

ENGL 261g; Section 32636
English Literature Before 1800
Tue, Thurs, 11 AM-12:20 PM
THH 215
Fall 2022

Ben Levine, Ph.D.
Office hours: Tue 12:30-1:30 PM
E-mail for appointment;
BRLevine@usc.edu

Syllabus

Course Description & Objectives

Welcome to the first millennium of British literature (give or take.)

In this course, we will be studying the roots of what we recognize today as English Literature, from its earliest beginnings to some of its most seminal voices. Through this examination of texts— and to some extent, the circumstances that produced them— the class will focus not only on elements of historicity, but also how these artifacts from our literary past help inform our sensibilities as readers today.

We will begin by briefly examining the first texts in Anglo-Saxon that are recognized as being a part of the British literary tradition, before moving on to the more recognizable Middle English of Chaucer.

This element of the course will help situate early British Literature (and Language) in the development of a broader European literature, that itself borrowed heavily from Classical ideas, and from other languages.

The course will move onto an examination of the major writers, poets, and dramatists of early British Literature. This will serve as an introduction to some of the major literary voices that are often invoked in discussions of canonicity, including Milton, Spenser, Dryden, Donne, Marlowe, and Shakespeare. Those established voices will be contextualized with other contemporaneous material from authors including Skelton, Wilmot, Aubrey, Equiano, and others. We will conclude with a brief engagement with the Romantic literary movement, and an examination of the birth of the novel as a form. The plays of Shakespeare will provide a backbeat and touchstone for this course. As the most feted author in English, an examination of Shakespeare allows space for not only discussions of the text's content and formal structure, but specifically for how the issues raised in Elizabethan dramas draw upon British literary tradition, while still continuing to be relevant today. Shakespeare plays and other texts we encounter throughout the course will give us the opportunity to discuss issues surrounding race, sex, gender identity, religious prejudice and (dis)ability.

English Literature Before 1800 overall will help students recognize patterns within and between the texts on the syllabus, as well as making connections with the literature we still consume today. Despite differences of structure and style that can make some of

these texts seem daunting or alienating to contemporary readers, literature before 1800 can still be emotively enjoyed as easily as it is intellectually appreciated.

In Person/Zoom Etiquette & Policy

Welcome back to in person learning. As per USC policy, all students & faculty must be masked at all times when in classrooms or other enclosed spaces.

My intent is to continue in-person meeting for as long as it remains allowed.

Should there be a need, for whatever reason, to move back on to Zoom— either for a short period or for the length of the semester, I have laid out guidance below:

IF we return to Zoom, is my strong preference that all class participants have their cameras on during our class Zoom sessions.

Being able to see the faces of your fellow students as we speak to each other can be vital in keeping us all present and together during our classes.

With that being said, I'm committed to making sure our virtual classroom is a flexible and inclusive space.

If you anticipate recurring issues with having your camera on, for whatever reason, please write to me directly regarding them.

Because I'm asking for your on-camera participation, I'm also asking you be dressed appropriately for our Zoom sessions— that is, in a manner you are happy to have your colleagues see you.

Expectations/Participation

It is expected you attend every class session, having completed the assigned reading and prepared to actively participate.

If an emergency occurs that means you must miss a class, notify me via e-mail as soon as is feasible.

Because our classes are only ninety minutes, you should arrive in our classroom on time (barring emergencies).

Repeated unexcused absences or chronic lateness will have a severe negative impact on your grade.

Reading List:

Procurement and Format:

The core texts for this course are **The Norton Anthology of English Literature** (10th edition is highly recommended)

Volume B: The Sixteenth Century and the Early Seventeenth Century

Volume C: The Restoration and the Eighteenth Century

Any supplemental readings, including everything for our first classes, will be provided to you, either via online resources, or reading packets.

All digital materials will appear on the Blackboard site for this course under “Content”

This is **not** to discourage you buying books; building a personal library and adding to it is one of the tactile pleasures of what we study.

However, it is my hope that as the semester progresses, individual students will find texts that they want to engage with more fully, and then delve deeper into them, either via online research, or procuring your own copies.

All Shakespeare plays can be accessed (and downloaded in a variety of formats) at:

<https://shakespeare.folger.edu/shakespeares-works/>

Grading Policy

Exercise 1: Introduce	5%
Exercise 2: Exhort	20%
Exercise 3: Examine	20%
Exercise 4: Exhibit	20%
Final Take-Home Exam	25%
Participation	10%

Assignments

All assignments are to be double-spaced, typed in 12 pt font, and e-mailed to me on the due date BEFORE class (on a day we have class) or **before midnight** (on a day we do not.)

A copy must ALSO be submitted on Turnitin via Blackboard at the same time they are emailed to me to undergo a plagiarism check.

Assignments MUST be sent as attachments. NO GOOGLE DOCS or other online file lockers will be accepted.

In the event of emergency that will interfere with your getting any assignment to me:

PLEASE NOTIFY ME, ASAP. I will work to make reasonable accommodations, but I cannot do that if you don't communicate.

Late work that has not been cleared with me first will have five points deducted for each class session it is late.

For a breakdown of each writing exercise, please see the attached assignment packet, or Blackboard for this course under Assignment.

Weekly Reading List & Schedule

Week 1

- **Tuesday August 23**
 - Introduction
 - Syllabus Review
 - Seafarer (reading pack)
 - Aelfric's Preface to Genesis (reading pack)
- **Thursday August 25**
 - *Beowulf* [excerpt: original, Heaney translation, reading pack]
 - *Sir Gawain The Green Knight* [excerpt: reading pack]

Week 2

- **Tuesday August 30**
 - **Exercise 1- Introduction DUE**
 - Geoffrey Chaucer, *The Canterbury Tales* [excerpt: reading pack]
 - *General Prologue*
 - *Miller's Tale*
- **Thursday September 1**
 - Geoffrey Chaucer, *The Canterbury Tales* [excerpt: reading pack]
 - *Wife of Bath's Prologue*
 - *Wife of Bath's Tale*

Week 3

- **Tuesday September 6**
 - William Shakespeare- *Antony and Cleopatra*
 - From <https://shakespeare.folger.edu/shakespeares-works/>
 - Watch National Theater production
 - *Note:* Take this first encounter with Shakespeare on the course as an opportunity to gauge how much time you will need to dedicate to subsequent plays; where performances have been made available to you, see how you can incorporate that into your reading experience.
- **Thursday September 8**
 - John Skelton

- Garlande or Chapelet of Laurell, [excerpt, reading pack]
- Norton Anthology B, pp. 37-40
 - Mannerly Margery Milk and Ale
 - With lullay, lullaby, like a child
 - The Tunning of Elinour Running

Week 4

- **Tuesday September 13**
 - Edmund Spenser- *The Faerie Queen*
 - Norton Anthology B, from pp. 249
 - Book I, Canto I
 - Book I Canto II, 1-8
 - (recommended) Book I, Canto II, 9-45
- **Thursday September 15**
 - Edmund Spenser- *The Faerie Queen* (con'd)
 - Book I, Canto 4, 1-37
 - Book I, Canto 5, 1-18; 45-53;
 - Book I, Canto 7, 29-40
 - Book I, Canto 8, 1-25; 41-50

Week 5

- **Tuesday September 20**
 - Christopher Marlowe- *The Jew of Malta*, Prologue, Act I, Act II
 - <http://elizabethandrama.org/wp-content/uploads/2019/12/Jew-of-Malta-Annotated.pdf>
 - (this copy is heavily annotated; use the annotations as needed. Please start from page 8 of the pdf, beginning with Machiavelli's prologue.)
- **Thursday September 22**
 - William Shakespeare, *The Merchant of Venice*
 - From <https://shakespeare.folger.edu/shakespeares-works/>
 - Watch Globe production

Week 6

- **Tuesday September 27**
 - John Donne
 - The Bracelet (Reading Pack)
 - From Songs and Sonnets - Norton Anthology B, from p. 923
 - The Flea p.923
 - The Undertaking p.925
 - The Sun Rising p.926
 - The Canonization, p.927
 - Song (Sweetest love I do not go) p.929

- Air and Angels, p. 930
- Love's Alchemy, p.932
- The Ecstasy p. 936
- Satire 2, (reading pack)
- Satire 3, *Norton Anthology B*, pp. 944-7
- *Norton Anthology B*, pp. 960-5
 - From *Holy Sonnets: 1, 5, 7, 9, 10, 11, 13, 14, 17, 18, 19*
 - 'Hymn to God My God in My Sickness'
 - Meditation 17, pp. 970-1
 - From Expostulation 19, pp. 971-2

- **Thursday September 29**

- Andrew Marvell
 - *Norton Anthology B*, pp.1339-83
 - The Coronet
 - A Dialogue Between the Soul and Body
 - To His Coy Mistress
 - The Definition of Love
 - The Garden
 - The Mower Poems
 - The Mower Against the Gardens
 - Damon the Mower
 - The Mower to the Glowworms
 - The Mower's Song

Week 7

- **Tuesday October 4**

- **Exercise 2 due**

- John Donne, The Funeral,
 - *Norton Anthology B*, p. 928
- Thomas Carew, An Elegy upon the Death of the Dean of Paul's, Dr John Donne
 - *Norton Anthology B*, pp. 1319-1321
- Izaak Walton- The Life of Dr. John Donne
 - *Norton Anthology B*, pp. 974-80
- Samuel Johnson, On Shakespeare
 - *Norton Anthology C*, pp. 807-12 (through "sonorous epithets and swelling figures")
- John Aubrey- *Brief Lives* [reading packet]

- **Thursday October 6**

- William Shakespeare, *King Richard III*
 - From <https://shakespeare.folger.edu/shakespeares-works/>
- Watch *Hollow Crown*

Week 7

- **Tuesday October 11**
 - John Webster- *Duchess of Malfi*
 - *Norton Anthology B*, pp. 1122-1197
 - Watch Globe Production
- **Thursday October 13- FALL RECESS- NO CLASS**

Week 8

- **Tuesday October 18 - No Class**
 - **Recommended: Christopher Marlowe, *Doctor Faustus***
 - *Norton Anthology B*, pp. 679-717
 - Watch Globe Production
- **Thursday October 20**
 - **John Dryden**
 - 'Heroic Stanzas Consecrated To the Glorious Memory of His Most Serene and Renowned Highness Oliver, Late Lord Protector of This Commonwealth, Etc. Written After the Celebration of his Funeral' [reading packet]
 - 'AstrÆa Redux. A poem on the Happy Restoration And Return of His Sacred Majesty Charles the Second' [reading packet]
 - 'To His Sacred Majesty, a Panegyric on his Coronation' [reading packet]
 - 'annus mirabilis: to the Metropolis of Great Britain' [reading packet]
 - 'annus mirabilis', [excerpt] *Norton Anthology C*, p. 36-7
 - *Recommended:*
 - 'Absalom and Achitophel', *Norton Anthology C*, pp. 38-62
 - an extended allegorical poem that addresses the Post-Restoration tensions in the court of Charles II via a Biblical epic that blends elements of the heroic and the satiric.

AND

- **John Wilmot, Earl of Rochester-**
 - *Norton Anthology C* pp.122-33
 - Fair Chloris in a pigsty lay
 - The disabled debauchee
 - the imperfect enjoyment
 - Upon nothing
 - A satire against reason and mankind
 - A Ramble in St James Park (reading packet)
 - Signior Dildo (reading packet)
 - A Satyr on Charles II (reading packet)
 - Upon His Leaving His Mistress (reading packet)
 - Impromptus (reading packet)
 - (recommended) Tunbridge Wells (reading packet)

Week 9

- **Tuesday October 25 -**
 - Ben Jonson, *Volpone*
 - *Norton Anthology B*, pp. 994-1088
 - Watch Greenwich Theatre production
- **Thursday October 27**
 - William Shakespeare, Sonnets
 - *Norton Anthology B*, from pp. 722-38
 - 18;19; 23; 29; 30; 33; 35; 62; 71; 80; 87; 105; 106; 107; 129; 130; 135; 147; 152

Week 10

- **Tuesday November 1**
 - **Exercise 3 due**
 - Samuel Johnson: Lives of the Poets
 - Milton-Paradise Lost
 - *Norton Anthology C*, pp. 820-5
 - John Milton- *Norton Anthology B*, pp.1447-1451; pp 1493-1495
 - *Paradise Lost*, *Norton Anthology B* from p. 1495
 - Book I, Argument, & (lines) 1-330
 - [pp.1495-1503]
 - Book II, Argument, & 1-42; 299-485; 629-1055
 - [pp.1514-1515 ; pp. 1521-1524; pp. 1528-37]
 - Book III, Argument & 1-343
 - [pp. 1537-1544]
- **Thursday November 3**
 - John Milton- *Paradise Lost*, *Norton Anthology B*, continued
 - *Book V*, Argument, 506-802,
 - [pp.1587-1593]
 - *Book VI*, 750-912
 - [pp.1611-1614]
 - *Book IX*, Argument, 1-16; 192-1189
 - [p. 1643; pp. 1647-68]
 - John Milton- *Paradise Lost*, *Norton Anthology B*, concluded
 - *Book X*, 452-577; 706-1104
 - [pp. 1679-1681; pp.1684-93]
 - *Book XII*, 466-649
 - [pp. 1723-27]

Week 11

- **Tuesday November 8**

- William Shakespeare- Taming of the Shrew
 - From <https://shakespeare.folger.edu/shakespeares-works/>
 - Watch Stratford Festival production

AND

- Jonathan Swift- 'The Lady's Dressing Room'
 - *Norton Anthology C*, pp. 636-40
- Lady Mary Wortley Montagu- 'The reasons that induced Dr Swift to write. a poem called the lady's dressing room'
 - *Norton Anthology C*, pp. 640-2
- *Recommended* Jonathan Swift
 - 'A Modest Proposal'
 - *Norton Anthology C*, pp. 454-60
- **Thursday November 10**
 - *The Interesting Narrative of the Life of Olaudah Equiano, Or Gustavus Vassa, The African*
 - *Norton Anthology C*, pp. 980-990
 - Middle Passage
 - A Free Man
 - Quobna Ottobah Cuguano, *Thoughts and Sentiments on the Evil of Slavery-*reading packet
 - *Letters of the Late Ignatius Sancho, an African-* reading packet
 - Samuel Johnson, On Shakespeare
 - *Norton Anthology C* p. 816 'Othello'
 - Early colonialism
 - Leo Africanus 'On the North Africans'
 - *Norton Anthology B*, pp. 616-20
 - Harriot's 'Report on Virginia'
 - *Norton Anthology B*, pp. 643-9
 - Sir Walter Raleigh 'The discovery of the large, rich and beautiful empire of Guiana'
 - *Norton Anthology B*, pp. 533-536
 - Lady Mary Wortley Montagu-letters written during her travels
 - *Norton Anthology C*, pp. 628-
 - Letter XXVI- The Turkish Baths
 - Letter XXXI- Turkish Method for Inoculation for the Small Pox

Week 12

- **Tuesday November 15**
 - William Shakespeare- *Othello*
 - *Norton Anthology B*, pp. 803-889
 - Watch *National Theater* Production

- **Thursday November 17**

- Daniel DeFoe- *The Life And Strange Surprising Adventures of Robinson Crusoe*
 - *Norton Anthology C*, pp. 566-77
- And excerpts from reading packet.

Week 13

- **Tuesday November 22**

- **Exercise 4 due**
- Aphra Benn, *Orinoco*
 - *Norton Anthology C*, pp. 139-77
- Edmund Burke
 - 'Speech on the Conciliation with the American Colonies'
 - *Norton Anthology C*, pp. 975-9
- John Locke
 - 'An essay concerning the true original extent, and the end of civil government, Chapter IV: Of slavery'
 - *Norton Anthology C*, pp. 962-3
- Samuel Johnson
 - 'A Brief to Free a Slave'
 - *Norton Anthology C*, pp. 979-80

- **Thursday November 24- THANKSGIVING NO CLASS**

Week 14

- **Tue November 29**

- William Blake [reading packet]
 - *Marriage of Heaven and Hell*
 - *Songs of Innocence and Experience*

- **Thursday December 1**

- **Either:**
 - A) Gothic: Horace Walpole, *Castle of Otranto* [excerpt; reading packet]

OR

- B) Romantic: Wordsworth & Coleridge, *Lyrical Ballads* [excerpt; reading packet]

OR

- C) Dramatic: William Shakespeare, *Twelfth Night*
 - *Norton Anthology B*, pp. 739-802
 - Watch *National Theater Production* and/or
 - Lincoln Center Production

FINAL EXAM (take home) is DUE TUESDAY DECEMBER 13 by 10 AM (8-10 AM)

Barring a documented emergency, there is no possibility to turn in your Final late. Plan accordingly.

STATEMENTS ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

[USC COVID-19 resource center website](#)

Help with Basic Needs

<https://studentbasicneeds.usc.edu/>

<https://studentbasicneeds.usc.edu/resources/covid-19/>

If you are experiencing food insecurity

<https://studentbasicneeds.usc.edu/resources/food-insecurity/>

If you are experiencing housing insecurity

<https://studentbasicneeds.usc.edu/resources/housing-insecurity/>

If you are experiencing financial insecurity

<https://studentbasicneeds.usc.edu/resources/financial-insecurity/>

Synchronous session recording notice

All synchronous sessions will be recorded and provided to all students asynchronously.

Sharing of course materials outside of the learning environment is prohibited

USC has a policy that prohibits sharing of any synchronous and asynchronous course content outside of the learning environment.

SCampus Section 11.12(B)

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

USC technology rental program

We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please submit an application. The Student Basic Needs team will contact all applicants in early August and distribute equipment to eligible applicants prior to the start of the fall semester.

USC Technology Support Links

[Zoom information for students](#)

[Blackboard help for students](#)

[Software available to USC Campus](#)

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213)

740-9355(WELL), press "0" after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplcity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

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**Definition of Excellence in Teaching
USC Department of English**

All writing is creative, and all civic engagement requires a sophisticated understanding of discourse and interpretation. The USC Department of English is committed to the power of the story, the word, and the image. We analyze and organize complex ideas, evaluate qualitative information, anticipate how real audiences respond to language,

and study behaviors of complex characters leading uncertain lives with competing values. We develop critical abilities for a successful life, but our stories tell us why life is worth living.

Excellence in teaching is an active engagement with these commitments, perspectives, and values. A student with a major in **English** should graduate with an appreciation for (1) the relations between representation and the human soul, and (2) the relations between words and ideas. Teachers will encourage this appreciation through their knowledge and conveyance of the subject, the appropriateness of instructional materials, and the quality of their students' responses. We expect our students to:

- understand the major representations in English discourse from earliest beginnings to the current moment; all literatures exist in conversation with earlier literatures;
- organize and interpret evidence;
- feel the experiences of others, both by engaging in literatures and by their own efforts to create new literatures;
- understand how periods, cultural intentions, and literary genres differ;
- grasp the skills and theories of interpretation, and the history of our own discipline;
- see how interpretive interests shift with time and place;
- attend to linguistic details of semantics, phrasing, and structure;
- assume there are reasonable alternative understandings of a text;
- adjudicate differences through reasoned arguments that honestly engage counter-arguments.

Our students will have lives in very different arenas, but all calling for skills in discourse, empathy, civil argument, and civic engagement. We cannot and should not say what those careers will be; we train students for jobs that have not yet been invented.

English Department students with an interdisciplinary major in **Narrative Studies** should expect instruction that inculcates an appreciation for all of the above, and coordinates with definitions of teaching excellence in USC's corresponding departments.

The Department of English adheres to the modalities of instruction published in the "USC Definition of Excellence in Teaching."

Approved September 18, 2018
Undergraduate Studies
Committee
Department of English