

EN3K5-15 Literature and Revolution 1640-1660: Turning the World Upside Down

24/25

Department

English and Comparative Literary Studies

Level

Undergraduate Level 3

Module leader

John West

Credit value

15

Module duration

9 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

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[Module web page](#)

Module aims

The module aims to provide students with an understanding of literature written during the British Civil Wars, the Republic and Protectorate, and the early Restoration. Students will explore the variety of political and religious ideas to which this writing gave voice and the way it transformed how established forms of social authority were imagined. It aims to provide students with an understanding of how these changes in turn led to, and were manifested in, experiments in a variety of literary and non-literary forms and genres.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Week 1: England on the Edge: William Davenant, *Salmacida Spolia* (1640) and Richard Brome, *A Jovial Crew* (1641).

Week 2: Print and Politics: John Milton, *Aereopagitica* (1644).

Week 3: The Old Country and the New: Anne Bradstreet, poems from *The Tenth Muse* (1650).

Week 4: Leveller Literature: William Walwyn, *The Bloody Project* (1648), Alexander Brome, 'The Levellers Rant'.

Week 5: Debating the Regicide: extracts from *Eikon Basilike* and *Eikonoklastes* (both 1649); royalist elegy and drama.

Week 7: Early Modern Communism: Gerrard Winstanley, *The True Levellers Standard* (1650); Digger ballads and poetry.

Week 8: Gender and Prophecy: Anna Trapnel, *The Cry of a Stone* (1654); extracts from Thomas Edwards, *Gangraena* (1646).

Week 9: Republican and Protectoral Culture: Marvell, *The First Anniversary* (1654) and *Elegy on the Death of the Lord Protector* (1658); anti-Cromwellian satire.

Week 10: History and Memory: Dryden, *Astraea Redux* (1660); extracts from Lucy Hutchinson, *Memoirs of the Life of Colonel Hutchinson* (1660s).

Learning outcomes

By the end of the module, students should be able to:

- Demonstrate a detailed knowledge of the set texts on the module and a nuanced understanding of the specific cultural, political, and intellectual contexts that informed their production.
- Recognise the imaginative techniques and rhetorical strategies used in non-literary texts like political pamphlets and prose prophecies, and distinguish how poetic and dramatic texts connect to and depart from non-literary texts in their style and presentation.
- Research, describe, and engage with current literary critical and historical scholarship on the middle decades of the 17th century, and draw these different disciplinary perspectives into their own arguments about the texts on the module.
- Analyse a range of literary and non-literary texts in their contexts and be able to communicate this analysis clearly and articulately.
- Show ability to manage their own learning and to develop own research-led perspectives on the period's writing by designing research questions and topics for the assessment.

Indicative reading list

The Broadview Anthology of Seventeenth-Century Verse and Prose (2000)

Peter Davidson, ed. *Poetry and Revolution: An Anthology of British and Irish Verse* (1999)

Laura Knoppers ed. *The Oxford Handbook of the Literature of the English Revolution* (2012)

Michael Braddick, ed. *The Oxford Handbook of the English Revolution* (2015)

Christopher Hill, *The World Turned Upside Down* (1972)

Nigel Smith, *Literature and Revolution* (1994)

David Cressy, *England on the Edge, 1640-42* (2000)

Elizabeth Scott-Baumann and Sarah Ross, ed. *Women Poets of the Civil War* (2017)
Rachel Foxley, *The Levellers: Radical Political Thought* (2014)
Nicholas McDowell, *The English Radical Imagination* (2003)
Robert Wilcher, *The Writing of Royalism* (2001)
Laura Knoppers, *Constructing Cromwell* (2000)
Janet Clare ed., *From Republic to Restoration* (2018)
Kate Chedgzoy, *Women's Writing in the British Atlantic World* (2007)
Anne Hughes, *Gender in the English Revolution* (2012)

Subject specific skills

No subject specific skills defined for this module.

Transferable skills

No transferable skills defined for this module.

Study

Study time

Type	Required
Lectures	9 sessions of 1 hour (6%)
Seminars	9 sessions of 1 hour (6%)
Private study	132 hours (88%)
Total	150 hours

Private study description

Reading & research

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A1

	Weighting	Study time	Eligible for self-certification
Essay	100%		Yes (extension)
1 x 4500-word summative essay (100%) based on research topics devised by students in consultation with their tutor.			

Feedback on assessment

Written comments on formative and summative work; opportunity for further oral feedback.

Availability

Courses

This module is Optional for:

- Year 3 of UENA-Q300 Undergraduate English Literature
- Year 3 of UENA-QP36 Undergraduate English Literature and Creative Writing
- Year 4 of UENA-QP37 Undergraduate English Literature and Creative Writing with Intercalated Year
- Year 4 of UENA-Q301 Undergraduate English Literature with Intercalated Year
- Year 3 of UENA-VQ32 Undergraduate English and History
- Year 4 of UENA-VQ33 Undergraduate English and History (with Intercalated year)
- Year 3 of UENA-VQ34 Undergraduate English and History (with a term in Venice)
- Year 4 of UENA-QW35 Undergraduate English and Theatre Studies with Intercalated Year

This module is Option list A for:

- Year 3 of UCXA-QQ37 Undergraduate Classics and English
- Year 3 of UFIA-QW25 Undergraduate Film and Literature

This module is Option list B for:

- Year 3 of UTHA-QW34 Undergraduate English and Theatre Studies

This module is Option list C for:

- Year 3 of UPHA-VQ72 Undergraduate Philosophy and Literature