

# British Literature and Culture

## Unit Three Renaissance and Humanism



教师：张娴

# Teaching Objectives

1.To know the background and essence of Renaissance  
2.To make connections between renaissance and British culture

1.To read medieval English and to build vocabulary  
2.To foster Ss' Holistic thinking

1. To cultivate Ss intellect  
2. To cultivate **humanity** quality

Knowledge

Communicative Skills

Morality Cultivation



## Unit 3

## Renaissance

1

The Essence of Renaissance

2

Influence in British literature

3

Text Comprehension: *Hamlet*

4

Viewing & discussion

5

After-class project



## Renaissance

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# Key Words

- 1) **Ideological** emancipation(解放) movement.
- 2) From Italy to European Countries
- 3) “Rebirth” or “revival” (复兴) of arts and sciences of ancient **Greece and Rome**
- 4) The essence/theme of Renaissance?

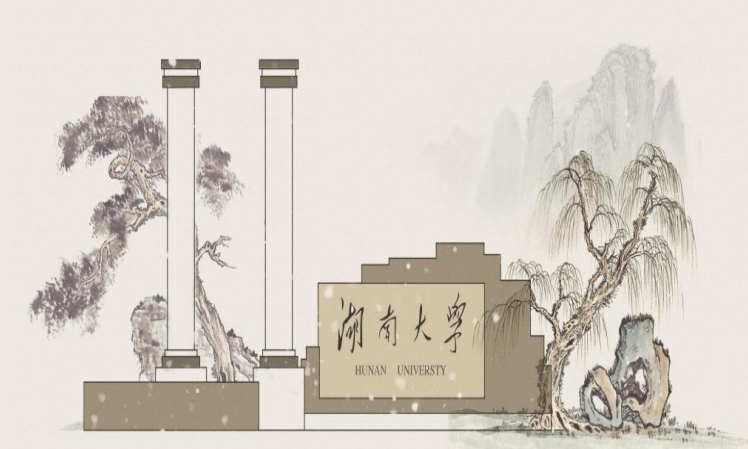


## 1.2 Essence of Renaissance (Page49)

Q1. What is the essence/theme of Renaissance?

Q2. What are core ideas of humanism?

*Humanism*



**Human -  
centered**

**Human -  
oriented**

To study ancient Greek & Roman  
literature, philosophy to absorb  
moral & practical value

center of the world,  
without the deep control of religion

**Human  
culture**

**Human  
dignity**

To pursue happiness  
and freedom in reality

potential to solve problems  
through reasonable or  
scientific methods.

**Human  
goal**

**Core Ideas of  
Humanism**

**Human  
capacity**

Right of freedom in  
thoughts and position

To develop powers in intellectual  
& emotional life

**Human  
freedom**

**Human  
Value**

# • British Social background

Transition from feudalism to capitalism.

Political reform, expansion abroad, science & technology promoted the fast development of modern British ideology and culture

**Tudor Dynasty**  
都铎王朝 (1485-1603)

freed national politics from the influence of the Roman Catholic Church,  
meeting the interests of rising bourgeoisie

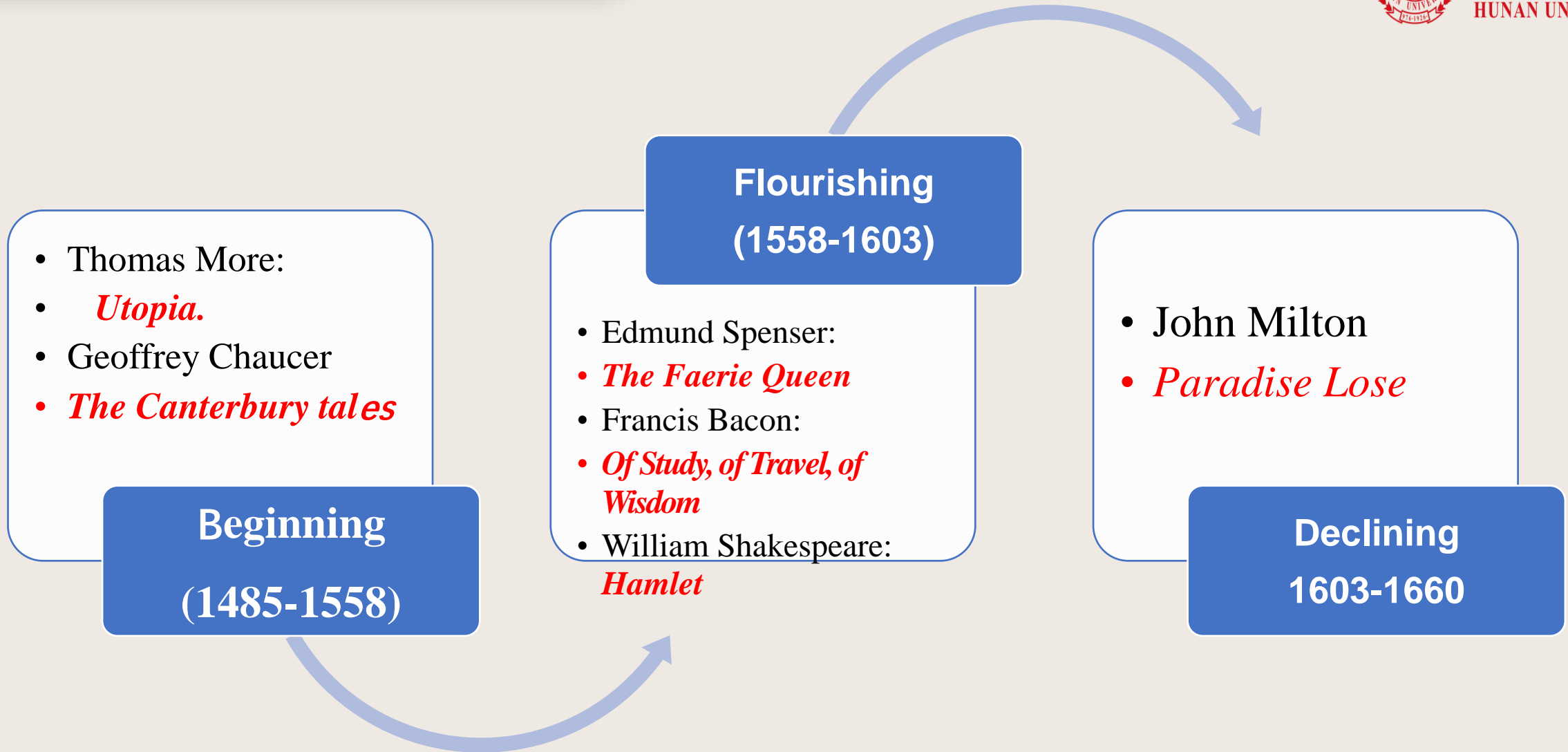
**Religious reformation**  
(Henry III)

R i s i n g   E n g l i s h  
bourgeoisie.  
sought more than just wealth

**Commercial Expansion**  
(Elizabeth I)



## 2. Renaissance in British literature



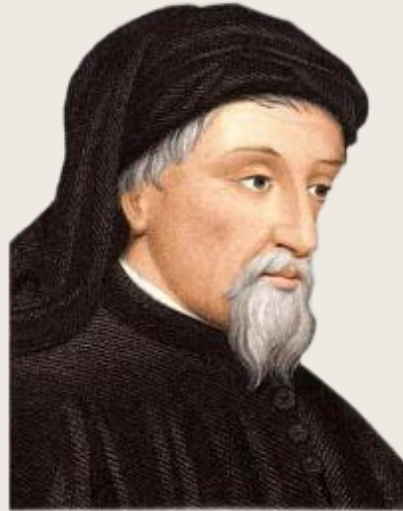
# • Geoffrey Chaucer

## • *The Canterbury tales*

A panoramic view of the English society

Characters from all walks of life

The right to pursue worldly pleasures



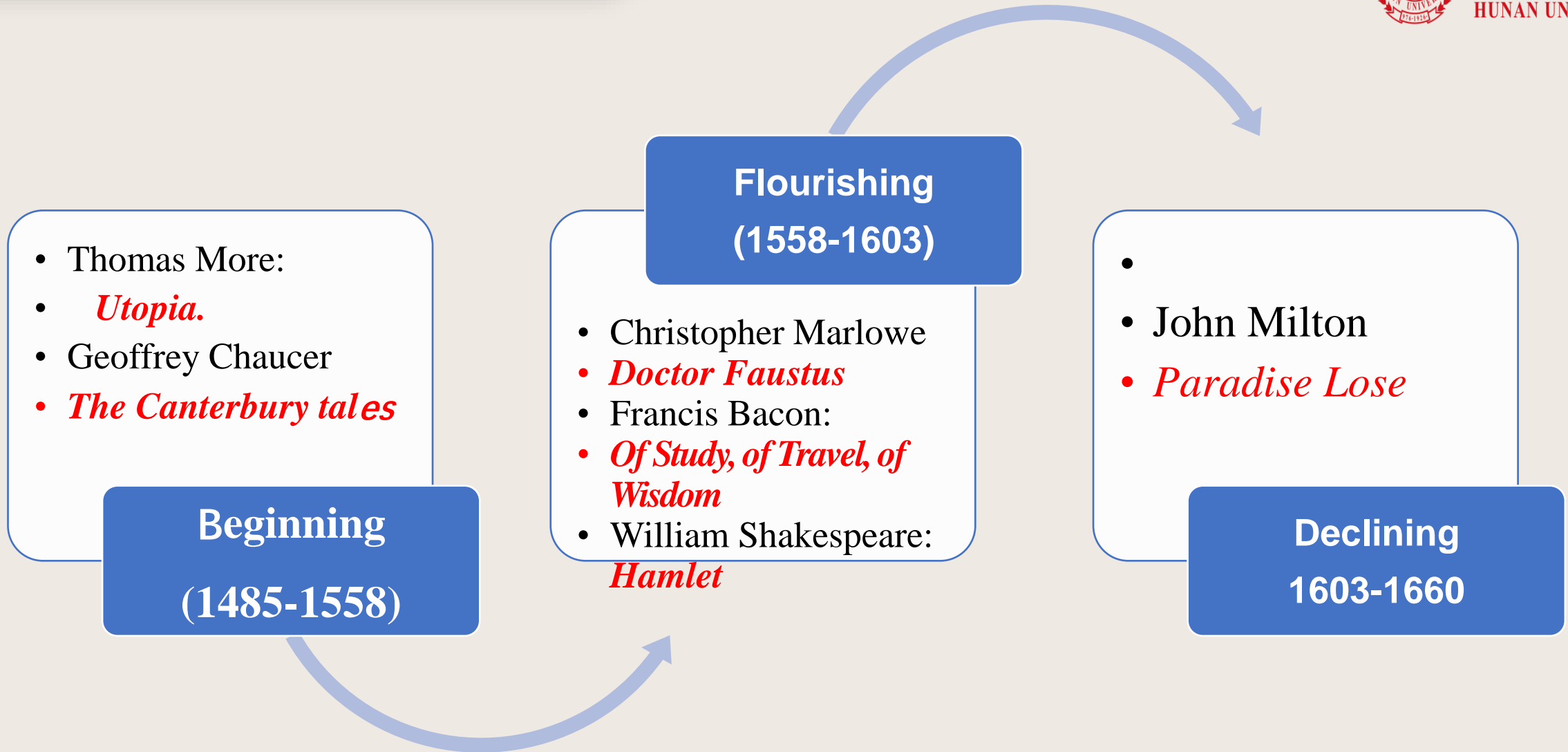
Earliest representative of British humanistic literature

Father of British Poetry

Father of English literature

Poet's Corner

## 2. Renaissance in British literature



# Francis Bacon 弗朗西斯·培根

*“Knowledge is Power”*

*“ Knowledge is more than equivalent to force.”*

*“A wise man is strong, a man of knowledge can increase strength.”*



*Of Study,  
Of Travel,  
Of Wisdom*

# OF STUDY

By Francis Bacon

Studies serve for delight, for ornament, and for ability. Their chief use for delight, is in privateness and retiring; for ornament, is in discourse; and for ability, is in the judgment, and disposition of business.

Histories make men wise; poets witty; the mathematics subtle; natural philosophy deep; moral grave; logic and rhetoric able to contend. (Abeunt studia in mores) .

读书足以怡情，足以傅彩，足以长才。  
其怡情也，最见于独处幽居之时；  
其傅彩也，最见于高谈阔论之中；  
其长才也，最见于处世判事之际。

读史使人明智，读诗使人灵秀，数学使人周密；科学使人深刻，  
伦理学使人庄重，  
逻辑修辞之学使人善辩；  
凡有所学，皆成性格。

# Chinese Wisdom



1.The superior man extensively learns universal knowledge.

君子博学于文

2.The benevolent is free from anxiety, the learned from puzzlement.

仁者不忧，智者不惑

3.An excellent learner can be a good governor.

学而优则仕

4.Study extensively, enquire accurately, reflect carefully, discriminate clearly and practice earnestly. ———“*The Doctrine of the Mean*”

博学之，审问之，慎思之，明辨之，笃行之。——《中庸》

# Reading 5

## OF STUDY

By Francis Bacon

STUDIES serve for delight, for ornament, and for ability. Their chief use for delight, is in privateness and retiring; for ornament, is in discourse; and for ability, is in the judgment, and disposition of business.

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with diligence and attention.

Reading makes a full man; conference a ready man; and writing an exact man. Therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit: and if he read little, he had need have much cunning, to seem to know, that he doth not.

Histories make men wise; poets witty; the mathematics subtitle; natural philosophy deep; moral grave; logic and rhetoric able to contend. Abeunt studia in mores.



# Test Yourself

1. The Renaissance had its origin in France in the 14<sup>th</sup> century and spread to other European countries. ✗
2. Renaissance refers to the period between the 14<sup>th</sup> and mid-17<sup>th</sup> century, its essence is to revive of arts and sciences of ancient Greece and Rome. ✗
3. Renaissance advocated the dignity and central position of human beings in the universe. ✓
4. "*The Canterbury Tales*" is a collection of stories told by a group of pilgrims journeying to Canterbury, its author Geoffrey Chaucer is regarded as the father of English poetry. ✓
5. Renaissance emphasized to study ancient Italian and British literature, philosophy to absorb moral & practical value. ✗
6. "Of Studies", written by Christopher Marlowe, explores the value of education and advocates for disciplined learning. ✗



### 3 Text Reading: *Hamlet*

01

William Shakespeare

02

Shakespeare Sonnet

03

Text Analysis: *Hamlet*

04

Critical Thinking: Hamlet's Characters &  
Humanistic Spirits



## *William Shakespeare*



黄乙倩

李幸鑫

## 3.1 *William Shakespeare*



### Key Words:

37 plays,  
2 long poems,  
154 sonnets

Dramatist, poet

Father: a merchant

Mother: farmer

7, local grammar school

18, Anne Hathaway, 8 years senior, 3 children

22, (about 1586), London

1611, returned Stratford

1564.4.26---1616.4.23

### 3 Text Reading: *Hamlet*

01

**William Shakespeare**

02

Shakespeare Sonnet

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Text Analysis: *Hamlet*

04

Critical Thinking: Hamlet's Characters &  
Humanistic Spirits



## 3.2 Shakespeare's Sonnet (十四行诗)

1. **Lines:**  $3 \times 4 = 12 + 2 = 14$  由三个四行诗体,加上最后双行体, 共14行。

2. **Ending Rhyme:** abab cdcd efef gg

韵脚交替进行, 最后双行押同韵。

3. **Climax:** gg 最后双行为全诗高潮

# Sonnet 18 By William Shakespeare

- |  |             |
|--|-------------|
| 1. Shall I compare thee to a summer's day? (a)           | 能否把你比作夏日璀璨? |
| 2. Thou art more lovely and more temperate. (b)          | 你却比炎夏更美丽温婉; |
| 3. Rough winds do shake the darling buds of May (a)      | 狂风摧残五月花蕊娇妍, |
| 4. And summer's lease hath all too short a date. (b)     | 夏天匆匆离去毫不停顿。 |
| 5. Sometime too hot the eye of heaven shines, (c)        | 苍天明眸有时过于灼热, |
| 6. And often is his gold complexion dimm'd; (d)          | 金色脸容往往蒙上阴翳; |
| 7. And every fair from fair sometime declines, (c)       | 一切优美形象不免褪色, |
| 8. By chance or nature's changing course untrimmed. (d)  | 偶然摧折或自然地老去  |
| 9. But thy eternal summer shall not fade, (e)            | 而你如仲夏繁茂不凋谢, |
| 10. Nor lose possession of that fair thou ow'st; (f)     | 秀雅风姿将永远翩翩;  |
| 11. Nor shall Death brag thou wander'st in his shade (e) | 死神无法逼你气息奄奄, |
| 12. When in eternal lines to time thou grow'st. (f)      | 你将永生于不朽诗篇。  |
| 13. So long as men can breathe, or eyes can see, (g)     | 只要人能呼吸眼不盲,  |
| 14. So long lives this, and this gives life to thee. (g) | 这诗和你将千秋流芳。  |

# Sonnet 18 By William Shakespeare

1. Why does the poet compare his friend to the summer?

Summer and thee (汝) both represent beauty and love. Love is an emotion full of life, vitality and enthusiasm, with similarities to the passion and enthusiasm of summer

2. What does the poet intend to convey?

Love can conquer all

Rough winds do shake the darling buds of May  
And summer's lease hath all too short a date.

Beauty lives on

But thy eternal summer shall not fade,  
Nor lose possession of that fair thou ow'st;

So long as men can breathe, or eyes can see,  
So long lives this, and this gives life to thee.

# Sonnet

莎士比亚式十四行诗：

由三个四行诗体组成， $3 \times 4 = 12$  行

韵脚交替进行, abab cdcd efef

最后是押韵的双行诗体， gg  $12 + 2 = 14$

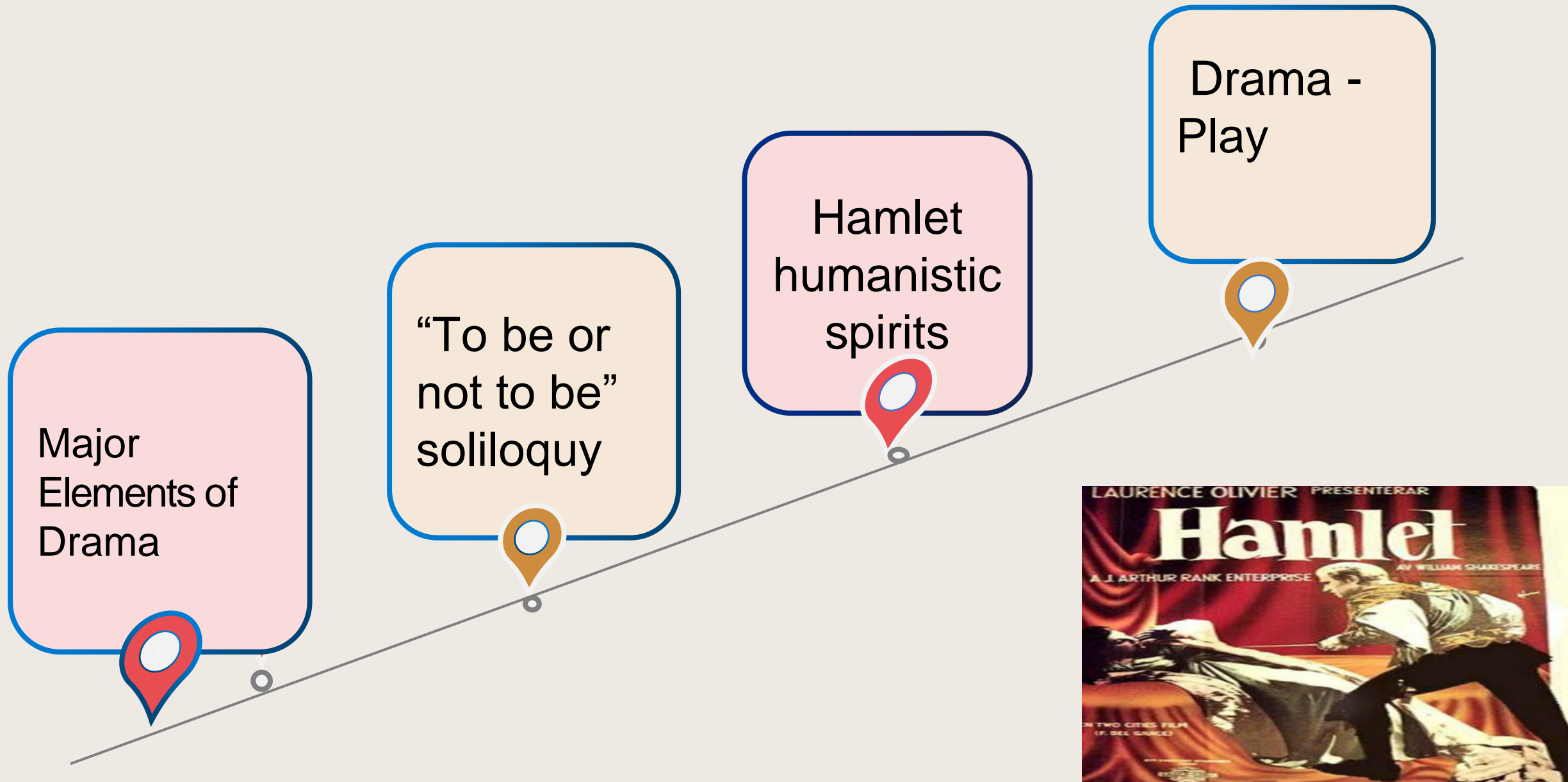
整个韵脚： abab cdcd efef gg。

直到最后双行体，为全诗高潮。

Your  
Creation?



### 3.3 Text Analysis: *Hamlet*

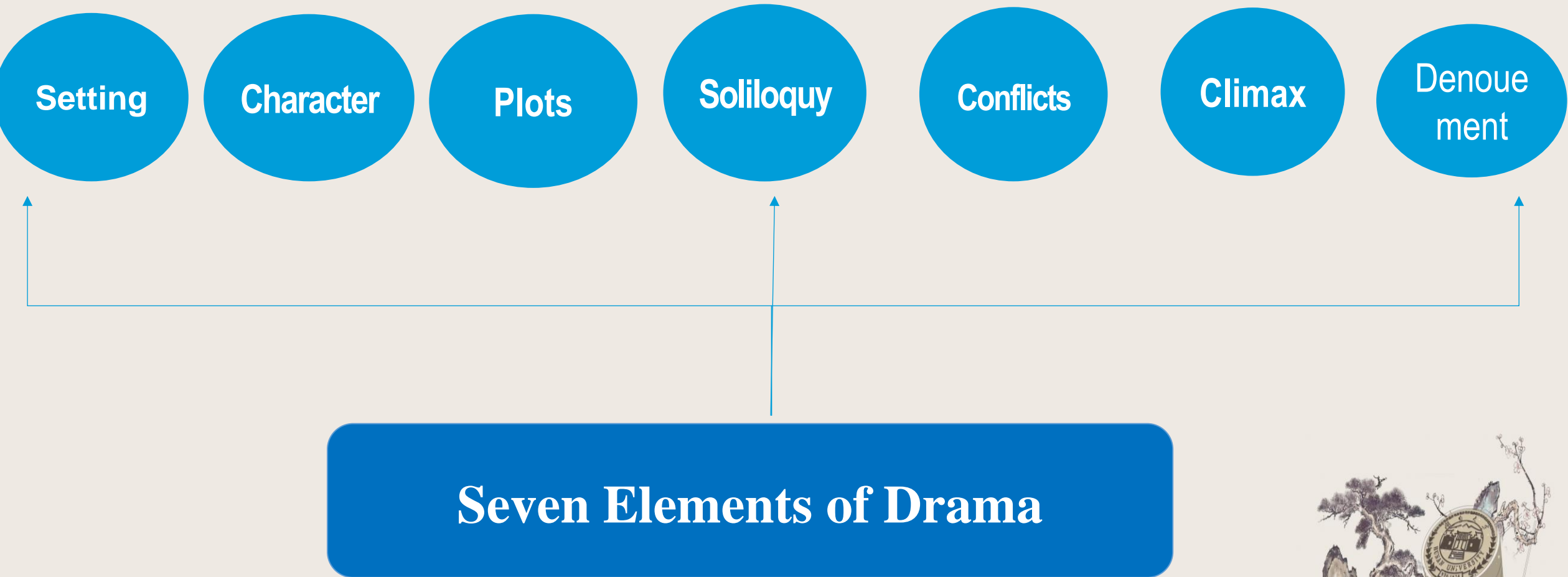


# Your Reading

## Introduction

*Hamlet* (Act 1/ 5 Acts, Scene1/10)

# Major Elements of Drama



# 1) Setting



- **Denmark**
- **Medieval** period (中世纪)
- About 1450

## 2) Characters

### Hamlet:

Prince of Denmark. 30,  
son of Queen Gertrude,  
nephew of Claudius.



### Gertrude:

Queen of Denmark,  
Hamlet's mother,  
married Claudius



### Claudius:

King of Denmark,  
Hamlet's uncle



## Polonius:

Lord Chamberlain(宫廷大臣)  
of Claudius' court; father of  
Laertes&Ophelia



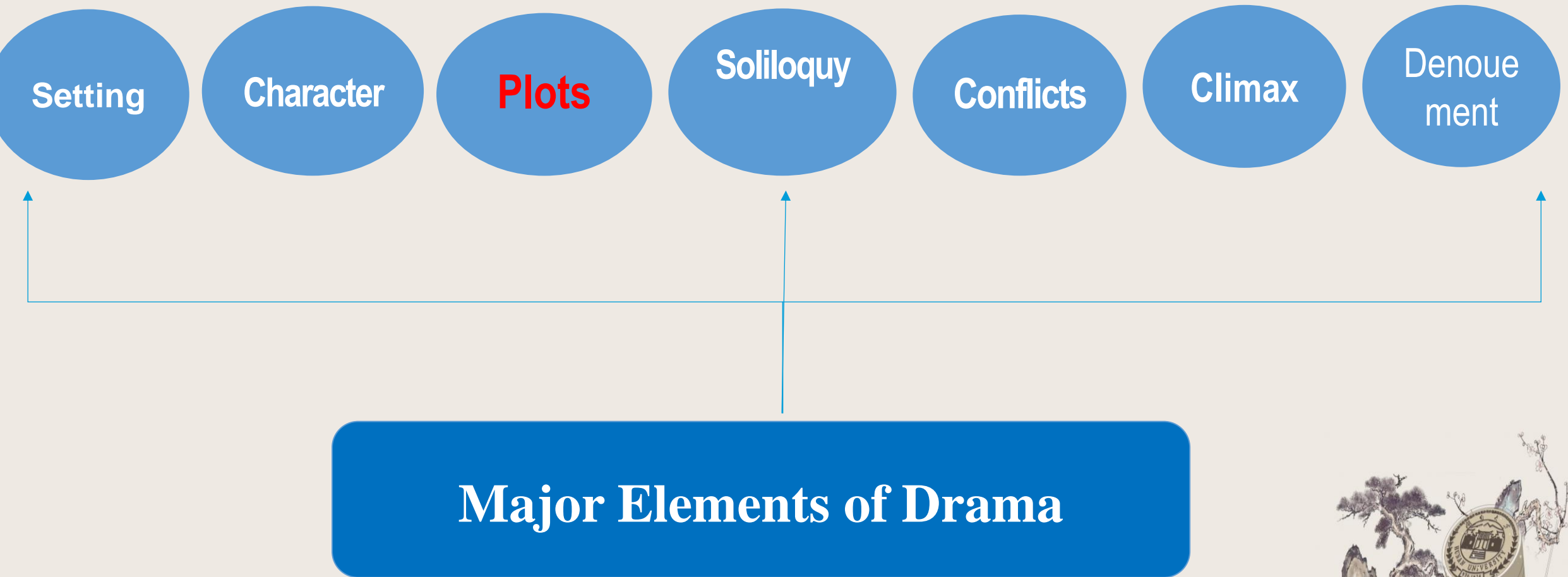
## Ophelia:

Polonius's daughter,  
Laertes' sister  
Hamlet's lover

## Laertes:

Polonius's son,  
Ophelia's brother  
Hamlet's friend

# Seven Elements of Drama



# Plots of the Story



Hamlet, Danish **prince**, well-educated, handsome, kind, sympathetic .....

Son of Gertrude & the former king, **nephew** of present king, Claudius



Claudius, his uncle  
**murders** his father,  
**marries** his mother,  
**claims** the throne  
**Plotting** to kill Hamlet



## 3. The Plots of the Story *Hamlet*



张炜晔

# Plots of the Story



Hamlet **pretends** to be feeble-minded (懦弱) to throw his uncle off guard, then manages to prove the killer of his father.



Painful conflicts he suffers, hesitant whether to killing his uncle **in revenge or not**.



The process of hesitation causes the death of **Ophelia**, his lover, and Polonius, Ophelia's father.

# Plots of the Story

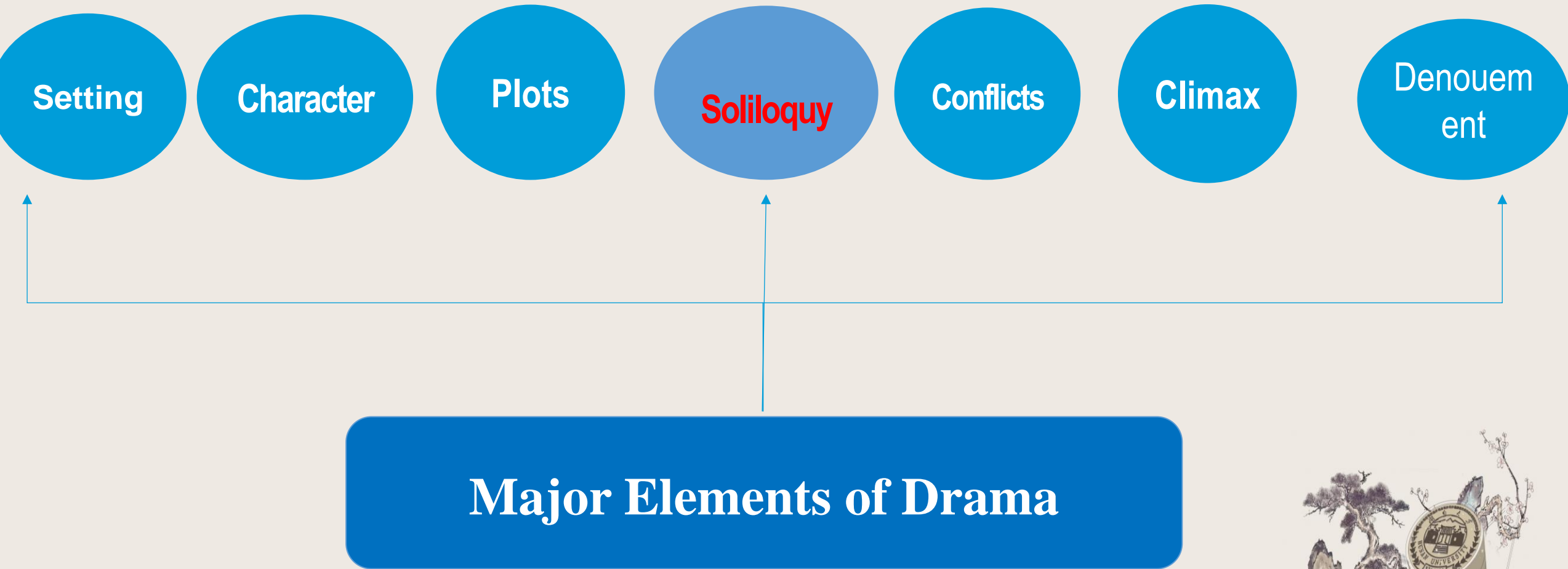


Taking advantage of Laertes's **resentment**, the king seek to kill Hamlet.



In the fencing duel(決斗) , Hamlet gotten vengeance (復仇) for his father, and dies himself.

# Seven Elements of Drama



To be, or not to be: that is the question:

Whether 'tis nobler in the mind to suffer

*cruel, unbearable*

The slings and arrows of outrageous fortune,

Or to take arms against a sea of troubles,

And by opposing end them. *fighting against*

Hamlet's  
humanist spirits?

to suffer

to take arms /oppose

nobler ?



Seeking for human's dignity

Persuit of human's  
physical, spiritual powers

To be, or not to be?



To die: to sleep; No more;  
and by a sleep to say we end  
The heart-ache and the thousand natural shocks  
That flesh is heir to, | *certain to receive*  
'tis a consummation devoutly to be wish'd.

*completion of one's life*

*sincerely*



What does Hamlet  
want to do ? Why?



Escaping the cruel, heart-  
ache reality, which brings  
shocks to him.



Human's weakness:  
indecision,  
cowardness,  
escapist



# Why does he wants to die?



The slings and arrows  
of **outrageous** fortune

**Heart-ache** and the  
**thousand** natural shocks

A  
sea  
of  
**troubles**

To be, or not to be?

To die, to sleep;  
To sleep! *perhaps* Perchance to dream: aye, there's the *difficulty, problem* rub;  
For in that sleep of death what dreams may come,  
When we have shuffled off this mortal coil, *free from the hardship of world*  
Must give us pause: there's the *consideration* respect  
*hesitation* That makes calamity of so long life;  
*disaster, suffering*

What makes Hamlet  
hesitate to die?





The slings and arrows of  
outrageous fortune

Heart-ache and the  
thousand natural shocks



A sea of troubles

Bear the whips and scorns  
of time

To be, or not to be

**What ?**

To die: to sleep;

For who would bear the whips and scorns of time, 谁愿忍受人世的鞭挞和讥嘲？  
The oppressor's *injustice* *wrong*, the proud man's *contempt* *contumely*, 压迫者的凌辱、傲慢者的冷眼  
The pangs of despise love, the laws delay, 被轻视的爱情的痛苦、法律的拖延。  
The *tyranny* *insolence* of office and the *spurns* *insult* 官吏的横暴，  
That patient merit of *the unworthy* takes; 费尽辛勤却换来小人的鄙视。  
*petty men*



1. “the whips and scorns of time”?

2. Humanistic traits in Hamlet?



Human's dignity

Human's goal

responsible  
justice  
integrity  
rebellious  
---

To be ?

When he himself might his *quietus* (安宁) make  
with a bare *bodkin* (匕首) ?

Who would *fardels* (重负) bear,  
To *grunt* (呻吟) and sweat under a *weary* life,

by a sleep to say we end  
The heart-ache and the thousand natural shocks  
That flesh is heir to,  
'tis a consummation devoutly to be wish'd.



What image is Hamlet  
do you think?

Escapist

Human's weakness

Cowardness

# Not to be ?

But that the dread of something after death,  
The *undiscover'd country*, from whose *bourn* (边界)  
No traveler returns, puzzles the will,  
And makes us rather bear those *ill* we have  
Than fly to others that we know not of?



1. What does “*The undiscover'd country*” refer to?
2. What is Hamlet dread of after death?
3. What does the underlined sentence imply?
4. What humanistic traits does Hamlet have?

irresolution  
ambivalence  
hesitation

Thus conscience does make cowards of us all,  
And thus the native *hue* of resolution  
Is *sicklied* o'er with the pale cast of thought,  
And *enterprises* of great pitch and moment  
With this regard their *currents* turn away,  
And lose the name of action.

重重的顾虑使我们变成了懦夫，  
就这样，光彩闪亮的决心  
谨慎的思虑蒙上了灰色阴影，  
伟大的事业，  
在这考虑之下也激流而退，  
失去了行动的意义。



1 “*enterprises of great pitch and moment*”?

Human's  
ambition

2 “*lose the name of action*”?

Human's  
weakness





# Reading and answering

01

Why does he want  
to die?

a sea of trouble  
heartache & ten thousand natural  
shocks  
slings&arrows of outrageous fortune  
the whips and scorns of time  
grunt and sweat under a weary life  
this mortal coil

02

Why is death so frightening  
to Hamlet since it can end  
*“the heartache and the  
thousand natural shocks”*?

undiscover'd country,  
No traveler returns  
others that we know not of  
what dreams may come

03

What humanistic  
spirits are reflected on  
Hamlet?

human culture  
human ambition  
human value  
human weakness  
.....

Thus conscience does make cowards of us all,  
And thus the native *hue* of resolution  
Is *sicklied* o'er with the pale cast of thought,  
And *enterprises* of great pitch and moment  
With this regard their *currents* turn away,  
And lose the name of action.

重重的顾虑使我们变成了懦夫，  
就这样，光彩闪亮的决心  
谨慎的思虑蒙上了灰色阴影，  
伟大的事业，  
在这考虑之下也激流而退，  
失去了行动的意义。



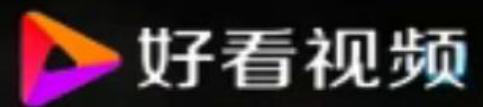
1 “*enterprises of great pitch and moment*”?

Human's  
ambition

2 “*lose the name of action*”?

Human's  
weakness





01:02 / 04:31



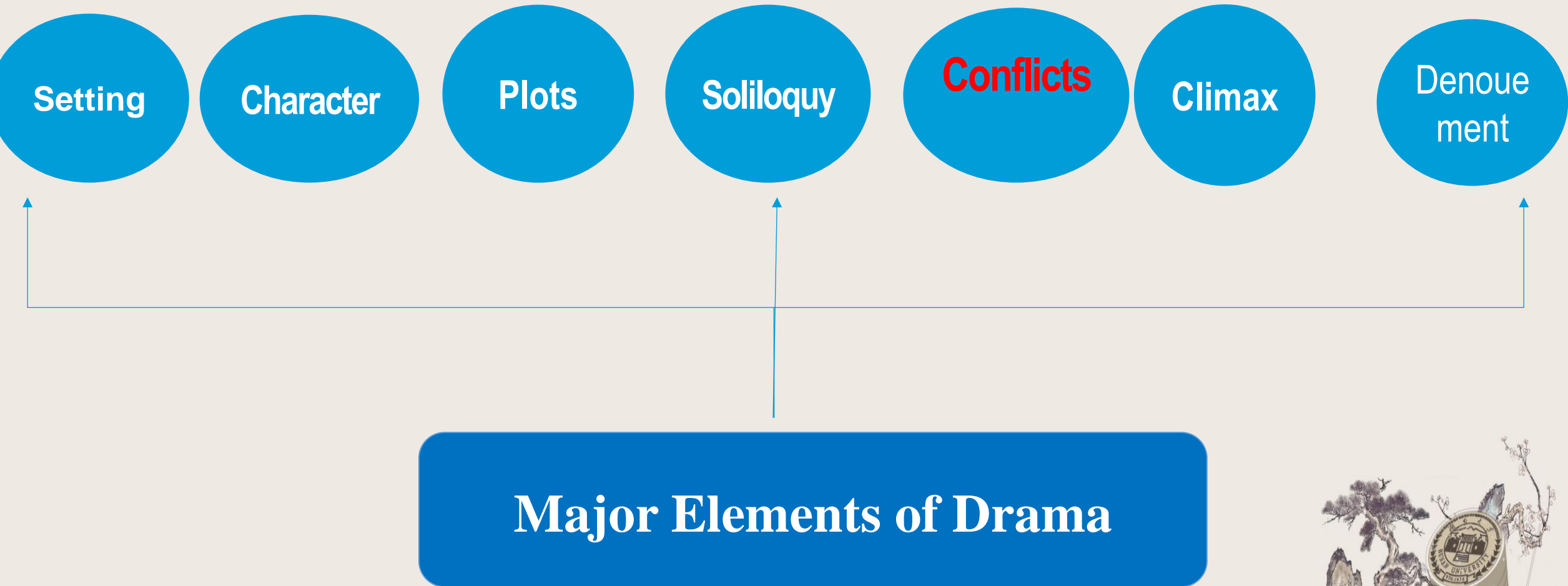
倍速

标清





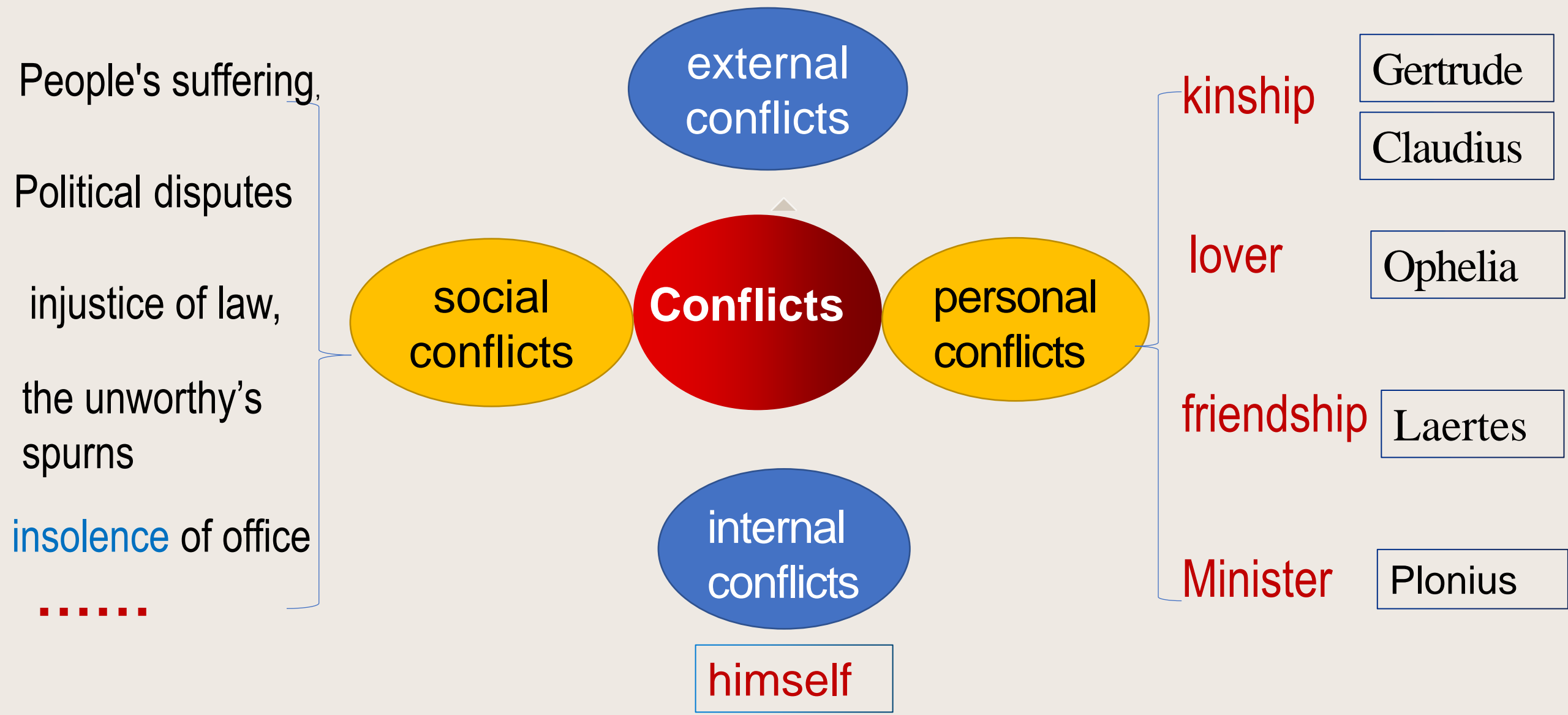
# Seven Elements of Drama



# 5) Conflicts



“to be or not to be”



# *“to be or **not** to be”?*

To live or to die

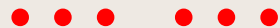
To face the reality or to escape

To love or to hate

To revenge or to forgive

To end social ills or to let it be

To take action or to bear



# Parody (仿写)      *To be, or not to be: that is the question.*

To do, or not to do, that is the question.

To eat, or not to eat, that is the question.

To go, or not to go, that is the question.

To love, or to hate, that is the question.

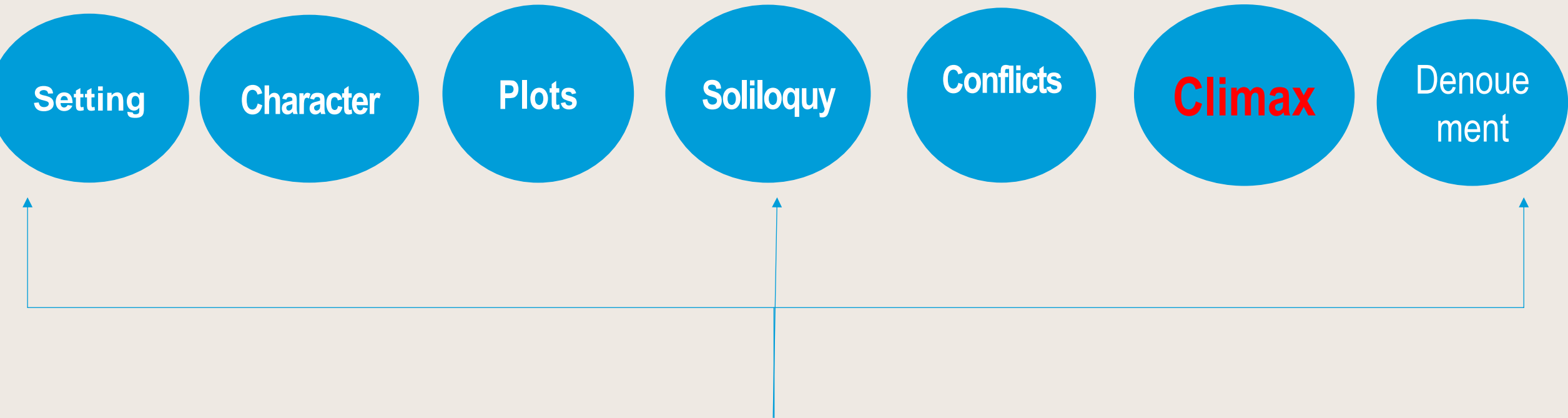
To study, or to work, that is the question.

To be single, or to marry, that is the question.

To leave, or to stay, that is the question.

• • • • •





## Major Elements of Drama



# 6.Climax

01

## *Turning point*

The conflict begins to resolve itself for **better** or **worse**.



02

## *Final & most exciting event*

The most **exciting event** in a series of events.

# Climax 1

Hamlet found that Claudius is real murderer of his father.

Renaissance& humanism - Microsoft PowerPoint

文件 开始 插入 设计 切换 动画 幻灯片放映 审阅 视图 Acrobat

打开主界面 王子复仇记

腾讯视频

希望对一个男人的记忆

播放列表

共5个视频

The influence of Shak...	00:13:02
▶ 哈姆莱特 标清(270P).qlv	02:33:46
哈姆雷特经典生死独白...	00:04:35
莎士比亚1.mp4	×
莎士比亚2.flv	00:11:10

幻灯片第 1 张, 共 58 张 "Office 主题" 中文(中国)

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## Climax 2

*Final & most exciting event*



我看殿下这次要输的

已切换至全屏，按ESC退出全屏

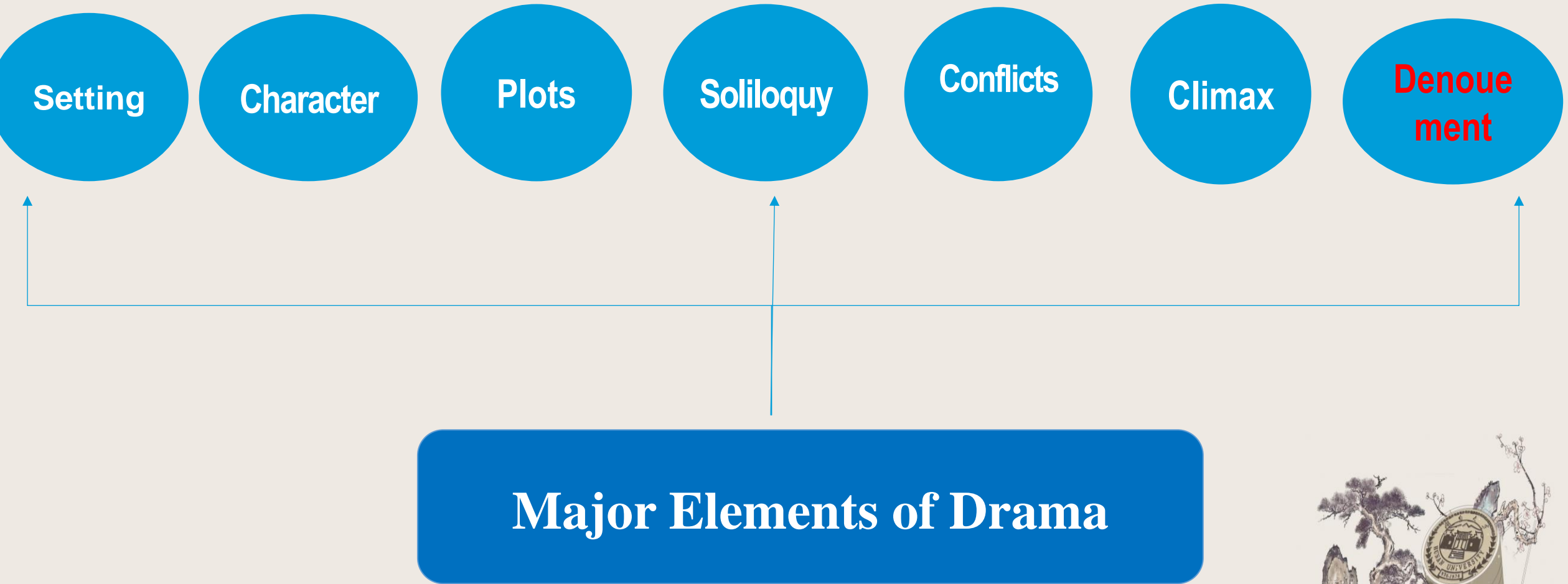
## *Drama Play*

*Fencing duel between Hamlet and Laertes, last act.*

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# Seven Elements of Drama

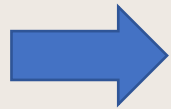


## 6) The denouement (结局)

Hamlet

Gertrude

Claudius



death

Laertes

Ophelia

Polonious



death

Tragedy

*Hamlet*

*Othello,*  
*King Lear,*  
*Macbeth*



# Image Analysis

“There are a thousand Hamlets in a thousand people's eyes.”

— William Shakespeare

“His melancholy and morals as well as his limitations and tragedy all are typical to the **humanist qualities**.”

— M.H.Thatcher

# Critical Thinking

Positive/ Active points  
(Explore the significances  
of human life)

Passive/ Negative  
points  
(Human's weakness)

Summative  
remarks

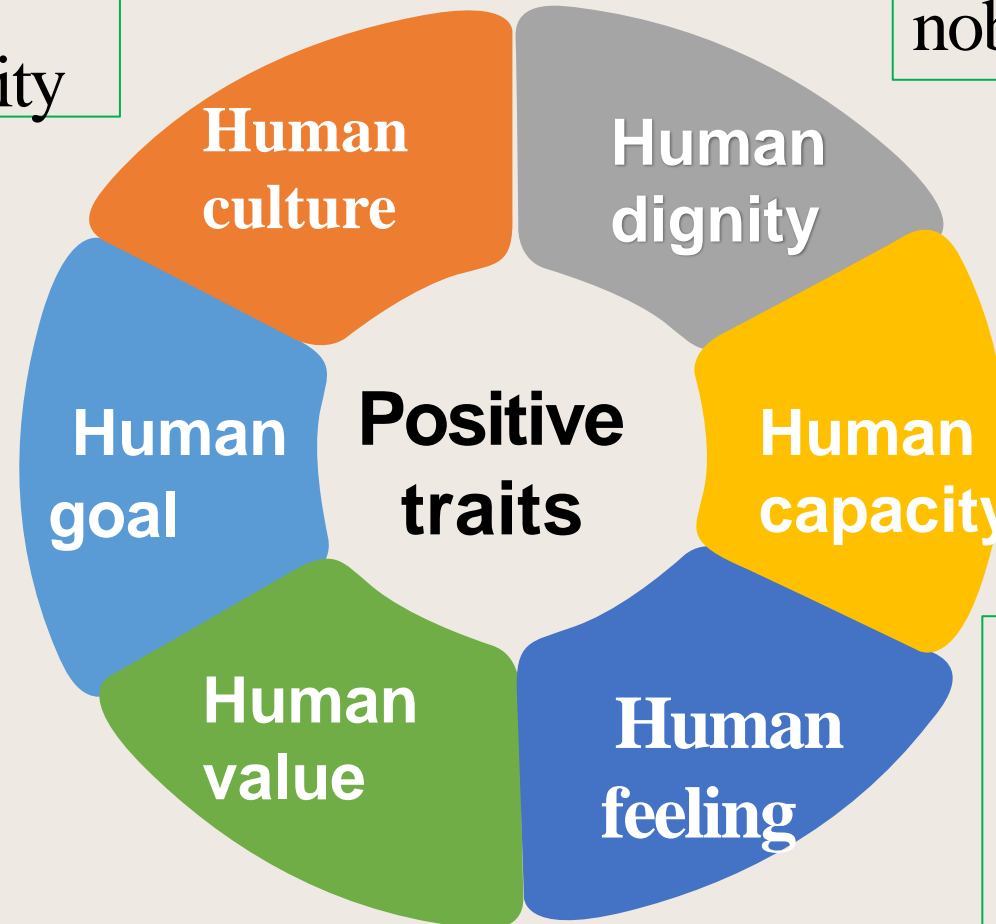
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graph TD; A[Critical Thinking] --> B[Positive/ Active points  
(Explore the significances  
of human life)]; A --> C[Passive/ Negative  
points  
(Human's weakness)]; B --> D[Summative  
remarks]; C --> D;
```

# Positive/ Active

(Explore the significances of human life)

well-educated,  
reasoning and reationality

noble, rebellion, freedom



individual's diverse power  
in physical, mental,  
artistic & moral aspects

Manage a good society ;  
End all ills',have  
happy emotional life

unbound love for the world,  
&human; a clear-cut stand  
on goodness & evildoing;  
Scorning for rank & wealth;



# Passive/ Negative (Human's weakness)

Unfirmness,  
Irresolution

1

Melancholy  
忧 郁

2

Ambivalence  
(摇摆不定)  
Hesitation

3

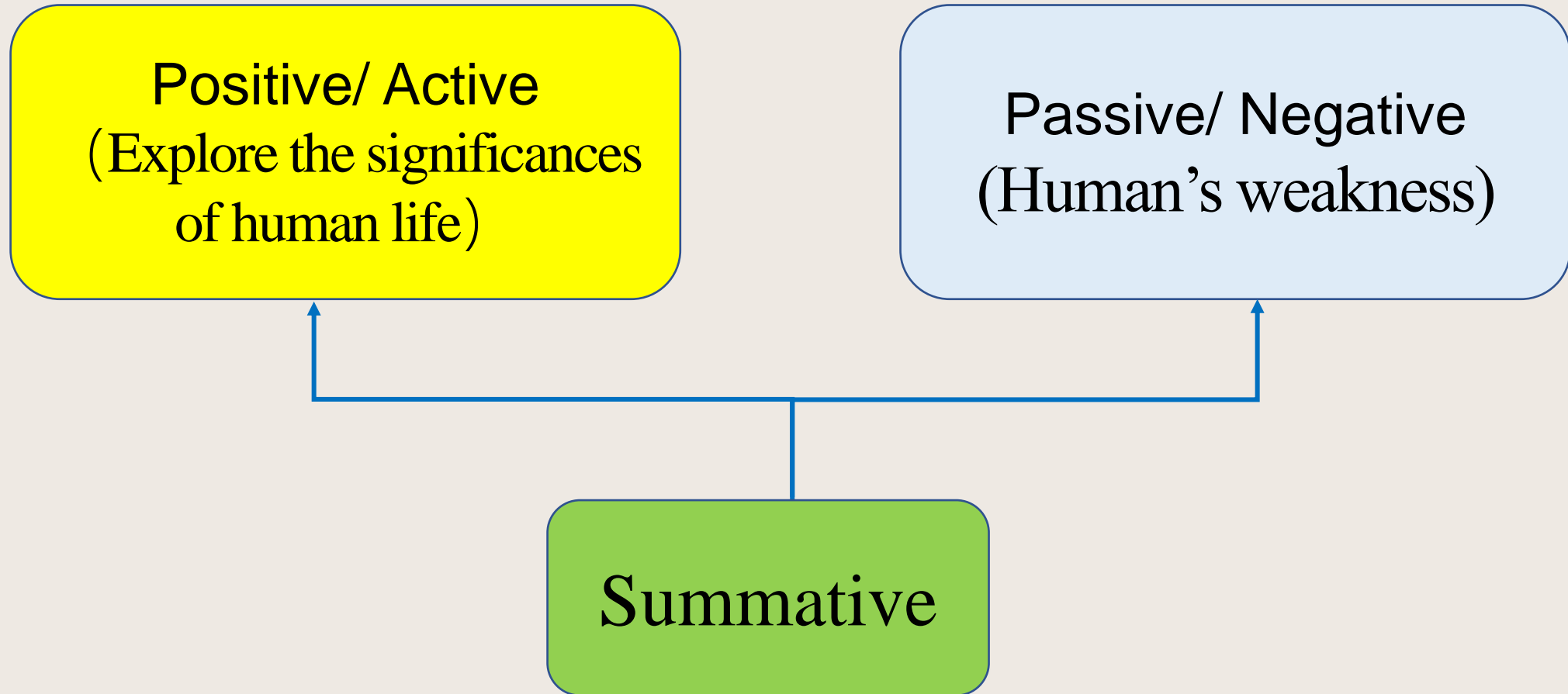
Procastination

4

Cowardness

5

# Critical Thinking



In spite of his melancholy and delay in action, Hamlet still retains human consciousness, he finally takes action to end all evildoings.

1. Hamlet's father, the old Hamlet was murdered by his uncle Claudius . ✓
2. Hamlet invited a drama troupe to perform in palace in order to prove the killer of his father. ✓
3. Hamlet was hesitant to die because he was a coward princess and was afraid of being killed by his uncle. ✗
4. *Hamlet* is one of Shakespeare's four famous tradgies, together with *King Lear* *Macbeth* and *Merchant of Venice*. ✗
5. During the fencing duel, Claudius, Gertrude & Laertes were all stabbed by Hamlet . ✗
6. *Hamlet* is an overall introduction of the ten actions, it tells the story of Prince Hamlet of Denmark, who seeks revenge against his uncle, Claudius. ✗

# After-class work

1. Read aloud the selected text in QQ group;

2. Questions Exercises in Pigainet.

To be or not to be, - that is the question...

For who would bear the whips and scorns of time,

The oppressor's wrong, the proud man's contumely,

The pangs of despise love, the laws delay,

The insolence of office and the spurns

That patient merit of the unworthy takes,

But that the dread of something after death,

The undiscover'd country, from whose bourn

No traveler returns, puzzles the will,

And makes us rather bear **those ills** we have

Than fly to others that we know not of.”

2.1 *Translate the text into Chinese*

2.2 *Based on Hamlet's “to be or not to be” soliloquy, please analyze Hamlet's humanistic spirits.*

**III.** Shakespearean tragedy presents the tragedy of a hero in terms of *tragic flaw* in the character of the hero. *Lear* is a man of remarkable qualities, but he lacks ability to distinguish between the right and the wrong, the just and the unjust. *Othello* is a great and noble man, but he is jealous and impractical and he falls. *Macbeth* is a brave and noble man, but his vaulting ambition overleaps itself and brings about his fall. *Hamlet* too meets with a tragic end because of his irresolute nature and inability to accept the role ordained by nature for him.

Hamlet is endowed with exceptional qualities like royal birth, graceful and charming personality and popularity among his own countrymen, he has a high intellectual quality, but the flaw in his character named as '*tragic flaw*' by A.C. Bradley makes him a tragic hero. Like other tragic heroes Hamlet too has to face conflict, both internal and external. The internal conflict is between his moral scruples and the act of revenge, which he is called upon to perform. Love of his father, the dishonor of his mother, and the villainy of his uncle prompt him to take revenge while his nobility, his moral idealism, his principles and his religion revolt against such a brutal act, so that he suffers mental torture. The external conflict is with Claudius--- the murderer of his father. To Hamlet, Claudius is a smiling, damned villain, a seducer and a usurper of his rights to Denmark's throne. The other external conflicts are with Laertes, his friend and the brother of his beloved Ophelia, with Guildenstern and Rosencrantz, his former school fellows and friends but present enemies.

Character is not the only factor that is responsible for the tragedy of Hamlet. External circumstances are also responsible for making him tragic hero. The appearance of the Ghost and its revelation is a manifestation of Fate. Many things that take place in his life are by chance. He kills Polonius by chance. The ship in which he travels is attacked by pirates, and his return to Denmark is nothing but chance. Gertrude drinks the poisoned wine, by accident, and dies. So fate in the shape of chance shapes the future of all characters. But the sense of fate is never so overwhelming as to cast character in shade; after all, it is Hamlet himself who is responsible for his tragedy.

**3.1 What are Hamlet's internal and external conflicts according to the text?**

**3.2 "Hamlet's tragedy is not only a personal tragedy, but a tragedy of humanists" How do you understand the statement?**