

SURVEY ENGLISH LITERATURE MEDIEVAL-1750
ILLUMINATING (DIS)ORDER:
NAVIGATING THE UNKNOWN IN EARLY ENGLISH LITERATURE
ENL 2012, Class #13874
FALL 2018

Instructor Name: Kate Peters

Course meeting times & locations: MWF 2: 8:30-9:20, Turlington 2350

Office Location and Hours: Turlington TBA, MW 9:35-10:25 and by appointment

Course website: Canvas

Instructor Email: kneters@ufl.edu

Course Description:

Early texts present us with a dizzying view of the past. Reading them we detect contemporary cultural foundations, yet we also encounter content that destabilizes us: ideas, dreams, preoccupations, self-conceptions, community structures and geographies (not to mention literary styles) of people like us who are living vastly different realities than our own. Navigating this literary topography calls into question the customary modes by which we conceive of and position ourselves in the world.

The experience of disorientation frames our critical approach in the course. Reading a selection of medieval through eighteenth-century British literature, we will explore representations of attempts to establish order and meaning in the face of chaotic wilderness, unruly beasts, spectral returns, unnameable phenomena, and the disorderly forces and monstrous desires that dwell in human nature. Disruptive encounters with the unknown—with unpredictable *difference*—are a locus for human transformation: they compel the individual to grapple with her limitations and those of her social order. Representations of such encounters have played an important role in human development over time, reinforcing and/or challenging power structures and cultural constructions. The question of what is known and unknown—asked by each in his own era—and the languages and narrative models used to name and define as-yet unknown spaces, have shaped human identities, our relationships with each other and to the surrounding environment.

It is a question that must be asked over time as well as space: the texts of our past are part of our own collective unconscious—they shape current forms of identity, expression, and relation in unpredictable, as-yet unknown ways. The styles we wear, the phrases we use, the roles we choose to play and how we play them—hero, caretaker, outcast, rival, friend, lover—those signs by which we make our world familiar and meaningful, we inherit unconsciously from times we know little about. By returning to the (often disorienting) literary terrain of the past to look closer and understand more deeply, we can orient ourselves more fully in a forward-moving present.

General Education Objectives:

- This course confers General Education credit for either Composition (C) *or* Humanities (H). This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).
- *Composition courses* provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.

- Course content includes multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students will learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

General Education Learning Outcomes:

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** Students acquire a thorough knowledge of medieval to eighteenth-century literature and its socio-political and environmental contexts. They further demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Required Texts:

- *The Tempest*, by William Shakespeare (any edition)
- The Norton Anthology English Literature, Tenth Edition, Vols. A, B, C. Edited by Stephen Greenblatt, New York: W.W. Norton & Company, Inc. 2018.

Course Policies:

1. You must complete all assignments to receive credit for this course.
2. **Attendance:** Please ensure you arrive to class on time. 3 Tardies will be considered an absence. If you plan to be absent from class for illness or other reasons, please send me an email prior to class to notify me and ask for missed assignments and announcements. You do NOT need to explain why you were absent in your email. Please keep in mind that missed discussions cannot be made up; please reserve absences for illness or difficult personal circumstances. 3 absences will reduce your final class grade by a letter (unless there are extenuating circumstances, i.e. major illness or hospitalization, for which I would need documentation for all absences). 6 absences will result in automatic failure of the class, regardless of circumstances. When missing class, please contact classmates for discussion notes – you will be responsible for learning all class material, regardless of absences.
3. Please submit papers in accordance with MLA citation and **formatting policies** (information can be found online at Purdue Owl MLA). You will need to submit a hard copy to me and an electronic copy through Turnitin on Canvas by the beginning of class on the day it is due. Papers may be graded and returned either in print or electronic copy.
4. **Late papers** will receive a reduction of half a letter grade for each day late. To be counted as submitted, it must be turned in electronically through Turnitin *and* in print. Extensions are not generally granted except under extreme, documented circumstances.

5. Please keep duplicate copies of all work submitted in this course. Save all returned, graded work until your course grade is final. I may at any time ask to see and discuss with you a paper I have returned, in relation to subsequent assignments.
6. **Academic Honesty and Definition of Plagiarism.** Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the Student Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.
7. **Students with disabilities** who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/), which will provide appropriate documentation to give the instructor.
8. For information on **UF Grading policies**, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
9. **Grade Appeals.** In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Grade appeals may result in a higher, unchanged, or lower final grade.
10. **Course Evaluations.** Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: <https://evaluations.ufl.edu/evals/Default.aspx>
11. Students who face difficulties completing the course or who are in need of **counseling** or urgent help may call the on-campus Counseling and Wellness Center (352) 392-1575, or contact them online: <http://www.counseling.ufl.edu/cwc/Default.aspx>
12. The health of our **classroom community** is essential for a productive learning environment. We come from diverse backgrounds and life experiences, have different interests, abilities, and modes of communication. Everyone in the classroom will be expected to listen to, actively and respectfully engage with others' opinions, thoughts, and emotions. This means paying close attention to words and how we use them. Discrimination based on race, class, gender or sexual preference will not be tolerated; disparaging remarks, bullying, passive or active aggressivity, and power games have no place in the classroom. These will be immediately identified and may result in temporary or permanent expulsion from the classroom. Keep in mind: encounters with opinions different than our own are an opportunity for learning about the world around us and about ourselves. Students are asked to engage in class discussions self-reflectively.
13. UF provides an educational and working environment that is free from class, race and sex discrimination, and from sexual harassment for its students, staff, and faculty: <http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/resources/harassment/>
14. Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available, or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County [Friends of the Library](#) annual book sale.)
15. You will be expected to print out and bring in hard copies of all readings which will be made available through Canvas. Laptops and use of cellphones are forbidden in class, except in special cases. Please see me to discuss.

Assignments and Grade Distribution	Points
Thesis Statement/Outlines	20
Close Reading Essay (1000 words)	150
Comparative Analysis (1500 words)	200
Annotated Bibliography (500 words)	30
Final Research Paper (2400 words)	250
Class Presentations	100
Class Discussion (this may include reading quizzes)	150
Cartography Project (600 words)	100
	= 1000

Assignment Descriptions:

Thesis Statement/Outlines (20pts)

For each of the assigned essays, you will need to pass in and discuss with me a polished thesis statement and outline. If your Statement/Outline passes, you receive full points and may proceed with essay writing.

Close Reading Essay (1000 words, 150pts)

For your first essay you must construct an argument about the assigned text in relation to themes discussed in class, then develop your argument through a close reading of the text. We will spend time in class defining and developing close reading skills.

Comparative Analysis (1500, 200pts)

For your second essay you must construct an argument that compares some aspect or related aspects of two assigned texts, in keeping with class discussions and themes. You may make limited use of outside sources to frame your comparison but are required to develop your comparison through a close reading of each text.

Annotated Bibliography (500 words, 30pts)

For your final assignment, you will be writing a research paper on a class text of your choice, which closely examines the work in relation to critical essays written by others about that work. You will need to find 5 academic sources (articles or books) about the text or some aspect of your reading of the text. In the Annotated Bibliography, you will write out a citation for each source, and 100 words (of your own) describing with specificity how that source supports your argument. In addition, please include page numbers and quotations from the source that you may use in your paper. This assignment is to be completed concurrently with the thesis statement/outline for the final research paper.

Final Research Paper (2400, 250pts)

For your final exam, you will write a research paper on a course text (or texts) of your choice. Please construct an argument in keeping with the themes and discussions of the class. You will need to use 3 scholarly sources to support your argument and elucidate your readings of the text.

Class Discussion (150pts)

Our class will be centered around discussion. Texts must be read thoroughly before the start of each class. You will need to take notes and record page numbers as you read, to prepare yourself for discussion. If you are not participating, I will call on you in class to contribute (please keep in mind that if I need to do this, your grade will reflect it). A high discussion grade will reflect participation in every class you are

present for, few or no absences, and quality contributions. Contributions must include the following: well thought out arguments about the text, evidence (quotations) from the text with your interpretation and explanation, responses to my questions in class, questions of your own about the text, and close listening and thought-provoking responses to other students in the class. Comments that undermine or disrespect the classroom community in any way will result in a lower grade.

Class Presentations (100pts)

During the semester you will be asked to take responsibility as a discussion leader one class discussion. As a discussion leader, you will present an argument about a theme and passage chosen for that class, including interpretation of quotations from the text (i.e. close reading). You may wish to prepare a supplementary aid (powerpoint, visual, worksheet, group activity) to help explain your ideas to the class. In addition, you'll need to bring a list of 3 thought-provoking questions to commence discussion. Grades will be based on the quality and depth of your argument, and your communication of it to the class. Presentation texts/dates will be chosen during the first week of classes.

Cartography Project (100pts)

We will be focusing on how British and Celtic peoples have encountered, explored, contended with the unknown through narrative over time. In some sense, we are reading narrative maps, texts through which people attempted to make sense of a chaotic and frightening world—inside and out—from their individual and cultural perspectives. The unknown, as we will see, exists in many forms and dimensions—it is not only spatial, but temporal in nature. We will take on a narrative mapping project of our own this semester, to better understand how *we* encounter the unknown worlds that shaped the texts we read—how we attempt to make sense of our own position in time and space in relation to them. For this project, you will create a “map” of your interpretation of a chosen text using your choice of medium. Additionally, you will need to include a 600-word critical explanation.

SYLLABUS

*Please note: additional readings will be handed out in class and the schedule may be altered to suit the direction and pace of discussions.

HEROES, GODS, MONSTERS

Week 1 (Aug 22, 24)

W – Introduction: Purpose, Goals, and Syllabus Review

F – Old English & Medieval Introduction, Diagnostic Writing Assignment

Week 2 (Aug 27, 29, 31)

M – *Beowulf*, pp 37-70

W – *Beowulf*, pp 70-89

F – *Beowulf*, pp 89-109

Week 3 (Sept. 5, 7)

M – HOLIDAY

W – *Wanderer, The Ruin, Sir Gawain and the Green Knight*

F – *Sir Gawain and the Green Knight*

Week 4 (Sept. 10, 12, 14)

- M – *Sir Gawain and the Green Knight*
- W – *Sir Gawain and the Green Knight*
- F – Peer Review of Close Reading Essay

Week 5 (Sept. 17, 19, 21)

- M – Chaucer, *The Canterbury Tales*—"The General Prologue"
Close Reading Essay Due
- W – Chaucer, *The Canterbury Tales*—"The Wife of Bath" Prologue and Tale
- F – Julian of Norwich, pp 430-442
Spenser—*The Faerie Queen, Book One* Excerpts
Critical Essay TBD

HORIZON'S EDGE: VOYAGES OF CONQUEST AND DISCOVERY

Week 6 (Sept. 24, 26, 28)

- M – Age of Exploration and Discovery Introduction
Montaigne—*Of Cannibals*; Ovid—*Metamorphosis Four Ages*
- W – Raleigh—*The Discovery of... Guiana*
Hariot—*Report on Virginia*
Amadas and Barlow's Voyage to Virginia
- F – Hakluyt's Epistle to *The Principal Navigations, 1589*
A Voyage to the Arctic, 1577

Week 7 (Oct. 1, 3, 5)

- M – *Leo Africanus on the North Africans, 1526*
An English Traveler's Guide to the North Africans, 1547
A Voyage to Equatorial Africa, 1554
- W – Explorers in the Age of Discovery, Introduce Cartography Project
- F – Mapping the Universe

AN ILLUMINATING (DIS)ORDER: MAKING SENSE OF THE WORLD

Week 8 (Oct. 8, 10)

- M – Shakespeare—*Tempest*, Act 1
- W – Shakespeare—*Tempest*, Act 2
- F – HOLIDAY

Week 9 (Oct. 15, 17, 19)

- M – Shakespeare—*Tempest*, Act 3, 4 & 5
- W – Shakespeare—*Tempest*; Critical Essay TBD
- F – Shakespeare—*Tempest*

Week 10 (Oct. 22, 24, 26)

- M – Francis Bacon—*New Atlantis, Essays*
William Harvey—*Anatomical Exercises*
- W – Thomas Browne—*Religio Medici*; Hermeticism—Excerpts
Robert Burton—*Anatomy of Melancholy*
- F – Thomas Hobbes—*Leviathan*

Week 11 (Oct. 29, 31 Nov 2)

- M – Donne—*The Flea, A Valediction: Forbidding Mourning, An Anatomy of the World, Sonnet 5, Good Friday, A Hymn to Christ, Hymn to God My God in my Sickness, The Ecstasy*
Andrew Marvell—*Bermudas, A Dialogue Between the Soul and the Body, To His Coy Mistress, The Garden*
W – Milton—*When I Consider How my Light is Spent, Paradise Lost*—Excerpts
Cavendish—*The Blazing World*
F – Peer Review Comparative Essay

TOWARD THE ENLIGHTENMENT

Week 12 (Nov. 5, 7, 9)

- M – Enlightenment Introduction
Newton—*A Letter of Mr. Isaac Newton*; Pope—*An Essay on Man*
Locke—*An Essay Concerning Human Understanding*
Hume—*On the Liberty of the Press*
Comparative Essay Due
W – Anne Finch—*Nocturnal Reverie*; John Bunyan—*Pilgrim's Progress*
F – Library Research

Week 13 (Nov. 14, 16)

- M – HOLIDAY
W – Swift—*Gulliver's Travels, Book 3*
Annotated Bibliography Due
F – Swift—*Gulliver's Travels, Book 4*, Meet at Special Collections Library

Week 14 (Nov. 19)

- M – Conferences
W – HOLIDAY
F – HOLIDAY

Week 15 (Nov. 26, 28, 30)

- M – Cartography Project Presentations and Discussion
W – In Context: Contemporary Iterations: W.H. Auden, *Wanderer*; William Mathias' setting of *Julian of Norwich*; Binta Breeze, *Wife of Bath*
<https://www.youtube.com/watch?v=MiyKat1QzbQ&t=0s&list=PLC13722D815AE0754&index=48>
F – In Context: Contemporary Iterations: *Yeats and the Divided Self, Per Amica*; From Prospero to Prospera, *The Tempest* and film clips

Week 16 (Dec 3, 5)

- M – Peer Review Final Papers
W – Final Discussion: Sebald *Rings of Saturn*—Excerpts
Rovelli *Seven Essays, On the Order of Time*—Excerpts

Grading Rubric

A: 94-100 (4.0)
A-: 90-93 (3.67)
B+: 87-89 (3.33)
B: 84-86 (3.0)
B-:80-83 (2.67)
C+: 77-79 (2.33)

C: 74-76 (2.0)
C-: 70-73 (1.67)
D+: 67-69 (1.33)
D: 64-66 (1.0)
D-: 60-63 (.67)
E: 0-59 (0)

A - You successfully completed the assignment at a high quality level, and your work shows originality and creativity. Your paper reveals that you have grappled deeply with the assignment's topic. Your paper is clearly structured, thoroughly supported, and persuasive. The assignment contains no errors in grammar, spelling, and/or syntax.

B - You successfully completed the assignment at a moderately high level. Your paper reveals that you have thought deeply about the assignment's topic and have developed a largely persuasive argument, although your work may need slight revisions in terms of structure and/or content. The assignment is almost completely without errors in grammar, spelling, and/or syntax.

C - While your paper reveals that you have given some thought to the assignment's topic, your paper seems more of a rough draft than a final version and requires substantial revisions, likely in terms of both structure and content, in order to persuade the reader. While your assignment may be readable, it contains some errors in grammar, spelling, and/or syntax.

D - You did what the assignment required of you at a poor quality level. Work in this range needs significant revision. The paper's main ideas are poorly supported, and an organizational structure is difficult to discern. Frequently, writing at this level may suffer from many problems in grammar, spelling, and/or syntax which are so serious as to render portions of the paper nearly unreadable.

E - Papers which earn E's fail to show that the writer has given any consideration to the assignment's topic. The paper offers slim to no support for its argument, and an organizational structure cannot be discerned. The paper contains an unsatisfactory number of errors in grammar, spelling, and/or syntax. Importantly, if any of the paper has been plagiarized, it will automatically receive a failing grade.