

ENG 4502: British Renaissance

Debates in Early Modern Literature and Culture

ENG 4502 Sec. 01 | Spring 2019
MWF 10 a.m. to 10:50 a.m.
Bldg. 24, Rm. 107
Office Hours: MW noon to 2 p.m.

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Course Information

Prerequisite(s): ENG 312 and 350; ENG 3000 and 3010; ENG 355; or ENG 3110.

Course description. This course covers Early Modern English literature and culture, roughly from the early 1500s to the mid 1600s. Rather than following a chronological history, the class is structured in thematic units: Technologies of Literature; Authorship and Self-Fashioning; and Race, Gender, and Modernity. Each of these units introduces a discourse that is actively being debated and redefined by literary scholars. This structure will allow us to study contemporary issues in Early Modern literary scholarship and use these concepts as a framework to analyze and interpret a broad survey of texts from the period. We will grapple with complicated understandings of identity, genre, and materiality in a historical context and deconstruct how modern values can shape literary histories. Lastly, the course develops communication, writing, and research skills by asking you to direct class discussion, write response papers, complete a researched literary analysis, and practice historical making such as manuscript writing and a commonplace book.

Course objectives. Within the course, students will:

1. Improve reading comprehension by analyzing literary texts using close reading, paratextual analysis, theoretical approaches, and historical documents;
2. Read, evaluate, and present on literary scholarship that will guide our study of literary texts and culture of the Early Modern period;
3. Learn how technology and circulation practices affected the production of Early Modern literature through critical making projects such as paleography;
4. Characterize cultural shifts in definitions of subjectivity, race, class, gender, and sexuality and articulate how these changing identities shaped conceptions of modernity and the self; and
5. Develop written communication skills through response papers and a researched analytical paper that makes an interpretive argument about one or more texts and engages with contemporary scholarship.

Course Materials

Required Texts

1. Hodgson-Wright, Stephanie, editor. *Women's Writing of the Early Modern Period 1588-1688*. Edinburgh University Press, 2002. ISBN: 9780748610976.
2. Jonson, Ben. *Masques of Difference*. Edited by Kristen McDermott. Manchester University Press, 2007. ISBN: 9780719057540.
3. Sidney, Philip. *Sir Philip Sidney: The Major Works*. Edited by Katharine Duncan-Jones. Oxford University Press, 2009. ISBN: 9780199538416.
4. Spenser, Edmund. *Sir Edmund Spenser's Poetry*. Edited by Anne Lake Prescott and Andrew Hadfield. 4th ed. Norton Critical Ed., 2013. ISBN: 9780393927856.
5. Wroth, Mary. *The Countess of Montgomery's Urania (Abridged)*. Edited by Mary Ellen Lamb. MRTS for Teaching, 2011. ISBN: 9780866984515.
6. *Castiglione, Baldassare. *Book of the Courtier*. Penguin Classics, 1976. ISBN: 9780140441925. *Castiglione is recommended, not required.

Additional readings will be provided as a PDF on our Blackboard course page, which can be found at: www.blackboard.cpp.edu.

Course Philosophy

My obligations. This course employs an active-learning approach. Our learning objectives will be pursued through a variety of instructional means, such as lectures to frame our discussion, small- and large-group work, and individual engagement with reading material. As the instructor, I am obligated to facilitate your exposure to the conceptual and methodological frameworks that we will use to examine the knowledge that is the focus of this class. I am also obligated to try to create and sustain an environment in which we can all engage the course materials intelligently, critically, and respectfully. We will read challenging texts that intersect with complicated histories of race, gender, and sexuality. I will help you interact with these materials productively and in a way that maintains an environment where students of all identities feel safe to learn, to be wrong, to fail, and to keep trying.

Your obligations. You are obligated first and foremost to show up—physically and intellectually—for class and to be prepared when you do. Class preparation does not only entail reading your assignments, it also involves thinking critically about what you have read and coming to class ready to engage the materials and raise questions. Like anything else, you will get out of this course what you put in. This is an intellectual enterprise designed to foster critical thinking based on historical and theoretical knowledge and empirical evidence, not unsubstantiated opinions and views. You are strongly encouraged to raise questions/concerns, state positions, and make arguments, but all must be based on a critical engagement with scholarship or logic drawn from the course materials and other academic knowledge. You are also expected to struggle

with/through the reading and select dimensions from it that you understand and bring up in class what you do not understand.

Accessibility. We may all need some form of accommodation in this class, because we all learn differently, and we are all subject to emergencies of various kinds and degrees. Your ability to engage and participate fully in this course is important to me. If there are circumstances that may affect your ability to meet requirements as assigned in the course and/or if you have specific accommodations approved by the [Disability Resource Center](#), please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. Whether or not you have a documented disability, resources exist on campus to support your learning; please let me know how I can help direct you to them.

Americans with Disabilities Act (ADA) Policy. Students with disabilities are encouraged to meet with me during office hours early in the semester to discuss your Disability Resource Center–authorized accommodation needs for this course. If you believe you have a disability requiring an accommodation, please contact the Disability Resource Center or visit <http://www.cpp.edu/~drc/>.

Course Policies

Academic integrity. Academic dishonesty is not tolerated on this campus or in this course. **Academic dishonesty will result in a zero on the assignment with possible further repercussions** including failing the course and reporting the incident to Judicial Affairs.

Attendance. In-class discussion is essential for successful completion of this course. Timely attendance is required. I will take attendance every day at the beginning of the period; being more than five minutes late counts as an absence. You are given three absences that you can use for any reason, no questions asked. **Any absences past three will result in losing one grade level on your final average per absence.** For example, dropping from a B to a B- is one level. You cannot pass the class with more than nine absences, for excused or unexcused reasons.

Missing class. If you miss class, you are responsible for your information and for completing your reading and other assignments. It is up to you to meet with your classmates for notes or send me an email if you are unclear about something you missed. However, I will never re-teach a lecture or repeat class discussion because of an absence, and I will only schedule make-up assignments or quizzes for an excused absence, defined below.

Excused absences. These are when I will schedule, if possible, makeup assignments or offer an extension. They include: family emergencies (funerals, childcare issues,*

etc.), serious illness of you or a dependent, military duty, legal proceedings, interviews that cannot be rescheduled, and religious holidays. Excusing an absence is at my discretion, and while I respect and support those of you who are employed, work is not a valid reason to miss class. If you need to reschedule a major assignment or quiz, I will respectfully request documentation for the absence out of fairness to the rest of the class.

*If bringing a child or other dependent to class would allow you to attend where you would otherwise miss, please do so.

Late work. The late work policy will be explained on each assignment prompt. In general, very few assignments in this class will be accepted late. Quizzes cannot be made up.

Assignment submission problems. Technological issues are not appropriate reasons for not turning in your work. If Blackboard experiences a technological problem, you should send your assignment to me in an email attachment *before* the assignment is due and explain the issue. When the issue is resolved, submit the identical file in Blackboard as soon as possible for grading.

Technology. Cellphones are never allowed. If you have an emergency and need to take a call or send a text, quietly step into the hall. Laptop and tablet usage should be minimal. If you choose to access course material electronically, you should leave your laptops or tablets off until it is necessary and refrain from using the devices for other purposes.

Assignments and Grades

Course breakdown. The course will be broken down into the following sections

Assignment	Weight
Commonplace Book	15%
Response Papers	15%
Assignments, Quizzes, Activities	20%
Midterm Exam	20%
Final Essay	30%
Total	100%

Grading scale. A: 93-100; A-: 90-92; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-: 70-72; D+: 67-69; D: 63-66; D-: 60-62; F: 59 and below

Commonplace book. You will keep a commonplace book with two entries for most weeks. See the prompt for the full schedule and requirements. The book will be assessed twice, weighted equally.

Response papers. You will have three response papers, weighted equally, that will be due at scheduled points in the semester. These are close readings and reactions designed to generate ideas for class discussion and your essays.

Assignments, quizzes, activities. You will be required to participate in roundtables, fishbowls, in-class activities, and general group work and discussion. Quizzes and other assessment of course reading will be given as necessary. All grades are weighted equally.

Midterm exam. This is a take-home essay exam. You will be given a prompt on Monday March 4, and you will have until the end of the week to complete it. You will be tested on your analytical abilities, your ability to craft and support an argument, and your comprehension of the course material.

Final essay. This is a researched literary analysis of one or more works from the syllabus. These can build off a commonplace entry or response paper. As assignment grades, you will have a topic proposal, peer edit, and a rough draft that we will discuss in office hours. The final draft is due at the end of the semester in lieu of an exam.

Other Important Information

Format. Unless otherwise indicated, all work in this class should follow MLA 8 format for paper style: 12 pt., clear, serif font; 1 in. margins; double spaced; a correct heading; and page numbers. You may use Chicago 17 or MLA 8 for citations.

Discussion of drafts. I will not read full drafts and return them by email, but I will answer any questions you have (and you are encouraged to ask). I will read full drafts with you in posted office hours or by appointment.

Discussion of grades. Grades are not negotiable. If you need further explanation about a grade, see me during office hours or make an appointment. Due to privacy concerns, I cannot discuss specifics about grades through email.

Schedule of Reading Assignments

Items on the following schedule are subject to change, which will be announced in class or through email. Resources should be brought to class in a print or electronic format. Lecture and discussion will be based on assigned reading, which must be done in advance of the class period. If a reading is preceded by “**Blackboard**,” then it is posted on your Blackboard course page. Readings marked **WW** are in your *Women’s Writing* anthology. All other readings are books marked by the author.

Week 1

Mon., Jan. 21 – No Class, MLK Day

Wed., Jan. 23 – Introduction to the course

Friday, Jan. 25 – Introduction to Early Modern England

- Mandatory commonplace entry – semester goal-setting entry

Week 2

Monday, Jan. 28 – Roundtable on Authorship and Self-Fashioning

- Students in Group 1 read a pre-assigned text and come prepared to present
- Students in Groups 2 and 3 read Ezell, *Social Authorship* intro on Blackboard

Wednesday, Jan. 30

- Blackboard: Castiglione, *Book of the Courtier*, pg. 55–74

Friday, Feb. 1

- Blackboard: Donne, “Valediction Forbidding Mourning” and “The Flea”
- Blackboard: Marvell, “To His Coy Mistress”

Week 3

Monday, Feb. 4

- Blackboard: Nash, “The Choise of Valentines”

Wednesday, Feb. 6

- WW Carleton, *The Case of Madam Mary Carleton* pgs. 217–225

Friday, Feb. 8

- Blackboard: Authorial Peraonas in Paratext
- Blackboard: McCabe, “The Rhetoric of Paratexts”

Week 4

Monday, Feb. 11

- Spenser, *Faerie Queene* Book 1 Cantos I and II, pg. 5–32

Wednesday, Feb. 13

- Spenser, *Faerie Queene* Book 1 Cantos III and IV, pg. 32–56
- Fishbowl – Group 3

Friday, Feb. 15

- Spenser, *Shepherd’s Calendar*, pg. 503–526 (through April)

Week 5

Monday, Feb. 18

- WW Elizabeth I’s speeches, pgs. 1; 14–17; iconography posted on Blackboard
- Blackboard: Strong, *Cult of Elizabeth* introduction

Wednesday, Feb. 20

- WW Cavendish, *Convent of Pleasure* Acts I and II, pg. 257–268

Friday, Feb. 22

- WW Cavendish, *Convent of Pleasure* Acts III–V, pg. 268–287
- Fishbowl – Group 2

Week 6

Monday, Feb. 25 – Roundtable on Race, Gender, and Modernity

- Students in Group 2 read a pre-assigned text and come prepared to present
- Students in Groups 1 and 3 read Kauffman, *Black Tudors* intro on Blackboard

Wednesday, Feb. 27

- WW Cary, *Tragedy of Mariam* Acts I–II, pg. 78–104

Friday, March 1

- WW Cary, *Tragedy of Mariam* Acts III–V, pg. 104–137
- Blackboard: Coles, “Elizabeth Cary's *Tragedy of Mariam* and the Color of Blood”

Week 7

Monday March 4

- Workshop: Commonplace circulation
- Mandatory commonplace entry – semester goals check-in
- Due in class: commonplace book for first assessment

Class will not meet Wednesday or Friday. Your midterm is due to my office, building 24 room 209, by Sunday night. I will pick them up Monday morning, and I will accept no late submissions. Office hours will be Monday only.

Week 8

Monday, March 11

- Jonson, *Masque of Blackness*, pg. 91–105
- Blackboard: Iyengar, “Masquing Race”

Wednesday, March 13

- Jonson, *Masque of Queens*, pg. 106–132
- Fishbowl – Group 3

Friday, March 15

- Wroth, *Urania* sections 1–7, pg. 39–69

Week 9

Monday, March 18

- Wroth, *Urania* sections 8–16, pg. 69–97

Wednesday, March 20

- Wroth, *Urania* sections 17–23, pg. 97–125
- Blackboard: Hall, “Beauty, Race, and Rank in Wroth’s *Urania*”

Friday, March 22

- Wroth, *Urania* sections 24–30, pg. 125–154
- Fishbowl – Group 1

Week 10

Monday, March 25

- Wroth, *Urania* sections 31–40, pg. 154–180

Wednesday, March 27 – Roundtable on Technologies of Literature

- Students in Group 3 read a pre-assigned text and come prepared to present
- Students in Groups 1 and 2 read McCabe, “Economies of Script and Print” on Blackboard

Friday, March 29

- Workshop: Pamphlet binding
- Blackboard: Raymond, “What is a Pamphlet”

Spring Break April 1-5 – No Class

Week 11

Monday, April 8

- Sidney, *Defense of Poesy*, pg. 212–250

Wednesday, April 10

- Blackboard: Milton, *Areopagitica*
- Fishbowl – Group 2

Friday, April 12

- WW Makin, *Essay to Revive the Ancient Education of Gentlewomen*, pg. 287–293

Week 12

Monday, April 15

- Workshop: Manuscript writing
- Blackboard: Elizabeth I letters; compare print and manuscript

Wednesday, April 17

- Workshop: Paleography
- Blackboard: Preston and Leandle, *English Handwriting, 1400-1650* intro

Friday, April 19

- Blackboard: Sidney/Pembroke Psalter excerpt; read both print and manuscript
- Blackboard: Hannay, “Pembroke’s Agency in Print and Scribal Culture”

Week 13

Monday, April 22

- Workshop: Manuscript circulation
- Blackboard: Wolfe, “Manuscripts in Early Modern England”
- Due in class: final essay topic proposal

Wednesday, April 24

- Blackboard: Wyatt, “Whoso list to hunt” and “A renouncing love”;
- Blackboard: Surrey, “The fancy wearier lover” and “Alas, so all things do hold”

Friday, April 26

- Blackboard: Donne, “La Corona,” “Esctacie,” “Batter my heart”

Week 14

Monday, April 29

- Sidney, *Astrophil and Stella* sonnets 1, 7, 52, 59
- Fishbowl – Group 1

Wednesday, May 1

- Spenser, *Amoretti* sonnets 1, 8, 34, 67

Friday, May 3

- Blackboard: Philips, read prefatory material, “Upon the Double Murther of King Charles I” and “Friendship’s Mystery” in *both* editions and compare the prefaces and changes in the poems. Start with the *Incomparable Mrs. K.P.*
- Mandatory commonplace entry – end-of-semester reflection
- Due in class: commonplace book for second assessment

Week 15

Monday, May 6 – Peer Edit

- Students will bring a draft of at least 1,000 words to class for a peer edit.

Wednesday and Friday – No Class

We will meet during scheduled individual conferences. You should bring a *revised* rough draft of at least 1,500 words. You will pick up your commonplace book.

Office hours will be different from this week forward. Check the schedule on Blackboard.

Final essays are due by noon on Monday, May 13 as a hardcopy to my office, building 24 room 209. See the statement on the prompt for comments, grading, and late submission.