



SIR GALAHAD IS BROUGHT TO THE COURT OF KING ARTHUR



British Literature Survey I

Course Description

This course is intended to survey English literature from its earliest beginnings to 1700, a nearly impossible task. As such, we will be focusing on three units that reflect works that continue to be culturally relevant to 21st century audiences. This admittedly skips over a lot of important and varied traditions within English Literature. However, by closely engaging with a fewer texts my hope is that you come away with a stronger understanding of different time periods and mediums important to early English literature and that are still relevant to today's literature. This does not mean that we won't be doing a lot of reading. While our focus is narrower than a traditional survey course, our reading list and requirements is just as extensive.

CRN: XXXX Fall 202X

Meetings: MWF 1:00—1:50 pm

Location: Park Hall 166

Instructor: Savannah Jensen

Email: savannah.jensen@uga.edu

Office: Park Hall 10 Desk 5

Student Hours: MWF 2:00—3:00 pm

Appointments Welcome!



Required Texts:

The Longman Anthology of British Literature. 4th Edition. Volume 1A.
ISBN-10: 0205655300

Susan Doran's *Queen Elizabeth I*.
ISBN-10: 0814719570

Edmund Spenser's *The Faerie Queene*,
Books 3&4. Hackett Publishing.

ISBN-10: 0872208559

Christopher Marlowe's *Doctor Faustus*.
Hackett Publishing.

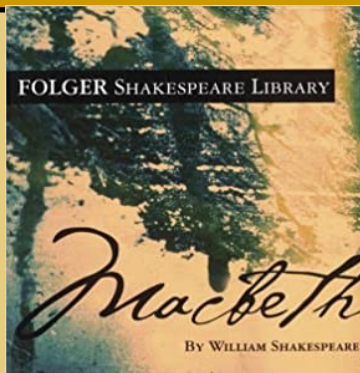
ISBN-10: 0872207293

William Shakespeare's *Macbeth*. Folger Shakespeare Library.

ISBN-10 : 0743477103

Rowley, Dekker, and Ford's *The Witch of Edmonton*. Revels Student Edition.

ISBN-10: 0719052475



The Tragical History of the Life and Death of Doctor Faustus.

Written by Ch. Marlowe.



LONDON,
Printed for Iohn Wright, and are to be sold at his shop
Without Newgate, at the first of the
Bill.

Learning Goals

Students will gain an understanding of how culture and history affect the creation of texts

Students will develop an opinion on what it means for a text to be canonical and express that opinion in their reflective writing

By authoring creative projects, successful learners will reflect on how factors of historical moment, authorial identity, and genre affect the writing process

By posting on weekly forums and giving feedback to peers, successful learners will reflect on the collaborative nature of writing across genres.

Accessibility Statement

I am committed to creating a learning environment that is accessible as possible. If, at any point in the term, you find yourself not able to fully access the space, content, and / or experiences of this course, please contact me so we can explore accommodation options together.

If you have a disability, or think you may have a disability, I also encourage you to contact the Disability Resource Center. (<https://drc.uga.edu/>). If you have already been approved for accommodations through the DRC, please meet with me so we can develop an implementation plan together.

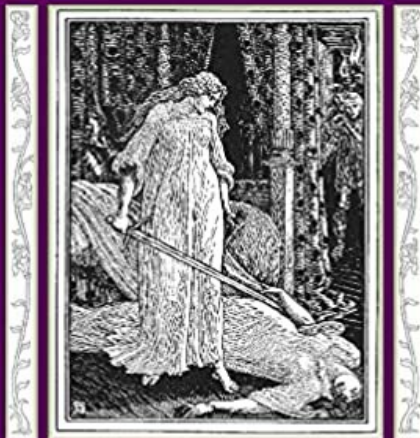
THE LONGMAN ANTHOLOGY BRITISH LITERATURE



Cohorts

From the second day of class you will be placed in a cohort of four to five students. Cohorts will sit next to each other in assigned seating. Once cohorts are formed, they will be the same for the entire semester. Your cohort will act as your support network over the course of the semester. Cohort members will help you with topic proposals, read all your major projects, read most of your minor projects, and provide peer review.

Edmund Spenser The Faerie Queene Books Three and Four



Edited, with Introduction, by
DOROTHY STEPHENS

REVELS STUDENT EDITIONS

THE WITCH OF EDMONTON

edited by
Peter Corbin &
Douglas Sedge

William Rowley,
Thomas Dekker & John Ford



Unit I: Arthurian Literature

In this unit we will explore how multiple authors have used and adapted stories of King Arthur and his court. We will ask, what does it mean for a text to be a part of a literary canon? How do the portrayals of characters change over time? How do the portrayals of character change between authors?

Unit I Project: Fanfiction (20%)

In this unit's project, you will participate in the Arthurian literary tradition by writing a piece of fanfiction that references and adapts the work we read in class to your purpose as an author. While you will not be graded on your artistic merits, you will be graded on your reflection of your process.

Unit II: Elizabeth I and Negotiated Identity

In this unit we will examine Book 3 of Spenser's *The Faerie Queene* and compare his representations to the real life figure of Queen Elizabeth I and her writing. We will discuss how identity is created by individuals for themselves and by others for them.

Unit II Project: Identity Project (20%)

This project will ask you to reflect on how your own identity is constructed in a specific context. This project may take the form of an analysis of a space where you create an identity, a resume, a creative project or an option of your own devising. You will then compare the creation of your identity to the creation of Elizabeth I's identity. You will examine the ways your comparison works and breaks.

Major Units and Projects

Unit III: Staging Witchcraft

In this unit we will examine plays from the late 16th and early 17th century where witchcraft and magic are essential elements. Alongside these plays we will also examine contemporary documents that argued for and against the existence of witchcraft.

Unit III Project: Idea Board (20%)

In this project you will use Waklet to curate an idea board for a modern production of any of the unit's plays. In this board you must discuss your choices, how they relate or differ from past productions, and how your choices enhance the themes of the play.

Grading Scale:

A.....90-100%

B+.....87-89%

B.....80-86%

C+.....77-79%

C.....76-70%

D.....60-69%

F...59% or below

Attendance and Tardiness Policy:

Because this course relies heavily on your participation in class attendance, academic success is directly proportional to class attendance. It is important that you regularly and punctually attend all class sessions. Students who are more than 20 minutes late will be marked as absent. Missing multiple classes will lead to an overall deduction to your grade as outlined below:

9 absences: overall grade drops by 5 points

10-15 absences: overall grade drops by a 10 points

16 absences: failure of the course

Minor Projects:

Group Quizzes (15%): At the beginning of every class with assigned reading, students will take a group quiz with their on the basic plot elements of that day's reading with their cohort. If you do not attend the beginning of class, you cannot take the quiz. The lowest 3 scores of each student will be dropped.

Weekly Cohort Forum (15%): Each week students will write a brief post updating members of their cohort about the current unit's project progress. This is a space for students to share drafts, ask questions, and receive feedback from peers. Students must make one post each week and respond to each member of their cohort's posts.

Informal Writing Assignments (10%): Informal writing assignments cover a broad category of assignments including but not limited to short reflective papers done in class, outlines, and drafts of projects.

Assignment Submission Policy

To ensure that I can read your work, all assignments are due either as a Word doc or as a PDF on ELC. No other formats will be accepted. Assignments submitted as other file types will receive an automatic 0.

Late Work Policy

All students are expected to turn in all works in a timely manner. However, things come up and in order to accommodate, you can turn in one major project up to 3 days late without penalty. In order to not receive the penalty, you must send an email notifying me that you are using this option the end of the three day period. (ELC does not notify me about late submissions.) Late submissions without an email notification will receive a 0. All other late submissions will have 5 points deducted for each day late.

If you are absent for a group quiz, you cannot make the quiz up and will receive a 0 for the quiz. I will remove the lowest 3 quizzes.

Late submissions will not be accepted for weekly group forums or informal writing assignments

Academic Honesty

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: <https://ovpi.uga.edu/academic-honesty/academic-honesty-policy>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Course Schedule *

***This Schedule is subject to change. Changes will be announced on ELC and in Class.**

Week 1

Wed.

Introduction to the course, assignments, and classmates. We will also tackle the question "What is the literary canon?"

Week 2

Forum Post: Write about what impressions you have about Arthurian literature. Where and how have you encountered Arthurian literature before? What characters or aspects of the stories most interest you?

Mon.

Readings Due Before Class: Passages from Geoffrey of Monmouth's description of Arthur. Longman Anthology pages 184 - 194

Wed.

Class Goal: Contextualizing the texts. We'll use Padlet to start constructing a British history timeline and place our texts within the timeline.

Fri.

Readings: Marie de France's *Lanval* and *Chevrefoil*. Longman Anthology pages 200 -219.

Week 3

Forum Post: Think about the characters plots we have encountered thus far. Are there parallels to contemporary media? In what ways could you update some of the conflicts presented? Which characters have interested you the most thus far?

Mon.

Readings: Sir Gawain and the Green Knight Part 1 and 2. Longman Anthology pages 219-247

Wed.

Lecture and discussion on the history of copyright laws and fanfiction.

Fri:

Readings: Sir Gawain and the Green Knight Part 3. Longman Anthology pages 247-277.

Week 4

Forum Post: Try your hand at some creative writing! Write a short scene using one of the characters we have seen so far in a new situation. This could be a draft for Project 1.

Mon.

Readings: Wife of Bath's Prologue and Tale. Longman Anthology page 375-403

Wed.

In class collaboration for Project 1.

Fri.

Readings: The Miracle of Galahad and The Poisoned Apple. Longman Anthology 277 – 298

Week 5

Forum Post: Either revise last week's post, continue the story, or work on a new one. Your choice!

Mon.

Readings: The Day of Day of Destiny. Longman Anthology 298 – 307.

Wed.

In class time to write and collaborate on Project 1.

Fri.

Readings: The Awntyrs off Arthure at the Terne Wathelyne. Text is available on ELC as a document and as an audio file.

Week 6

Forum Post: Share your latest draft of Project 1.

Mon.

We'll finish wrapping up the Arthurian Unit this period.

Wed.

In class workshop on Project 1.

Fri.

Readings: Finish all of Susan Doran's Queen Elizabeth I.

In class activities how writing and portraiture define Elizabeth I.

Week 7.

Project 1 Due any time between 8:00 am Monday and Sunday at 11:59 pm.

Forum: No Post this week. Focus on writing Project 1.

Mon.

Readings: *The Faerie Queene* Book 3 Cantos 1-3

Wed.

In class additions to our Padlet timeline. Watch *The Secret Lives of Books* in class.

Fri.

Readings: The Faerie Queene Book 3 Cantos 4-6

Week 8

Forum Post: Think back to the beginning of our unit. How do you see different aspects of QE1 being portrayed in Spenser's work? How are they different than her own self fashioning?

Mon.

Readings: The Faerie Queene Book 3 Cantos 7-9

Wed.

Fr.

Readings: The Faerie Queene Book 3 Cantos 10 -12

Week 9

Forum Post: Think about your own identity. Describe three contexts where you present yourself differently. How and why do you present yourself differently? How might others interpret you in those contexts?

Mon.

Unit Wrap Up

Wed.

Class time to discuss and work on Project 2.

Fr.

Class time to discuss and work on Project 2.

Week 10

Project 2 Due any time between Monday and Sunday at 11:59 pm.

No Forum Post this Week. Focus on writing Project 2.

Mon.

Readings: Selected passages from *Demonology* and *A Discovery of Witchcraft* on ELC.

Wed.

Add to our Padlet Timeline. Continue Discussion from Monday

Fri.

Readings. *The Tragical History of the Life and Death of Faustus*. Acts 1-2.

Week 11

Forum Post: What would be worth selling your soul for? What would you do if you had all the powers that Faustus has?

Mon.

Readings. Faustus Acts 3-4.

Wed.

Fr.

Readings Faustus Act 5.

Week 12

Forum Post: How much are we in control of our own decisions? How much of our decisions are influenced by things outside of our control?

Mon.

Readings. Macbeth Acts 1-2

Wed.

Project 3 in class workshop

Fr.

Readings Macbeth Acts 3-4

Week 13

Forum Post: Think about how witchcraft has been portrayed in each of the plays so far. How does gender, class, and / or power affect how we are supposed to receive witches / magic?

Mon.

Readings Macbeth Act 5

Wed.

Fr.

Readings The Witch of Edmonton Acts 1-2

Week 14

Forum Post: The Witch of Edmonton portrays the largest community we see so far. In what ways is the community responsible for its members' actions? What can we tell about the community's norms and values?

Mon.

Readings The Witch of Edmonton Acts 3-4

Wed.

In class workshop for Project 3

Fr.

Readings The Witch of Edmonton Act 5

Week 15

No Forum Post. Enjoy the Break.

Mon.

Optional Workshop for Project 3

Thanksgiving Break

Week 16

Mon. Witchcraft Unit Wrap Up

Wed. Course Wrap Up

Final Exam Day

Submit Project 3