%

4) An essay, 1500-1800 words. The assignment is on page 5 below. Weight = 30%.

3) A closed book test on Unit 2. Weight = 25%
### Schedule

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<th>Sept. 5</th>
<th>Th</th>
<th>Introduction to the class</th>
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#### Unit 1: Pre-Modern to Early Modern Literature: Heroism and the Domestic

| 10 Tu   | Beowulf, ll.1-835; response #1 |
| 12 Th   | Beowulf, ll.836-1798 |
| 17 Tu   | Sir Gawain and the Green Knight, Parts 1-2 |
| 19 Th   | Sir Gawain and the Green Knight, Parts 3-4; response #2 |
| 24 Tu   | Chaucer, “The Miller’s Prologue and Tale” |
| 26 Th   | Chaucer, “The Wife of Bath’s Prologue and Tale” |

| Oct. 1 | Tu | Shakespeare, Othello; response #3 |
| 3 Th   | Shakespeare, Othello |
| 8 Tu   | Marie de France, Lanval; Kempe, Book of Margery Kempe (303-307) |
| 10 Th  | Unit 1 Test |

#### Unit 2: Renaissance Lyric Poetry: Eloquence, Plainness, and the Self

| 22 Tu   | Wyatt, “Whoso list to hunt”; “They flee from me”; “Stand whoso list”; Petrarach, Rima 190; Spenser, Amoretti #67 |
| 24 Th   | Marlowe, “The Passionate Shepherd to His Love”; Ralegh, “The Nymph’s Reply to the Shepherd”; Sidney, Astrophil and Stella #1, 74 |
| 29 Tu   | Shakespeare, Sonnets #12, 20, 30, 73, 116, 129, 130, 138 |

| 7 Th   | Mary (Sidney) Herbert, Psalm 52; Donne, Holy Sonnet #14; George Herbert, “The Altar”; “Redemption”; “Jordan (1); “The Windows”; “Discipline”; “Love (3)” |

#### Unit 3: From the Epic to the Novel: Falling Into Modernity

| 12 Tu   | Milton, Paradise Lost, Book 1:1-330; Book 3:1-265 |
| 14 Th   | Milton, Paradise Lost, Book 8:249-end; Book 9:1-47, 523-end; essays due, 10 a.m. |
| 19 Tu   | Lanyer, “Eve’s Apology in Defense of Women” (719-21); Johnson, A Dictionary of the English Language, from Preface; Some Definitions [1395-1401]; from The Preface to Shakespeare; Othello [1401-10]; from Lives of the Poets, Milton, “Lycidas,” Paradise Lost [1411-17] |
| 21 Th   | Swift, Gulliver’s Travels, Part 1; response #4 |
| 26 Tu   | Austen, Emma; response #5 |
| 28 Th   | Austen, Emma |

| Dec. 3 | Tu | Unit 3 Test |
Class and University Policies
You must turn in a paper copy of all written assignments to receive credit. Late essays will be accepted without penalty only if prior permission has been granted; otherwise, the penalty will be 2% per day, including weekends. Sending me an electronic copy of a late essay will stop the late clock, but a paper copy must also be turned in either directly to me or to the English Department’s drop box (HH 2016E). Missed exams may be made up only with a valid medical excuse.

I will normally reply to email messages within 24 hours, weekends excepted. In the case of emails requiring lengthy replies, I may indicate to you that you should see me in person. Laptop computers, tablets, smartphones, and other portable electronic devices may become distractions both to the user and to others and so may not normally be used in class. Speak with me if you believe you require an exemption from this policy.

All sources of information that you use in your written work in this class must be cited fully and scrupulously. If I suspect that you have committed an academic offense, including plagiarism, I will report it to the Associate Dean; if the offense is confirmed, the normal result is a failing grade on the assignment and a further five marks off the course grade.

Academic Integrity
In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic Integrity webpage, https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour, for more information.

Discipline
Students are expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Check the Office of Academic Integrity, https://uwaterloo.ca/academic-integrity/, for more information. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offences and types of penalties, students should refer to https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71. For typical penalties check Guidelines for the Assessment of Penalties, https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties.

Grievance
Students who believe that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70. When in doubt, please be certain to contact the department’s administrative assistant, who will provide further assistance.
Appeals
A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. Students who believe they have a ground for an appeal should refer to Policy 72 - Student Appeals, https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72.

Note for Students with Disabilities
The AccessAbility Services office (https://uwaterloo.ca/accessability-services/), located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Mental Health Support
On Campus
- Counselling Services: counselling.services@uwaterloo.ca/ 519-888-4567 xt 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek form Student Life Centre

Off campus, 24/7
- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of Arts website (https://uwaterloo.ca/arts/get-mental-health-support-when-you-need-it).
English 200A – Essay Assignment
Write a well-organized essay about one of the following poems: Nicholas Breton, “In Time of Yore”; Fulke Greville, Caelica #103; Hester Pulter, Poem #42. (The poems are on page 6 below.) Describe it, analyze it, evaluate it. That is, say what you think needs to be said about it, organizing your response in the form of an argument. Considering some or all of the following questions may provide support for your argument:

- What is the poem’s subject?
- What appears to be the author’s attitude toward this subject?
- Who appears to be speaking? If it isn’t the author, does the speaker’s perspective seem to be different from the author’s? Is there more than one speaker?
- Is a particular audience implied?
- Is a dramatic situation implied?
- How is the poem organized? Is there an argument?
- What sort or sorts of language are used in the poem?
- What is the syntax, or word order, like?
- Is there figurative language in the poem?
- What is the poem’s metre? Its rhyme? Of what importance are these? Are there significant metrical variations?
- What is the poem’s tone? What gives it this tone? Does the tone change?

If it will support your argument, you may also consider interpretive questions of an historical nature, whether biographical, political, religious, or literary historical.

Your essay must argue a clear thesis, and it must take the form of a unified and well-structured defence of your thesis. Your grade will be based on the strength and originality of your thesis, on the quality, clarity, and coherence of your supporting arguments, on the appropriateness and thoroughness of the textual evidence it cites in making those arguments, and on the felicity and correctness of your expression. The essay must be 1500-1800 words in length, typed, and double-spaced, and follow a consistent documentation format (e.g. MLA Handbook, Chicago Manual of Style). Please use 12-point type and Times New Roman font, set one-inch margins, and number your pages. Late essays will be accepted without penalty only if prior permission has been granted. Otherwise, the penalty will be 2% per day, including weekends.

It is not necessary to consult secondary sources to write this essay, and doing so could hinder your creativity. If you do make use of such sources, however, be sure that they do not control or determine your argument; rather, your critical engagement with them, whether it takes the form of agreement or disagreement, must serve to advance, and must be clearly subordinate to, your own original thesis. Also be sure to cite all use of such sources fully and scrupulously.

**DUE DATE: November 14, 10:00 a.m.**
Nicholas Breton, “In Time of Yore”
In time of yore when shepherds dwelt
Upon the mountain rocks;
And simple people never felt
The pain of lovers’ mocks;
But little birds would carry tales
‘Twixt Susan and her sweeting,
And all the dainty nightingales
Did sing at lovers’ meeting:
Then might you see what looks did pass
Where shepherds did assemble,
And where the life of true love was
When hearts could not dissemble.

Then ‘yea’ and ‘nay’ was thought an oath
That was not to be doubted,
And when it came to ‘faith’ and ‘troth’,
We were not to be flouted.
Then did they talk of curds and cream,
Of butter, cheese, and milk;
There was no speech of sunny beam
Nor of the golden silk.
Then for a gift a row of pins,
A purse, a pair of knives,
Was all the way that love begins;
And so the shepherd wives.

But now we have so much ado,
And are so sore aggrieved,
That when we go about to woo
We cannot be believed;
Such choice of jewels, rings, and chains,
That may but favour move,
And such intolerable pains
Ere one can hit on love;
That if I still shall bide this life
’Twixt love and deadly hate,
I will go learn the country life
Or leave the lover’s state.

Fulke Greville, Caelica #103
O false and treacherous probability,
Enemy of truth, and friend to wickedness;
With whose bleared eyes opinion learns to see
Truth’s feeble party here, and barrenness.
When thou hast thus misled humanity,
And lost obedience in the pride of wit,
With reason dar’st thou judge the deity,
And in thy flesh make bold to fashion it.
Vain thought, the Word of power a riddle is,
And till the veils be rent, the flesh new-born,
Reveals no wonders of that inward bliss,
Which but where faith is, everywhere finds [scorn;]
Who therefore censures God with fleshly [sprite
As well in time may wrap up infinite.

Hester Pulter, Poem #42
Pardon me, my dearest love,
That I place my thoughts above.
What’s subsolary is yours
And so shall be while life endures.
Only my aspiring mind
No felicity can find
In this dirty, dunghill earth.
My soul remembers still her birth,
She being a sparkle of that Light
Which ne’er shall set in death or night.
Nothing here is worth her love;
Her sumnum bonum is above.
But this body shortly must
Melt and moulder into dust.
This due debt can’t be denied;
The elements must me divide.
Thus, like traitors quartered out,
Are old Adam’s rebel rout.
Then shall my enfranchised spirit
Those eternal joys inherit,
Which from me shall never part:
With these thoughts, I cheer my heart.
Then pardon thy poor turtledove
That hath placed her thoughts above,
Where is endless joy and love.