**Proximations to**

**Medieval and Renaissance**

**English Literature**

English Literature Survey course

from the beginnings to Milton

BBNAN11000

Monday 12.30-14.00 @ BME Z

Tuesday 8.30-10.00 @ BME Z

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**Office hours @ BME Z**

**(for longer/thesis consultations ask for**

**an appointment in advance via email):**

Monday 9-10am, Thursday 12:30-13.30

**Goal of the course**: introduction to English Literature by a selection of texts from *The* *Wanderer* to the Metaphysical Poets. **Profits of the course, lexical and practical**: you will become familiar with an awesome part of English Literature and culture, and discussing these readings may improve your close reading, critical & creative thinking and elaborate writing.

**Assignments**: weekly preparation is essential. Materials are uploaded on my google site. Should you encounter any difficulties reaching the materials (missing, not downloadable etc) let me know.

**Theatre night**: visiting a Shakespeare-related production is a must. Date and play to be announced later, both in class and on the google site. One class will be cancelled in exchange of your theatre night (see schedule). The tickets with student discount will cost about 3.000-4.500 Ft. Writing a 600-750-word review of the performance will add to your final grade. The best one(s) will be published by EdZine (see the last post: [a sonnet by Nóra Hollai](https://ednews.btk.ppke.hu/?p=1647), then 1st year BA student)

**Extra opportunity – to get noticed 😊 and enter the Honours Programme:** Besides the review, you can get noticed by an essay, too: a longer-than-blog post piece about the thoughts and questions the theatre production or any other reading can be submitted to the Ruttkay Essay Competition: <https://btk.ppke.hu/karunkrol/intezetek-tanszekek/angol-amerikai-intezet/oktatok/reuss-gabriella/ruttkay-esszepalyazat>. Either way, with your witty English writings you can enter the Honours Programme / Kiválósági program. Check it out here: <https://btk.ppke.hu/karunkrol/intezetek-tanszekek/angol-amerikai-intezet/kivalosagi-program>

**Texts, materials**: get registered @ my site as soon as possible to see important readings, updates, and access downloadable class material (free 😊) and to be able to plan your workload ahead: <https://sites.google.com/site/reussgabriellaphd/home> Please make sure you use your own name in your email address when you register (rather than nicknames e.g. [aszvagyok@gmail.com](mailto:aszvagyok@gmail.com)), because I need to know exactly whom to grant access.

**Attendance**: You may skip any 3 classes (plan your absences well ahead!) but when you come, come prepared. You can be late - at your own risk (because I might forget to enter latecomers’ names in the register).

**Marking**: will be based on your **weekly readings & submitted reflections** (due via email 2 hours before class at the latest), **your regular participation in class discussions** (rely on your notes!)**,** andthe **home assignment**. For home assignment I offer you several tasks, so make sure you find the tasks that suit you best (see your options below).

**Plagiarism will result in an immediate fail mark for the entire course.** Should you be uncertain about what the notion of plagiarism means, please check the Faculty’s information/announcement (<https://btk.ppke.hu/hallgatoinknak/plagiumtajekoztato>) and/or contact me.

**home assignment tasks**

**Please note** that each of the composition/promptbook/workbook tasks are intentionally longer than one-night projects, thus good time management will be essential to hand in your final work in time. Late papers receive worse grade (one day/one grade).

**Choose ONE option, submit your choice** before the autumn break/4th or 5th November.

**Submit the finished work *both* via email and in print by 2nd / 3rd December before class.**

**Works will be appreciated by the group, too, at our last class** (except the Monday group, sorry.)

**● Options for Individual creative composition tasks** (write a minimum of 1500 words):

1. Write a heroic epic and a religious hymn (not) in the style of *Beowulf* / *The Wanderer /Caedmon’s Hymn / etc*
2. Interview the author of *Sir Gawain and the Green Knight* with the title ‘*Sir Gawain* and the Pythonesque.’ Explore the relation between what the Pearl Poet wrote and what the Monty Python group did. (Ask him about the particular details of his work: a) Gawain’s character, b) natural and colour symbolism in the text, c) role of female characters, d) notion of shame/sacrifice/punishment/chivalric values. Pose the questions that interest your readers/spectators the most. Imagine the poet’s answers on the basis of his writings.
3. Interview Thomas More: What did he think when he wrote that passage about marriage and women (etc) in *Utopia*? First introduce your guest for the readers/ spectators, then quoting from his works and referring to his biography, pose questions that you think are topical today. Imagine More’s answers on the basis of his writings.
4. Write three to five sonnets and arrange them in a sonnet sequence – applying/undermining the usual poses and tropes.
5. Create your own anthology of ca. 5-8 poems with the title, *Death,* s*ex, and bloodsucking insects. Introduction to English Metaphysical Poetry* for 11th grade Hungarian secondary school students (preparing for the Matura exam). Select the poems compare them to present-day works/language, and write explanations/notes to each poem in your anthology. Complete the work with an Introduction reasoning about your choices and preferences. Your personal explanation to the poems together with the Intro must take up at least 1500 words.
6. Conduct an interview with John Donne and Andrew Marvel (etc) about the role of geographical explorations and explorations of the body reflected in their poetic language in a popular quality magazine (e.g. BBC History). Introduce the poets and their poetry, then quoting from/referring to their works and biographies pose the questions that you think are topical today. Imagine your interviewees’ answers on the basis of their writings.
7. Imagine that in your English home town this year it was either *Everyman* again or *The Second Shepherd’s Play* for a change that opened the annual cultural festival, and that you, the director/organizer must publish a booklet about the production. Introduce your players, your choice of play, justify its topicality and explain what the particular points in the text were that posed a problem for you/your audience and the way you solved the problems.

**● Options for project tasks** **for either individuals or groups of 2-3** co-operating people (cca. 1000 words/pictures/per head) –C**hoose ONE of these**:

1. Design a staging of a play by Shakespeare – **prepare the promptbook of the performance!** (Set designer, costume designer, director, main characters). Your product must be an interleaved text of the play, characters and sets marked in each scene **with an introductory note to the manager of the theatre persuading him/her why it is important and also profitable to perform the play you chose and particularly in your interpretation**.
2. B) **Compile a playful and informative English language workbook with Key on Early / Medieval / Renaissance (your choice) English Literature for 2nd/10th grade secondary school students**. Your product must be a bound workbook with an introduction by the publisher/authors, accurate page numbering, chapters, header, definitions, links, quizzes, pictures (You must respect copyright laws!), works cited, multiple choice questions, tests, crosswords etc and a Key.

**Tentative schedule** (any changes will be indicated on the google site, please check it regularly):

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| **week** | **Classes on Monday and Tuesday** | **task for the following class** |
|  | 9, 10 Sept:  Introduction to the course and the tasks (!).  Introduction to Old Eng Lit (*Caedmon’s Hymn*, timeline) | read the *Wanderer*, *Dream of the Rood*, parts of *Beowulf* |
|  | 16, 17 Sept:  Introduction to heroic poetry and its Renaissance today (Anglo-Saxon poetry: *The Wanderer, Dream of the Rood*, parts of *Beowulf*) | read Chaucer’s *The General Prologue, The Wife of Bath’s Tale* from *Canterbury Tales* |
|  | 23, 24 Sept:  Medieval EngLit & Chaucer (*Canterbury Tales, The General Prologue, The Wife of Bath’s Tale*)  Remember to pay your theatre ticket! | read *Sir Gawain and the Green Knight* |
|  | 30 Sept, 1 Oct:  Medieval EngLit: romance and the Holy Grail (*Sir Gawain and the Green Knight*) | read either *Everyman* or *The Second Shepherd’s Play* |
|  | 7, 8 Oct:  Medieval Drama (mystery and morality plays, *Everyman*, *The Second Shepherd’s Play*) | read/download the assigned sonnets |
|  | 14, 15 Oct:  Renaissance Sonnets and Sonneteers (Wyatt, Spenser, Shakespeare, Surrey, Sidney) | read More’s *Utopia* (assigned parts) |
|  | 21, 22 Oct:  English Humanism: Erasmus, More (*Utopia*) | readShakespeare’s *The Tempest* |
|  | ?? Oct, 7 pm (!):  Theatre night |  |
|  | 28, 29 Oct: Autumn break | read Shakespeare’s *Twelfth Night,* Acts 1-2-3  Finalize your choice of home assignment – inform me about it by 4 / 5 November |
|  | 4, 5 Nov:  Shakespearean romance: *The Tempest* | read Shakespeare’s *Twelfth Night,* Acts 4-5 |
| 1. 5 | 11, 12 Nov:  Shakespearean comedy: *Twelfth Night* | read/download the assigned poems |
|  | 18, 19 Nov:  The Metaphysicals | Study for lexical revision! Concepts, dates, maps, technical terms, readings |
|  | 25, 26 Nov:  Revision/test/kahoot of lexical material  *Twelfth Night* (film) | Finish your home assignment! Deadline: 2 or 3rd Dec, 10:15 or 8:30 respectively (via email + print) |
|  | 2, 3 Dec:  class cancelled in exchange of your theatre night |  |
|  | 9 Dec: Catholic holiday of the Immaculate Conception – no class – feedback via neptun only  10 Dec: Mutual feedback, home assignments, grades |  |