**UNIT OUTLINE**

Unit Code: **LIT220**

Unit Title:

**Religion and the Literary Imagination, 1300-1700**

Semester: **2**

Year: **2020**



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| **Unit code** | LIT220 | |
| **Unit name** | Religion and the Literary Imagination, 1300-1700 | |
| **Associated higher education awards** | Undergraduate Certificate of Literature  Diploma in the Liberal Arts: Foundations of Wisdom  Bachelor of Arts in the Liberal Arts  Bachelor of Education (Secondary)  Bachelor of Education (Primary)  Bachelor of Arts/Bachelor of Education (Secondary) | |
| **Duration** | One semester | |
| **Level** | Intermediate | |
| **Unit Coordinator** | Ben Myers | |
| **Lecturer** | Ben Myers | |
| **Core/Elective** | UG Core | |
| **Weighting** | Unit credit points: 10 | Total course credit points:  40 – Undergraduate Certificate of Literature  80 – Diploma in the Liberal Arts: Foundations of Wisdom  240 – Bachelor of Arts in the Liberal Arts  320 – Bachelor of Education (Secondary)  320 – Bachelor of Education (Primary)  320 – Bachelor of Arts/Bachelor of Education (Secondary) |
| **Student workload** | **Face-to-face on-site:** | **External:** |
| Timetabled hours per semester: 39  Personal study hours per semester: 111  Total hours per semester: 150 | Timetabled hours per semester: 39  Personal study hours per semester: 111  Total hours per semester: 150 |
| Students requiring additional English language support are expected to undertake an additional 1 hour per week | |
| **Delivery mode** | External/online | |
| **Pre-requisites/ Co-requisites/ Restrictions** | Nil  Nil  Nil | |
| **Rationale** | This unit explores Western literature from the Middle Ages through to the late Renaissance. It features the two great spiritual epics of the Christian tradition: Dante’s Divine Comedy and Milton’s Paradise Lost. It also features some of the great experimentations in English lyric poetry, from John Donne to George Herbert. The great poets of this period depict the drama of the human soul poised between salvation and destruction, and explore the action of divine grace in a fallen world. By exploring these cornerstones of the Western literary tradition, students will have an informed understanding of subsequent developments in literary history, and will be able to appreciate the way Christianity has shaped the cultural imagination of the West. | |
| **Prescribed text(s)** | *Note: Students are expected to purchase or have access to the prescribed text(s).*  Dante. *The Divine Comedy.* Translated by C. H. Sisson. Oxford: Oxford University Press, 1993.  Milton, John. *Paradise Lost.* Edited by Gordon Teskey. New York: Norton, 2005  **[OPTIONAL]** Rumrich, John. *Seventeenth Century British Poetry, 1603-1660.* Norton, 2005. (This book will be used in weeks 5-9, but readings will be scanned and uploaded to Moodle for anyone who doesn’t have this book.) | |
| **Recommended readings** | Baranski, Zygmunt (editor). *The Cambridge Companion to Dante’s Commedia.* Cambridge: Cambridge University Press, 2019.  Corns, Thomas (editor). *A New Companion to Milton. Oxford: Wiley-Blackwell, 2016.* A New Companion to Milton. Oxford: Wiley-Blackwell, 2016.  Corns, Thomas (editor). *The Milton Encyclopedia.* New Haven: Yale University Press, 2012.  Davies, Michael and W. R. Owens (editors). *The Oxford Handbook of John Bunyan.* Oxford: Oxford University Press, 2018.  Keeble, N. H. (editor). *John Bunyan: Reading Dissenting Writing.* New York: Peter Lang, 2000.  Lansing, Richard (editor). *TThe Dante Encyclopedia.* London: Routledge, 2000.  Leithart, Peter. *Ascent to Love: A Guide to Dante’s Divine Comedy.* Moscow, ID: Canon Press, 2001.  Norvig, Gerda. *Dark Figures in the Desired Country: Blake’s Illustrations to the Pilgrim’s Progress.* Berkeley: University of California Press, 1993.  Poole, William. *Milton and the Making of Paradise Lost.* Harvard University Press, 2017.  Raffa, Guy P. *The Complete Danteworlds: A Readers Guide to the Divine Comedy.* Chicago: University of Chicago Press, 2009.  Rosenfeld, Nancy. *John Bunyan’s Imaginary Writings in Context.* London: Routledge, 2017.  Sayers, Dorothy L. *Further Papers on Dante: His Heirs and His Ancestors.* Eugene, OR: Wipf & Stock, 2006.  Sayers, Dorothy L. *The Poetry of Search and the Poetry of Statement: On Dante and Other Writers.* Eugene, OR: Wipf & Stock, 2006.  Schwartz, Louis. *Cambridge Companion to Paradise Lost.* Cambridge: Cambridge University Press, 2014.  Williams, Charles. *Outlines of Romantic Theology.* Grand Rapids: Eerdmans, 1990. | |
| **Specialist resource requirements** | Nil | |
| **Content** | Readings need to be completed before the class session for which they are assigned.  Week 1. Dante (I): Inferno, cantos 1-5, 9-10, 13  Week 2. Dante (II): Inferno, cantos 19-20, 30-34  Week 3. Dante (III): Purgatorio cantos 1-3, 13, 15, 17-18  Week 4. Dante (IV): Paradiso cantos 23-33  Week 5. John Donne (I): secular love poetry  Week 6. John Donne (II): religious verse  Week 7. George Herbert (I)  Week 8. George Herbert (II)  Week 9. The English Sonnet from Shakespeare to Milton  Week 10. Milton, Paradise Lost, books 1–2  Week 11. Milton, Paradise Lost, books, 4–5  Week 12. Milton, Paradise Lost, books 7–8  Week 13. Milton, Paradise Lost, books 9–10 | |
| **Learning outcomes** | On completion of this Unit, students will be able to:  1. Understand the distinctive genres and literary styles of medieval and early modern literature;  2. Understand the contribution of medieval and early modern writers to the development of a Western literary tradition;  3. Analyse the way biblical and theological ideas are portrayed in literary texts;  4. Constructively participate in group discussion by completing readings and contributing with clarity and coherence;  5. Communicate at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation. | |
| **Assessment tasks** | **Task 1: Forum posts**  Duration: Weekly  Weighting: 20%  Learning Outcomes: 1-4  Assessed: Week 1-13  Forum posts  Duration: Weekly  Weighting: 20%  Learning Outcomes: 1-4  Assessed: Week 1-13  You must write one forum post for each week of semester. This could be an idea or a critical question about the reading, or a response to someone else’s forum post. All posts must be on the forum before each week’s scheduled class session.  These posts will form the basis of further class discussion. You will be assessed on (a) whether you have posted to the forum each week (weeks 1-13), and (b) the quality of your comments and the evidence of careful, reflective reading of the set texts.  **Task 2: Short paper on Dante’s Divine Comedy**  Word Length/Duration: 1500 words  Weighting: 40%  Learning Outcomes: 1-3, 5  Assessed: Week 7  Write a 1500-word paper on one of the following:  • "In Dante's hell the punishment of sin involves the application of opposites and similarities. This form of just retribution is what Dante [refers] to as the contrapasso" (Robert and Jean Hollander, Inferno, p. 59). Discuss "the application of opposites and similarities" in the punishment of sinners in EITHER canto 3 or 4 or 6 or 7 of the Inferno.  • In the Divine Comedy, there is no such thing as positive evil. Sin is always a form of disordered love, whether love of the wrong thing or an inadequate love of the good. Analyse the nature of love, and the different types of disordered love, as set out in cantos 17-18 of the Purgatorio.  • How is Dante's lust for Beatrice purified and redirected towards God?  • What happens to Dante's soul in the last 4 lines of the poem?  *Your paper should include direct quotations from the text and at least TWO additional scholarly sources. These can include books from the CHC library, journal articles from the library database, and any essays provided by the lecturer on Moodle. Other online resources should not be used*.  **Task 3: Final paper**  Word Length/Duration: 1500 words  Weighting: 40%  Learning Outcomes: 1-3, 5  Assessed: Week 15  Write a 1500-word paper in answer to one of the following:  • How is persuasive rhetoric used in either Donne’s ‘To His Mistress Going to Bed’ or 'The Flea’?  • Analyse the blend of erotic and religious imagery in Donne’s ‘Holy Sonnet 14’ (‘Batter my heart…’).  • Discuss George Herbert’s critique of courtly love poetry. On what basis does Herbert argue for the superiority of religious poetry?  • How does Satan change his mind throughout his speech to the sun in book 4 of Paradise Lost (lines 32-113)?  • How does Milton portray unfallen sexual love in book 4 of Paradise Lost?  • Discuss Satan's use of logic and rhetoric in the temptation of Eve in book 9 of Paradise Lost.  *Your paper should include direct quotations from the text and at least THREE additional scholarly sources. These can include books from the CHC library, journal articles from the library database, and any essays provided by the lecturer on Moodle. Other online resources should not be used.* | |
| **Unit Summary** | Through reading primary sources and participating in discussion-based seminars, this unit provides a deep engagement with Western literary texts from the Middle Ages through to the early modern period. | |

**LIT220 Rubric |Task 2: Short paper on Dante’s Divine Comedy**

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| **CRITERIA** | **High Distinction** | **Distinction** | **Credit** | **Pass** | **Fail** |
| **Engagement with the text(s)** | An informed, balanced, and insightful interpretation of the text, with exceptionally judicious use of quotations. | An accurate and somewhat insightful interpretation of the text, with apt quotations. | An accurate interpretation of the text, with relevant quotations. | A mostly accurate interpretation of the text with somewhat relevant quotations. | An inaccurate interpretation of the text with no quotations, or no relevant quotations. |
| **Research** | Judicious selection and skilful integration of high-quality scholarly sources (journal articles and books only). | Good selection and integration of high-quality scholarly sources (journal articles and books only). | Appropriate selection and sound integration of high-quality scholarly sources (journal articles and books only). | Some relevant use of high-quality scholarly sources (journal articles and books only). | No relevant research, or using inappropriate sources (e.g. websites, non-scholarly online materials). |
| **Argument** | An insightful and well-reasoned answer to the question with evidence of consistent independent thinking. | A well-reasoned and logically structured answer to the question, with some independent thinking. | A sound answer to the question, backed up by adequate reasoning. | A mostly sound answer to the question with some evidence of adequate reasoning. | An inaccurate or incoherent response to the question. |
| **Communication** | Consistently clear and controlled prose style with precise word choice and very minimal grammatical errors. Flawless referencing (Chicago or APA). | Clear and controlled prose style with accurate word choice and a mostly accurate use of grammar. Nearly flawless referencing (Chicago or APA). | Mostly clear prose style with mostly sound word choice and some grammatical problem areas. Basic referencing information provided. | Adequate but limited prose style, some inaccurate word choice, some grammatical problem areas. Basic referencing information provided. | Inadequate prose style, poor word choice, systemic grammatical problems. No referencing provided. |

**LIT220 Rubric | Task 3: Final paper**

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| **CRITERIA** | **High Distinction** | **Distinction** | **Credit** | **Pass** | **Fail** |
| **Engagement with the text(s)** | An informed, balanced, and insightful interpretation of the text, with exceptionally judicious use of quotations. | An accurate and somewhat insightful interpretation of the text, with apt quotations. | An accurate interpretation of the text, with relevant quotations. | A mostly accurate interpretation of the text with somewhat relevant quotations. | An inaccurate interpretation of the text with no quotations, or no relevant quotations. |
| **Research** | Judicious selection and skilful integration of high-quality scholarly sources (journal articles and books only). | Good selection and integration of high-quality scholarly sources (journal articles and books only). | Appropriate selection and sound integration of high-quality scholarly sources (journal articles and books only). | Some relevant use of high-quality scholarly sources (journal articles and books only). | No relevant research, or using inappropriate sources (e.g. websites, non-scholarly online materials). |
| **Argument** | An insightful and well-reasoned answer to the question with evidence of consistent independent thinking. | A well-reasoned and logically structured answer to the question, with some independent thinking. | A sound answer to the question, backed up by adequate reasoning. | A mostly sound answer to the question with some evidence of adequate reasoning. | An inaccurate or incoherent response to the question. |
| **Communication** | Consistently clear and controlled prose style with precise word choice and very minimal grammatical errors. Flawless referencing (Chicago or APA). | Clear and controlled prose style with accurate word choice and a mostly accurate use of grammar. Nearly flawless referencing (Chicago or APA). | Mostly clear prose style with mostly sound word choice and some grammatical problem areas. Basic referencing information provided. | Adequate but limited prose style, some inaccurate word choice, some grammatical problem areas. Basic referencing information provided. | Inadequate prose style, poor word choice, systemic grammatical problems. No referencing provided. |