

The University of Jordan

English Department

Course Title: English until 1660

Course Code: 1532231

Prerequisite: None

Course Objectives

‘English Literature from the Beginning to 1660’ launches a series of four survey courses on English literature. The chain is interrelated, tracing the development of English literature from the early beginnings until the twentieth century. This particular module, however, is a historical, political, social, but mostly a literary survey of England from the time of the Celts (around 600 B.C.) to the restoration period in 1660. A selection of the major British writers and their works are discussed so that the general movement of thought in the different eras is introduced. Students are exposed to pioneering English poets, such as the Beowulf-poet and Chaucer. In addition, the course offers a diversity of verse samples to study; such as epic, sonnet, and lyric. Students will learn too about the form and themes of Petrarchan love poems, pastoral poetry, metaphysical poetry, and religious verse. Further, the necessary background of each selected text is given to help students read and understand works of literature in their meaningful socio-cultural and historical contexts.

Learning Outcomes

Successful completion of this module should lead to the following learning outcomes:

A-Knowledge and Understanding – students should

A1) be acquainted with some of the foremost authors and works of English literature, from the Anglo Saxons to the restoration; understand their contributions to literature and compare and contrast authors and works.

A2) trace the origin and development of the English language.

A3) familiarize themselves with difficult words and expressions that keep recurring in medieval and Tudor poetry.

A4) broaden their knowledge of English history: the succession of invasions and the emergence of ‘Britannia’, the long conflicts with its neighbors, the internal rebellions and revolutions, the country’s struggle with fatal epidemics, its living style and social stratification, in addition to the monarch’s power and life at court.

B- Intellectual Skills – with ability to

B1) develop a critical and analytical insight for literature (e.g. critical reading and thinking, plus writing skills).

B2) broaden aesthetic perceptions; understand, appreciate and enjoy literature more.

B3) develop a taste for literature as an important cultural presence and a shaping force.

B4) accumulate historical and political knowledge about England, and nourish the insight to link different works of literature to their socio-cultural and historical background.

B5) compare one piece of literature with another, and discern the similarities and dissimilarities between historical periods.

B6) recognize significant literary passages.

C- Practical Skills – with ability to

C1) develop effective oral and written communicative skills.

C2) enrich their linguistic reservoir.

C3) incorporate questioning techniques that emphasize critical thinking, such as inference, evaluation, comparison, contrast, analysis, synthesis, criticism and appreciation.

C4) manage time and work to meet deadlines.

C5) allow students the opportunity to show their IT skills in using the internet facilities and power point presentations.

D- Transferable Skills

D1) display confident oral and written skills in discussing the literary work and writing about it in papers and exams.

D2) demonstrate continuous efforts for using the different library resources.

D3) show an equal interest in collaboration and team work on the one hand and self-reliance on the other.

Teaching Methods

The classroom is a place to test out ideas and comments, and everyone can benefit from what others in the class have to say. Thoughtful reading of each assigned text before related lectures and class discussion is essential. At a point during some class sessions, students will be asked to respond in writing to a question pertaining to the reading assigned for that day. These responses will enable students to focus collectively on the material at hand and provide the instructor with important insight into the students' needs as a class. Also, frequently, they will be asked to complete a short assignment

inside or outside class. These assignments will be due in writing either at the end of that class meeting or at the beginning of the following session.

Assessment

Midterm Exam	30 %
Quizzes	10 %
Participation	10 %
Final Exam	50 %

Textbook

The Norton Anthology of English Literature, ed. by Abrams, M. H. and Greenblatt Stephen, 8th ed, I (London and New York: W.W. Norton, 2006).

Table of Contents & Course Schedule

Week(s)	Topic	Page No.
Weeks 1-3	The Anglo-Saxon Period Introduction to <i>Beowulf</i> <i>Beowulf</i>	1-23 29-33 34-59
Weeks 4-5	The Medieval Period (Xeroxed material) Geoffrey Chaucer from <i>The Canterbury Tales</i> <i>The Prologue</i> (Xeroxed material) "The Wife of Bath's Tale"	
Week 6	Introduction to Renaissance 1500-1660 Sir Thomas More From <i>Utopia</i> from Book 2	485-513 518-522 545-556 569-574
Week 7	Sir Thomas Wyatt the Elder "Whoso List to Hunt" Henry Howard, Earl of Surrey "Alas! So all things now do hold their peace" Edmund Spenser From <i>Amoretti</i> 'Sonnet 75'	592-594 595 607-608 609 705-708
Week 8	Queen Elizabeth "On Monsieur's Departure" Christopher Marlowe "The Passionate Shepherd to His Love" Sir Walter Raleigh "The Nymph's Reply to the Shepherd"	687-690 695 1002-1004 1022 917 917-918 947-948
Week 9	William Shakespeare Sonnet 18	1058-1061 1063

	Sonnet 60 Sonnet 130	1066-1067 1074
Week 10	John Donne “A Valediction Forbidding Mourning” “Ecstasy” “Holy Sonnet: 10”	1260-1262 1275-1276 1276-1278 1296-1297
Week 11	Ben Jonson “Song: To Celia” “My Picture Left in Scotland” Herrick “To Virgins”	1324-1326 1436 1438-1439 1653-1654 1659-1660
Week 12	Marvell “To His Coy Mistress” Bacon “Of Studies”	1695-1697 1703-1704 1550-1551 1553-1554
Weeks 13-15	John Milton <i>Paradise Lost</i> From Book 1	1785-1789 1830-1851
Week 15	Revision	

References:

- Brooks, Cleanth, John Thibaut Purser and Robert Penn Warren (Eds). *An Approach to Literature*. 5th edn (New Jersey: Prentice-Hall, 1975)
- Godden, M. and M. Lapidge (Eds). *The Cambridge Companion to Old English Literature*. (Cambridge: Cambridge University Press, 2003)
- Heatt, A. Kent and William Park (Eds). *The College Anthology of British and American Verse*. (1964; rpt. Boston: Allyn & Bacon, 1966)
- Kennedy, X. J. and Dana Gioia (Eds). *An Introduction to Poetry*. 8th edn (New York: Harper Collins, 1994)
- Pfordresher, John, Gladys V. Veidemanis and Helen McDonnell (Eds) *England in Literature*. classic edn (Illinois: Foresman, 1989)
- Thornly, G. C. *An Outline of English Literature*. (London:Longman,1968)

References from the E-Library:

- Cooney, Helen. *Writing on Love in the English Middle Ages*. (Palgrave Macmillan: 2006).
- Fee, Christopher R. and David A. Leeming. *Gods, Heroes, and Kings: The Battle for Mythic Britain*. (Incorporated Oxford University Press: 2004).
- Ferber, Michael. *Dictionary of Literary Symbols*. (Cambridge University Press: 1999).
- Johnson, Leslie and Ruth Evans. *Feminist Readings in Middle English Literature : The Wife of Bath and All Her Sect*. (Routledge: 1994).

- Lambdin, Laura Cooner and Robert Thomas Lambdin. *Companion to Old and Middle English Literature*. (Incorporated Greenwood Publishing Group: 2002).
- Liuzza, R. M. *Old English Literature: Critical Essays*. (Yale University Press: 2002).
- Loewenstein, David and Janel Mueller. *Cambridge History of Early Modern English Literature*. (Cambridge University Press: 2003).
- Miller, Dean A. *Epic Hero*. (The Johns Hopkins University Press: 2000).
- Post, Jonathan F. *English Lyric Poetry: The Early Seventeenth Century*. (Routledge: 1999).
- Ross, Trevor. *Making of the English Literary Canon: From the Middle Ages to the Late Eighteenth Century*. (McGill-Queen's University Press: 2000).
- Spiller, Michael. *Development of the Sonnet: An Introduction*. (Routledge: 1992).
- Woods, J. D and David A. Pelteret. *Anglo-Saxons: Synthesis and Achievement*. (Wilfrid Laurier University Press: 1985).