**Course Title: Metaphysical Poetry**

**Course Code: LR107**

**Semester:**

**Course Instructor:**

**Email:**

 **Metaphysical Poetry:**

The term "metaphysical," as applied to English poets of the seventeenth century, was used by Augustan poets John Dryden and Samuel Johnson to reprove those poets for their "unnaturalness." Goethe wrote, however, "the unnatural, that too is natural"; the now metaphysical poets continue to be studied and revered for their intricacy and originality.

This course aims to discuss in detail the major literary issues related to this group of poets with references made to certain selected examples by John Donne, George Herbert, Henry Vaughan, and Andrew Marvell. The focus of this course will be on the new sensibility which characterized this type of poetry and the modernist trends those poets adopted. It will also deal with the speculative nature of this poetry, the inherent philosophical assumptions and common characteristics. For comparative purposes, other references will be made to Petrarch, Shakespeare, Eliot, and to some modern Arab poets such as Bader Shacker Al-Sayyab, Nazek Al-Malaika, Ahmed Matter, Mahmoud Darwish and Tamim Al-BArgouti.

**Course Objectives:**

a-      To acquaint the students with the literary, historical, religious, philosophical and cultural aspects that gave rise and helped shape the Metaphysical poets' mentalities.

b-     To enable students to understand western literary heritage by focusing on the distinctive features of the metaphysical poetry showing how it marked an important phenomenon in the history of English literature.

c-      To reinforce the students' literary competence through meticulous analysis of the assigned texts.

d-     To enhance the students' scholarly skills by being involved in critical writing, presentation, and research paper.

e-      To equip the students with enough background which will enable them to be the guardians of our religion, cultures, and values.

 **Expected output;**

a-      At the end of the course the students are expected to accurately define the paradigms of Metaphysical poetry from literary and historical perspectives

b-     The students are expected to articulate the distinctive features of the Metaphysical poetry and to trace certain themes through different poems.

c-      The students will have sharpened their interpretative skills regarding poetry in general and Metaphysical poetry in particular.

d-     The students' scholarly skills will have been enhanced; they are expected to critically articulate and develop their own assumptions about Metaphysical poetry.

e-      At the end of the course, the students will have developed a critique whereby they can refute the heretic assumptions of Western thinking.

**Assessment:**

Passing Percentage 50%

Quizzes: 15%

Assignments: 15%

2 Presentations: 10%

Class Participation: 5%

Mid Term: 25%

Final Exam: 30%

**Extra material to read:**

1- Johnson's the life of Cowley

2- T. S Eliot's 'The Metaphysical Poets'

3- Herbert J.C. Grierson, ed. (1886–1960). Metaphysical Lyrics & Poems of the 17th C. 1921.

4- And other books and articles to be assigned in the course.

**Methods of Teaching**

- Seminars, lectures and discussions

- Presentations and Debates

- self-study

Teaching Aids: LCD, Moodle, Website, illustrations, and OHP

**Textbook:**

'Demystifying Metaphysical Poetry': Compiled Material by Mr. Refaat R. Alareer

**References:**

1- Beer, Patricia, 'An Introduction to he Metaphysical Poets'. London: Macmillan 1972

2- Clements, Arthurt, ed. 'John Donne's Poetry'. New York: Norton, 1992

3- Dicasare, Mario A. 'George Herbert and the Seventeenth Century Religious Poets'. New York: 1978

4- Wilmolt, Richard. 'Four Metaphysical Poets'. Cambridge: 1992

5- Class handouts

**Weekly Plan with Major texts:**

**Week 1:**

Introduction to metaphysical poetry, characteristics and in depth analysis.

Introduction to John Donne in connection with Metaphysical poetry.

**Week 2:**

**John Donne**

* The flea
* The bait

 **QUIZ# 1**

**Week 3:**

**John Donne**

* Death be not proud
* The sun rising
* Valediction forbidding mourning
* Love's diet

 **QUIZ #2**

**Week 4:**

**George Herbert**

* Easter Wings
* A Wreath
* The Windows

 **Assignment #1**

**Week 5:**

**George Herbert**

* Virtue
* The Collar
* The Altar

**Assignment #2**

**Quiz #3**

**Week 6:**

Revision

John Donne

George Herbert

**Week 7:**

**Andrew Marvell Introduction**

On a Drop of a Dew

**Week 8**

**MID TERM**

**Week 9:**

**Andrew Marvell**

* To his Coy Mistress
* The Definition of Love
* The Garden
* Dialogue

**Assignment #3**

**Week 10:**

**Henry Vaughan Introduction**

* I walked the other day
* The Retreat
* The WaterFall

**Week 11:**

 **Henry Vaughan Continued**

* They are all GONE
* The World

 **QUIZ #4**

 **Assignment #4**

**Week 12:**

Review

Discussions

Seminar

**Week 13:**

**Poster exhibition**

**Week 14 & 15**

**Issues for discussion/ Presentations**

1)      Experimentation

2)      Modernity

3)      Writing against traditions they did not like

4)      Reception theory and change of attitude

5)      status of women

6)      reception in later ages

7)      Reception in the 20thc.

8)      Imagery

9)      Conceits

10)  Satire

11)  Form and content

12)  Openings

13)  Dramatization

14)  Argument

15)  Eliot's association of sensibility (the union of thought and feeling )

16)  Carpe diem

17)  Realism vs idealism

**Week 16:**

**Final Exam**