

**Carleton University  
Fall 2015  
Department of English  
ENGL 5303F: Studies in Early Modern Literature**

**Thursday 11:30-2:30  
Location: TBA**

**Professor Micheline White  
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I do not read or respond to email between Friday 4:30 PM and Monday 9:00 AM.

**Office Hours: Thursday 10:00-10:30 and 2:30-3:30**

**Tudor Queens: Sex, Power, and Writing in the Lives of Katherine Parr, Elizabeth I, and Mary Queen of Scots**

Renaissance queens have long fascinated the reading public and professional historians, but their political agency and literary writings have only recently become the objects of serious scholarly inquiry. In this seminar, students will develop an in-depth understanding of three Renaissance queens who made the most of their unusual social status and made lasting contributions to English literary and political culture. This course will involve a rich array of primary texts: modern critical editions of the queens' writing; Renaissance manuscripts (on-line); sixteenth-century printed texts (on-line); portraits and tapestries (on-line); and contemporary film and TV programs. We will also consider a significant body of recent secondary scholarship.

In the first week, we will examine the political landscape of sixteenth-century England and the various ways in which the concept of the "queen" was understood in political, humanist, and theological texts. We will then embark on a detailed study of the works of three queens.

Katherine Parr (1512-1548) was the final wife of Henry VIII. Although she is often depicted in scholarship and in popular culture as the woman who nursed Henry in his old age, she was actually a literary powerhouse and one of the most influential religious activists of the 1540s. We will examine her three published literary texts, her narrow escape from religious persecution, her major patronage projects, and her scandalous marriage to Thomas Seymour after Henry's death.

Queen Elizabeth I (1533-1603) was Parr's beloved step-daughter and is one of the most famous British monarchs. As a queen regnant, Elizabeth obviously wielded extraordinary agency and yet her status as an unmarried woman was an on-going concern throughout her reign. Through an examination of her public speeches, private letters, portraits, poems and prayers we will consider how she brilliantly managed her public image and how she contributed to important political,

literary, and religious developments. The representation of Elizabeth in recent movies (1998, 2007) will also be addressed.

Mary Stuart (1542-1587) acceded to the Scottish throne when she was only six days old and lived a life plagued with political assassinations, political rebellion, and political intrigue. During her sixteen years of house arrest in England, Mary used poems and tapestries to attempt to negotiate with her cousin, Elizabeth I; we will consider Mary's failed political strategizing and its afterlife in film.

This course will draw on the excellent electronic resources available at Carleton for the study of Renaissance culture. These include EEBO (early English books on-line) and SPO (State Papers on-line). Students will be allowed to propose digital projects as a complement to their research papers and seminars if they so desire.

### **Requirements:**

3 oral seminar presentations (15 or 20 minutes each) 20% each = 60%

The final oral presentations will be part of a formal class "conference" that will take place on the last day.

1 abstract and annotated bibliography for research paper = 5%

1 major research paper (and/or digital projects). Minimum of seven secondary sources. (15 pages) = 35%

Late assignments (except with medical documentation) are docked 5% per day.

### **Required Texts, Movies, and TV:**

*Katherine Parr: Complete Works and Correspondence*, ed. Janel Mueller. Chicago: University of Chicago Press, 2011. Available on reserve or through a book store of your choice.

*Elizabeth I: Collected Works*, eds. Leah S. Marcus, Janel Mueller, and Mary Beth Rose. Chicago: University of Chicago Press, 2000. Available on reserve or through a book store of your choice.

*Reading Monarch's Writing: the Poetry of Henry VIII, Mary Stuart, Elizabeth I, and James VI/I*, ed. Peter C. Herman. Tempe, Ariz.:Arizona Center for Medieval and Renaissance Studies, 2002. On reserve.

Selections from *The Tudors* (Showtime, 2007-2010)

*Elizabeth* (directed by Shekhar Kapur, 1998). rent on iTunes for 5.00

*Elizabeth: The Golden Years* (directed by Shekhar Kapur, 2011). rent on iTunes for 5.00

**Optional Texts:**

Philippa Gregory's *The Taming of a Queen* (August 2015)

**Reading Schedule: subject to minor changes**

10 Sept: course intro; overview of renaissance attitudes towards women and queens

17 Sept: Katherine Parr's *Psalms or Prayers* and Henry VIII's last war.

Special event: Wed. 23 Sept: @ 7:00 PM. guest lecture: Dr. David Skinner from Sidney Sussex College, Cambridge University. Attendance is mandatory unless you discuss the reason for your absence with me.

24 Sept: Katherine Parr's *Psalms or Prayers* (1544) and *Lamentation of a Sinner* (1547)

01 Oct: Katherine Parr's near arrest. John Foxe's *Acts and Monuments* (1570) and *The Tudors*. Philippa Gregory's *The Taming of a Queen* (August 2015) (optional)

08 Oct: Elizabeth's childhood and youth: Anne Boleyn, Katherine Parr, and Mary Tudor. Elizabeth's learned books as gifts. Attacks on Tudor Queens. Elizabeth's controversial Coronation.

15 Oct: Elizabeth's first year: Queenship, Coronation, and the Religious Settlement. Kapur's *Elizabeth* (1998). Guest visit by Prof. David Dean (History): "Staging the Elizabethan Settlement: Kapur's Elizabeth", *Parliamentary History* (2015)

22 Oct: Elizabeth's early and middle years: small pox, marriage negotiations, poetry, and portraits

29 Oct: Fall break

5 Nov: Finish Elizabeth, Middle years. Start Mary Queen of Scots: poetry and books. **Meet with me to discuss your research paper.**

12 Nov: Elizabeth and Mary Queen of Scots; *Elizabeth: The Golden Years*;

19 Nov: **submit abstracts and annotated bibliographies to me to post to CU Learn.** Comment on each other's abstracts. work on research papers.

26 Nov: Elizabeth and the Armada crisis; *Elizabeth: The Golden Years*. Start mini-conference if necessary.

3 Dec: Mini-conference. Everyone gives their third oral presentation (a 20 minute version) of your final research paper) and receives feedback from peers. Refreshments (coffee, tea,

croissants) will be served by the professor.

## **Evaluation:**

### **1. Seminar Presentations**

You will give **three** oral seminar presentations in this course. I will distribute some topics, but you are strongly encouraged to choose your own topic. For the first two oral seminars you will be expected to demonstrate some familiarity with at least **two secondary sources**.

The third presentation will be part of the mini-conference and will be a short version of your final research paper. There will be a Q&A after your paper and you are expected to revise your paper based on the feedback from your peers.

Your presentations will only last for **20 minutes** so you must be ruthlessly concise and efficient in making your argument.

You are free to bring laptops with powerpoints and/or video clips. You will need to bring or borrow an adapter if you are using a mac. You are free to distribute a handout but it should be minimal. And you are NOT required to have a handout.

The main function of a seminar is to exercise your ability to argue a case orally or, if you are a listener, to contribute positively to an intellectual conversation. You may speak from notes or from a written text.

In grading the oral presentations, I will consider the quality of the content and the oral delivery. I will also consider your responses to questions asked by your peers.

### **2. Research Paper**

You will also submit a formal, written, and expanded version (15 pages) of your final seminar presentation. As part of completing this major research paper, you will submit a lengthy abstract (500-600 words) and an annotated bibliography of at least seven secondary sources by Nov 19th.

You will deliver an oral, shortened version of this paper as your third presentation at the mini-conference. You will receive feedback from me and from your peers.

The final paper is due on Wed 9 December. In evaluating the written paper, I will look for:

- 1) a clear and persuasive argument about the primary text(s)
- 2) skillful use of the primary texts to prove your thesis
- 2) skillful engagement with at least seven secondary sources (academic articles, book chapters)
- 3) elegant, academic prose free of grammatical errors. Both MLA and the Univ. of Chicago style are acceptable.

**Students will also be allowed to propose digital projects in lieu of written papers if they so desire.** If you wish to do this topic, please consult with me beforehand.

### **General comments**

You are required to participate actively in every session. You must email me if you are going to be absent.

### **PLAGIARISM**

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course. For more information please go to: <http://www2.carleton.ca/studentaffairs/academic-integrity>

### **Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide <http://carleton.ca/equity/accommodation/academic/students/>

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide above.

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism

Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).