



Literature 2

Medieval and Early Modern Literature

SYLLABUS

Course Instructors

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Purpose and Objectives

This course provides students with a rich knowledge of significant literary works from the late middle ages to 1700, and it explores the intellectual, socio-cultural, and political developments that form the respective contexts of those works. Course readings include medieval romance, *The Canterbury Tales*, Renaissance poetry and drama, and Restoration prose. The authors we will study include Geoffrey Chaucer, John Webster, William Shakespeare, Mary Wroth, John Donne, John Milton, and Aphra Behn. In Literature 2, we consider the continuities as much as the differences between texts as we situate works in their immediate context. Students will hone the critical abilities that they developed in Literature 1 as they further develop and strengthen their capacities as interpreters of, and respondents to, English literature.

Learning Outcomes

Upon successful completion of this course, students will:

- Be able to analyze and discuss diverse forms of literature from the period 1400-1700.
- Be able both to recognize and discuss characteristics of literature from each period under analysis, and to discuss connections between works of literature across time.

Modern Literature Syllabus

Ian Pickup



Modern Literature Syllabus:

Prophets of Modern Literature Jenkin Lloyd Jones, 1895 *The Teaching Archive* Rachel Sagner Buurma, Laura Heffernan, 2020-12-04 The Teaching Archive shows us a series of major literary thinkers in a place we seldom remember them inhabiting the classroom Rachel Sagner Buurma and Laura Heffernan open up the teaching archive the syllabuses course descriptions lecture notes and class assignments of critics and scholars including T S Eliot Caroline Spurgeon I A Richards Edith Rickert J Saunders Redding Edmund Wilson Cleanth Brooks Josephine Miles and Simon J Ortiz This new history of English rewrites what we know about the discipline by showing how students helped write foundational works of literary criticism and how English classes at community colleges and HBCUs pioneered the reading methods and expanded canons that came only belatedly to the Ivy League It reminds us that research and teaching which institutions often imagine as separate have always been intertwined in practice In a contemporary moment of humanities defunding the casualization of teaching and the privatization of pedagogy The Teaching Archive offers a more accurate view of the work we have done in the past and must continue to do in the future **A Reader's Guide to Contemporary Literature** William Swan Sonnenschein, 1896 **Educational Times** , 1916 English as a Vocation Christopher Hilliard, 2012-05-31 This book explores how a small circle of Cambridge literary critics turned into a movement that revolutionized the way English was taught and brought popular culture into classrooms The leader F R Leavis was a well known and controversial writer The focus of this book is not on Leavis but on the people who put his ideas into practice **The Cultural Legacies of Chinese Schools in Singapore and Malaysia** Cheun Hoe Yow, Jingyi Qu, 2021-02-28 This edited volume examines the historical development of Chinese medium schools from the British colonial era to recent decades of divergent development after the 1965 separation of Singapore and Malaysia Educational institutions have been a crucial state apparatus in shaping the cultural identity and ideology of ethnic Chinese in Singapore and Malaysia This volume applies various perspectives from education theory to heritage studies in dealing with the cultural legacy and memory of such schools as situated in larger contexts of society The book offers comprehensive practice based analysis and reflection about the complex relationships between language acquisition identity construction and state formation from socio political cultural perspectives It covers a broad range of aspects from identities of culture gender and religion to the roles played by the state and the community in various aspects of education such as textbooks cultural activities and adult education as well as the representation of culture in Chinese schools through cultural memory and literature The readership includes academics students and members of the public interested in the history and society of the Chinese diaspora especially in South East Asia This also appeals to scholars interested in a bilingual or multilingual outlook in education as well as diasporic studies **British Universities' Guide to Graduate Study** , 1993 *The Educational Times and Education Outlook* , 1927 **Publications of the Modern Language Association of America** , 1963-12 **French Studies in and for the Twenty-first Century** Philippe

Lane, Michael Worton, 2011 With contributions from leading scholars across the entire range of French studies this up to date volume examines both the current state of French studies in the United Kingdom as well as its future in an increasingly interdisciplinary world where student demand new technologies and developments in transnational education are changing the ways in which we teach learn research and assess achievements Required reading for French studies scholars worldwide this volume builds upon the findings of the influential Review of Modern Foreign Languages Provision in Higher Education and maps the present and future of the field

Knowledge and Change in African Universities Michael Cross, 2017-01-28 Besides the ongoing concern with the epistemological and theoretical hegemony of the West in African academic practice the book aims at understanding how knowledge is produced and controlled through the interplay of the politics of knowledge and current intellectual discourses in universities in Africa In this regard the book calls for African universities to relocate from the position of object to subject in order to gain a form of liberated epistemological voice more responsive to the social and economic complexities of the continent In itself this is a critical exposé of contemporary practices in knowledge advancement in the continent Broadly the book addresses the following questions How can African universities reinvent knowledge production and dissemination in the face of the dominant Eurocentrism so pervasive and characteristic of academic practice in Africa to enhance their relevance to the contexts in which they operate How can such change particularly at knowledge production and distribution levels be undertaken without falling into an intellectual and discursive ghettoization in the global context What then is the role of academics policy makers and curriculum and program designers in dealing with biases and distortions to integrate policies knowledge and pedagogy that reflect current cultural diversity both local and global Against this backdrop while some contributions in this book argue that emancipatory epistemic voice in African universities is not yet born or it is struggling with little success many dissenting voices charge that if Africans do not take responsibility and construct knowledge strategies for their own emancipation who will

The Abraham Lincoln Centre and All Souls Church Annual Abraham Lincoln Centre, Chicago, 1906 *Education Outlook*, 1917 **Annual Report of the Superintendent of Common Schools** New York (N.Y.). Board of Education. Superintendent of Schools, 1927 **Annual** Abraham Lincoln Centre (Chicago, Ill.), 1906 *Memoranda on Teaching and Organisation in Secondary Schools* Great Britain. Board of Education, 1919 French Studies in and for the 21st Century Philippe Lane, Michael Worton, 2011-07-07 French Studies in and for the 21st Century draws together a range of key scholars to examine the current state of French Studies in the UK taking account of the variety of factors which have made the discipline what it is The book looks ahead to the place of French Studies in a world that is increasingly interdisciplinary and where student demands new technologies and transnational education are changing the ways in which we learn teach research and assess Required reading for all UK French Studies scholars the book will also be an essential text for the French Studies community worldwide as it grapples with current demands and plans for the future

All Souls Church Annual Chicago (Ill.). All Souls Church, 1901

Syllabus for a Tutorial Class in Modern English Literature University of London. University extension
board, Thomas Stearns Eliot, 1916 Perspectives On American English Literature As Per NEP-2020 Model Syllabus Dr.
Samir Kumar Hui, 2025-08-18

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