I. Description of Course:

1. Department/Course: ENGL - 125A
2. Title: English Literature: From the Middle Ages to the Restoration/18th century
3. Cross Reference:
4. Units: 3
   Lec Hrs: 3
   Lab Hrs:
   Tot Hrs: 54.00
5. Repeatability: No
6. Grade Options: Grade Only (GR)
7. Degree/Applicability:
   Credit, Degree Applicable, Transferable - CSU & UC (T)
8. General Education:
9. Field Trips: Not Required
10. Requisites:
    Advisory
    ENGL 101A Reading and Written Composition
12. Catalog Description:
    The course encompasses several revolutions in style and sensibility that have shaped English literature from Beowulf through the Middle Ages, the 16th century, the 17th century and the Restoration/Early 18th century.
13. Class Schedule Description:
    Explore English literature from Beowulf & Chaucer through the Elizabethans, 17th century and Restoration/18th century.
14. Counselor Information:
    This course is commonly required for lower-division English majors and fulfills a general education requirement for non-English majors in the California State University system and in the University of California system. It also satisfies one of the core course requirements for the Associate of Arts degree in English. Although this course is chronologically the first part of a two course survey of English literature, it is not necessary for students to take both courses or the courses in sequence.

II. Student Learning Outcomes
The student will:

1. Explain the social and intellectual trends of the four major areas covered in the course: (Medieval, Elizabethan/16th century, 17th century & Restoration/18th century).
2. Analyze and interpret poetry, drama, and fiction from the four major periods of early British Literature.
3. Identify and describe major currents in the development of English literature from the early Middle Ages to the Restoration/18th century.
4. Analyze and evaluate the basic structures and elements of English fiction, poetry, and drama.
5. Compare and contrast literature within and across time periods.
6. Identify and apply various critical approaches to the study of English literature.
7. Compose well-organized essays that analyze and discuss poetry, drama, and fiction of the four major periods.
8. Develop historical perspective on recurrent human emotions and behavior through reading and writing activities.

III. Course Outline:
The following writers are examples of writers who might be covered in the course.

A. Old English and Medieval Epics
   1. Beowulf or Sir Gawain and the Green Knight
   2. Issues: Reading Beowulf as allegory, mythic tale, or archetypal struggle
   3. Sir Gawain: Arthurian Romances of the 14th and 15th centuries

B. Middle English Literature
   1. Chaucer and The Canterbury Tales
      a. Prologue, Miller's Tale, Knight's Tale, Wife of Bath's Tale
      b. Issues: Chaucer's use of irony and humor; the mix of comedy and philosophy
      c. Genres, style, and tone in the tales
      d. Pronouncing Chaucer as a Middle English reader

C. The Sixteenth Century
   1. Petrarch Comes to England: Sir Thomas Wyatt and Henry Howard, Earl of Surrey, write Petrarch sonnets in English
   2. Elizabethan Sonnet Sequences: Spenser (Amoretti), Sir Philip Sydney (Astrophil and Stella), Shakespeare's innovations in the sonnet sequence (Time, the dark lady, the lovey gentleman)
   3. Elizabethan and Jacobean Drama
      a. Marlowe: Doctor Faustus
      b. Shakespeare: King Lear or Twelfth Night
      c. John Webster: The Duchess of Malfi

D. The Seventeenth Century
   1. Metaphysical Poets: John Donne, George Herbert, Richard Crashaw
      a. Issue: The metaphysical conceit
   2. Cavalier Poets: Herrick, Carew, Lovelace
      a. Issue: Ben Jonson's influence (The Sons of Ben)
   3. Lady Mary Wroth
   4. John Milton and Paradise Lost: Epic or Tragedy?
      a. Issue: Was Milton of the devil's party without knowing it, as William Blake famously observed? Is Satan the hero, or is Paradise Lost an epic without a hero?

E. The Restoration and the Eighteenth Century
   1. An Age of Wit, Reason, and Correctness in Poetry
   2. Issues: The 18th century concept of Nature, the heroic couplet as the dominant verse form vs. Elizabethan sonnets and metaphysical conceits in the 17th century
   3. Alexander Pope's The Rape of the Lock (a mock-heroic satire), An Essay on Man, An Essay on Criticism
      a. Issue: Pope perfects the heroic couplet as a rapier of wit, reason, and ridicule
      a. James Boswell: The Life of Samuel Johnson
   5. Aphra Behn, A Woman of Letters
      a. Issue: Gender and sexual openness in poetry; Behn is celebrated by Virginia
Woolf in *A Room of One's Own*
   b. *The Disappointment*
   c. *Oroonoko*

6. Jonathan Swift: The greatest prose satirist in English?
   a. *A Description of a City Shower*: a mock-heroic satire
   b. *The Lady's Dressing Room*: Swift's misogynistic satire on woman's vanity
   c. *A Modest Proposal*: satire shows Swift's misanthropy and his humanity
   d. *Gulliver's Travels*: selections

7. Lady Mary Wortley Montagu's satire on Swift's *Lady's Dressing Room*
8. Anne Finch, Countess of Winchilsea: *The Answer*
   a. Issue: The comedy of manners

IV. **Course Assignments:**

   A. **Reading Assignments**
      1. Weekly reading of poetry, drama and fiction or other assigned texts, such as online biography, and historical information that puts works in context.

   B. **Projects, Activities, and other Assignments**
      1. Presentations (group or individual), which may include historical trends, biography, analysis of characters or literary works.

   C. **Writing Assignments**
      1. Weekly written responses to assigned works, in or out of class at the instructor's discretion.
      2. Several essays on literature covered during the semester, which may include research, as well as analysis of various literary elements and themes of the period.
      3. Essays analyzing films that are relevant to the history of the language, or to social/historical trends that shaped the poetry or drama of the periods under discussion.

V. **Methods of Evaluation:**

   A. Quizzes on various literary texts and literary elements.
   B. Essays on literature and film covered during the semester; may include some research.
   C. Presentations, if assigned, on an author or historical era.
   D. Essay exams (midterm and final examination) on literary elements and themes from literary texts covered in the semester.

VI. **Methods of Instruction:**

   A. Lecture
   B. Discussion
   C. Demonstration
   D. Audiovisual
   E. Collaborative Learning

VII. **Textbooks:**

   Recommended

   Supplemental
VIII. Supplies:

CID 2960