



3
السنة



Literary Texts

1ST Semester – 4th Lecture

د. هلا دقوري

2020-2019

Political Terms Reading & comprehension
Consecutive Translation phonetics
Culture Scientific Texts & Idioms **Essay**
Contrastive Analysis Dictionaries عربي
GRAMMAR Semantics & Syntax Translation
Speaking & Listening
Literary Texts Interpretation
Science of Translation Discourse Analysis

The most important points in this lecture:

- ☞ Ben Jonson's and Shakespeare's life.
- ☞ The death of the queen Elizabeth.
- ☞ The reign of Oliver Cromwell and how literature was affected by all these events.
- ☞ You have to memories the important dates.

Hello Every one:

Instructor: What were we talking about last time?

Student: We were talking about Ben Jonson

Instructor: Who is Ben Jonson?

Student: He is a playwright. His father was a clergyman. He studied at Westminster school. He volunteered for the military service. He began a career in the theater.

He started working as an actor then he proceeded to be a playwright.

He killed a man. He escaped the captive punishment by claiming the benefits of the religion and his father's position in the church.

Instructor: How did he escape this punishment?

Student: He were reading from the Bible.

Instructor: were xxx!!! He **was** reading from the Bible.

(Notice that in real past we can say, "I wish he were not a son of a clergyman" this is unreal past, in this case we can use WERE).

Instructor: So last time we were Talking about two playwright who were so prominent during the Elizabethan age, namely:

- William Shakespeare, who was born in Stratford-on Avon, in 1564 and died in 1616.

We were speaking about William Shakespeare because he belongs to the Elizabethan age. And the Elizabethan age as you're still remember from last week was the age of queen Elizabeth who exerted a lot of efforts just to be independent from the Rome. and from the church in particular. that's why we had a lot of influences for this on the literary works of people, that reflected in the works of Shakespeare and in the works of Ben Jonson.

So, we had definitely two different trends played by William Shakespeare and Ben Jonson.

Instructor: What can you tell me about Shakespeare?

Student: His life was not so clear; he just starts from the zero.

Instructor: So, he was not a prominent person when he started¹, he started from the scratch².

Student: he was not educated.

Instructor: We don't know if he went to the school or not³.

This the exact opposite of Ben Jonson who went to Westminster school.

Ben Jonson	William Shakespeare
Educated (Westminster school)	Uneducated
Clear background.	Unclear/unknown background
Not that poor family	Poor family
Started as an actor	He started as floor cleaner/stage cleaner.
Playwright	Playwright

So, what about the themes they just inserted into their plays?

Student: Ben Jonson was close to the king.

Instructor: He was a favored person for the king, because he could know how to sneak into the royal court, and how to please the king, by plays introduced to the king in which there were a lot of change in the characters and themes. That's why they said there were a lot of masks. What kinds of themes were in that period (Elizabethan age), that were circulated in literary works in general, in plays and poetry?

Student: Tragedies.

Instructor: we have tragedies, comedies, tragicomedies. Who had more diversified works?

Student: Ben Jonson.

Instructor: Yes, because he was a very eloquent person, he knew how to sneak into any place he wanted and to convince people, because he was an educated person.

So, we said that Queen Elizabeth died later on, so who replaced her?

Student: here cousin.

Instructor: She had no children, that's why her distant cousin replaced her throne. A distant cousin for Queen Elizabeth who was called **King James I**, he was the first in England but in Scotland he was the **sixth**. We did not have only one person named as KING JAMES. We had six people, so not only six generations, this means more than six generations, every person can name his son after his father. we may have 10 generations so that King James was the sixth in Scotland, but actually he was the first to the throne of England. And there was no other person just to replace queen Elizabeth. May god bless her soul, because she had something inserted to the English literature actually, a lot of influences.

Just notice that King James came from Scotland, but he came in very peaceful way, there was no blood actually, and no quarrels over the throne were there. That's why he just was christened to the throne and everything was going smoothly.

But after a while about 15 years, there was a kind of civil war. (by the way I'm not now convinced that there is something called "civil war". It's only political, they're want just to exaggerate things, that's why they added the word "civil" ; people will be convinced that people themselves are fighting against each other, actually it is only a political projection of someone else, some parties outside the country just to benefit politically.

They say there was a civil war, and the person who had the supremacy in this war was called **Oliver Cromwell**. He is very famous for Britain.

Instructor: What was the background of Oliver Cromwell?

Student: He was a puritan.

Instructor: He was a puritan, a conservative person, it means they have very strict ideas; they wanted everything to be pure, to be strict, to go straightforward without any deviation. It seems that he did not like the outer influences and he did not like everything was written in poetry or in plays, that's why he wanted to set everything back to track. So, it is not a kind of rebellion. They just had a war, and this war lasted for about to **20 years**. Also, a while in this history it cannot be just recorded or even remembered. The war lasted for a really long while, but during this period of time, the people suffered a lot and there was a deterioration in literary works specially in poetry. So everything was affected, but when the war was over and the people just broke the bars of all this fighting, they just turned to exact opposite; first they lived in poverty, they lived fighting, they lacked everything, the feel of their poetry just changed, the amount of the literary works decreased, there was a decrease in everything.

But later on, when the war ended and everything was finish, the people wanted to break the bars and to turn to the exact opposite, so there was a kind of **flourish**. They just spilled everything and they popped out again, just so they wanted to live, to amuse their selves, so enough with the war and we want to change to something completely different.

There was a change in to extravagant. Just notice when we say, "Something is extravagant" we mean that it is really not exaggerated, there is a lot of abundancy.

***For example:** When I don't lack money and every time, I need money, I can find it in my ATM. So, whenever I need money, I go to the ATM, I withdraw some money so I can buy something, then I say "but I want to buy this thing", ok I just buy it. This is something I might need in the future, ok it might work I will buy it. So, you take everything that you need and do not need, because you are living at ease. So, you can just be labeled as an extravagant person. And sometimes you throw things that you do not need, but you have just paid for them. So, this is the extravagance that we are speaking about.

- Extravagant: إفراط / تبذير



So, they lived in poverty and lacked a lot of things but actually they turned to the exact opposite to show that “we want to live, to be humans”. This is in our current terminology we call it ‘biophilia’ it means THE LOVE OF LIFE. They wanted to step over death and poverty and to live life to the utmost. That’s why they were extravagant and they bought everything they needed and did not need.

Like the long 9 years that we have experienced in Syria, maybe the last two years are the hardest. But they are very long, it’s a while in history, it’s not just to be mentioned but this really long for the people living.

Just notice that was not only in the lives of people, it was not an influenced to the lives of people. It was also reflected in poetry. People were no longer paying much attention to the content itself, because they living in ease, pleasure and everything was provided, so life was really easy, that’s why they paid much attention to the format, not the content itself. The content was taken care of, definitely or we would not have had all these literary works that we are just aspiring to imitate or to reach. But also, they paid attention more to the format, and that was called at that time **DECORUM**, they wanted to add some kind of décor, some kind of ornamentation just to their plays or their poetry. we notice that there was a lot of rhyming, a lot of rhymed verses, a lot of themes that had only the outer appearance, they just cared for the outer appearance. Maybe at the expense of the content at that time, but still the content occupies much importance if we compare it with the content that we came up with during this.

كالقصيدة في أحد الكتب المدرسية "الفيل يستحم طش طش".

Just notice that they paid much attention to sounds "طش طش", they wanted let students or the little pupils understand: this Is the sound of water.

Definitely when you live at ease, then you are going just to change your attitude, your themes are going to be change completely, maybe from dark to light, you will see sunlight in the poetry later on, you will see a change from poverty to wealth. All these things will be just noticed in poetry, you will find that you are talking about dark sky but suddenly you will be talking about the moon, suddenly you will be talking about the sun from talking about the seas then you say “calm water”, “fountains”. Here the same material; we’re talking about water, about light, but there is a difference between the ages: the connotation of the “water” in the first in the old age was completely different from the second, this is because the end of the war and the ease and luxury that the people are living in.

Let’s read this, that was in the 16th and the 17th centuries. But I want to tell you something that when you are living easily, when you feel that you are relaxed and you are undergoing a very relief life, this means that you are have just to regain your confidence. you will have a change in your attitude and that will reflect in your communication with other people and communication of ideas to other people. That’s why they cared for the format and the décor and the expense of something else. (but actually, it was not that expense). Page.31

THE SEVENTEENTH & THE EIGHTEENTH CENTURIES

Queen Elizabeth died in **1603**. There were no possible heirs to her throne so her cousin, King James VI of Scotland, took over and was rechristened King James I of England. The smooth bloodless transition of power was a great relief to the people of England. It did not appear, at that time, to be a prelude¹ to one of the bloodiest centuries in English history. Within less than half a century after James became king, England would be embroiled in a civil war that would result in the execution of his son King Charles I, and the beginning of the only “republic” in English history. It was called the Commonwealth², and was led by the puritan leader Oliver Cromwell.

Literature was not insulated³ from the turbulent events that shook England, nor were poets who found themselves torn apart between two warring camps⁴. Arguably, the poetry of the first half of the century⁵ was shaped entirely by the civil war and its repercussions⁶, while the poetry of the second half exhibited a marked consciousness of the lessons learnt from the chaos of the war, and the dictatorial rule of Oliver Cromwell⁷.

Poetic themes, motifs, topics, and varying styles in, and approaches to writing almost invariably reflect conscious reactions⁸ to the social, religious and political changes that befell England during the seventeenth century⁹. After the restoration of the monarchy¹⁰ to England on 1660, it only seemed natural that the literature of the period would reflect a twofold¹¹ tendency towards decorum and extravagance. This may appear to be contradictory¹², but is understood¹³ when one looks into the situation in England during the reign¹⁴ of Cromwell. Decorum and an unprecedented interest in form and order appear to be reactions to the excesses of the civil war while extravagance a reaction to the sober austerity of the Puritanism that ruled England for over twenty years.

Within less than half a century of the restoration of the monarchy to England, the trauma¹⁵ caused by the century of the civil war was replaced by a sense of confidence¹⁶, vitality¹⁷, and achievement¹⁸. By the beginning of the eighteenth century, the sense of decorum and order that became¹⁹ prevalent after the return of Charles II to England from his exile in France transmuted in literature into what we know as the Augustan age.

The name was after the Roman Emperor Augustus whose reign was marked by stability and splendour that nourished such great Roman poets as Virgil, Horace, and Ovid²⁰.

Great authors of the eighteenth century were not content with a nominal allusion. The classical models of literature became the main, at times the only, source of inspiration for such great authors as Dryden, Pope, and Swift²¹. The authors of the eighteenth century emulated²² the classics in form, style, and themes. Resurrecting²³ the classical interest in rhyme and meter²⁴, Pope perfected the form of the heroic couplet. Dryden on the other hand attempted to rewrite stories of Shakespearean plays in order to show how great stories can be narrated by adhering to the rules of ancient authorship²⁵. The age of Dryden and Pope, as a result, acquired a new name: the Neo-classical age²⁶.

Towards the end of the eighteenth century, three revolutions would raise doubts about the Augustan ideals, as we will see in the Romantic Age.

1. **Prelude:** (تمهيد) This is an introduction, an era prior to another era.
2. **The Commonwealth:** Cromwell here is related to commonwealth. The countries of Commonwealth which are: Britain, Scotland, Ireland, Netherlands in addition to others.
3. **Insulated:** (معزول) literature was not isolated, it was not from another planet, it was from the era, it was reflecting the ideas of the people who were living there. So it was in close contact with everything was taken place at that time. That's why they use the word 'insulated' not 'isolated'
4. **Warring camps:** It means fighting camps.
5. **The poetry of the first half of century:** this period of time, which was the warring time. Was divided into two parts. The first half of the century; the turbulent events took over a whole century, so it's still a while.
6. **Repercussions:** (تداعيات/آثار) The impacts, the consequences, the results.
7. There was a kind of **renaissance**. People restored their consciousness and they just learnt the lessons from the war, that bloody war. They wanted to quit and just to forget everything about the dictatorial rule of Oliver Cromwell.
8. They did not accept the reality wanted just to oppose to step over the reality with their full consciousness, it means by their own free will.
9. They did not want the influence of politics, they wanted to reject the influence of religion. So, there was no more rule of the church, no more influence and supremacy of the church as before. The social impact also was so apparent during the seventeenth century.
10. **The monarchy:** authority power.
11. **Twofold:** (مضاعفة) double.
12. **Contradictory:** (متناقض) contradictory to the war, and the life they live.
13. Definitely when you live in poverty and then everything come back to normal, or you have enough money just to supplies all your needs and your children needs, then you are going to be turn to the opposite and everything will be understood, the change is understood.
14. **The reign:** the rule.
So 'contradictory' and 'the reign of Cromwell'; this means that they really were suffering from a lot of harshest during his rule.
15. **The trauma:** (الصدمة) How strong is this word "trauma" When we're suffering from cancer, we say there is a kind of 'trauma'. But if we have a disease, we cannot say this is a trauma. When it is a psychological disease, we say this is a 'trauma'. That's why it reveals a great agony, it cannot be used so easily for the everyday pains that we are suffering from. So, it is the highest level of pain.
16. **Confidence:** (الثقة) There is a confidence, this is really good.
17. **Vitality:** (النشاط) People were not in active any more, they wanted to live and that's why they had this 'biophilia' this tendency force.

- 18. Achievement:** (إنجازات) Though they were living a luxuries life, they were not that lazy, they were active, working and achieving. They were insisting on achieving something, not just to be spending without any kind of working.
- 19.** There was a complete change in literature. First it was revealing the agony, the poverty, the harshest. And now it turned into **order, decorum**.
- 20.** They wanted to participate.
- 21.** They say these are authors. Are they really authors? No, they are mostly poets, but not authors.
- 22. Emulated:** (تقليد / محاكاة) Imitated. So, they wanted to have a restoration. This emulation means they are reviving the classics but in their own way having their own touch after the war.
- 23. Resurrecting:** This word 'resurrection' has a religious connotation. Jesus Christ, some people said that he was not dead, but he will be resurrected. (البعث) It means revival, there is a big difference between the two words. It is a very strong powerful word. "Revival" something that's almost dead, vanished. But it's there. When we say resurrect; this is not there. (also, the word advent has the same strong powerful; like when we say the advent of Jesus Christ. It means the new coming or the second coming we say also 'the advent of computers. So, it is not only with the coming of computers into our life, it's highly important. That's why we say the advent. Resurrection: something that was really unforgotten, unremembered and now we want to bring it back to the memories of everyone to just occupy a very important part of their lives. then we say resurrection.
- 24.** Not only rhyme, also meter. First, it was dead during a specific era, which is the 100 years civil war, then it was dead all over this period. And then it came back to life in a new way, that's why it was not only resurrected but there was something new added to it.
- 25.** Just notice that, 'king Lear' was written by Shakespeare, but there was another playwright who wrote 'Lear'. There is a lot of similarities between both of them. But again this touch is neo-touch; a new style, this is neo-classical while the old one is the classical, it was resurrected according to the principles and norms of the era they lived in.
- 26.** They are the prominent figures of the Neo-classical age, Alexander Pope and Jon Dryden the poets and the playwrights. It seems they are playwrights. One of them is a playwright and the other is just pay much attention to the heroic couplet it means he was just adding some changes to poetry.

We will stop today here and next time we will talking about George Herbert, read his Jordan poetry. Richard Lovelace. We will deal with them all.

Please pay attention to the rhyme, to the divisions if there are, the lines, the meter (is divided into stressed syllables, unstressed syllables).

عنوان مكتبة الكمال: ((كلية الآداب – داخل الحرم الجامعي - بناء الصحافة/ جانب المدرج السابع)

The end ♥