

Carleton University
Winter 2025
HUMS 4902B/ ENGL 4301A: Studies in Renaissance Literature
Prerequisite: Fourth year standing or permission of the department

Tuesday 2:30-5:30

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 on zoom or phone: Wed. 1:00-2:30. You can schedule an appointment with me
on Youcanbookme.

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

I: Course Content

Renaissance queens have long fascinated the reading public, but their political power and literary writings have only recently become the objects of academic study. 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 culture. In this course, we will explore early modern attitudes towards the concepts of a “queen consort,” a “queen regent,” a “queen regnant” and a “dowager queen,” and we will focus on three English queens’ textual and visual productions including speeches, published prose works, diplomatic letters, poetry, translations, and portraits. Students will be introduced to early modern paleography and book history. Those who wish can also explore digital versions of manuscript writing. We will also consider the depictions of these queens in recent films and TV programs.

Katherine Parr (1512-1548) was the final wife of Henry VIII. Although she is often depicted 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 being arrested and executed, and her scandalous marriage to Thomas Seymour after Henry’s death.

Mary Tudor (1516-1558) was the daughter of Henry VIII and Katherine of Aragon. After acceding to the throne in 1553 as queen regnant, she restored England to Catholicism and became famous for overseeing the burning of three hundred Protestants. For centuries she has been vilified as “bloody Mary” and as an incompetent ruler, but current scholars are offering new accounts of her political skills and successes.

Elizabeth I (1533-1603) was Parr's step-daughter and Mary's half-sister, and she 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, proclamations, poems and prayers we will consider how she managed her image and how she contributed to important political, social, and literary developments. Recent movies will be addressed.

II: Learning Outcomes

At the end of this course, you will be able to:

- define and explain the key concepts and challenges pertaining to the various forms of queenship in the early modern period – queen consort, queen regnant, regent, and dowager queen.
- read, analyze, and discuss primary sources produced by early modern queens. These texts will include: letters, speeches, gifts, portraits, devotional works, poems, and proclamations
- explain and use basic feminist ideas and methodology in examining the activities of queens in the early modern period
- deliver an oral presentation on a primary text of your choice and write an abstract.
- develop a research topic, undertake secondary research, produce a research paper using secondary sources.
- Write short responses to weekly readings
- provide productive oral feedback to your peers and engage in respectful academic discussion

III: Assignments and Evaluations based on learning outcomes: (still subject to minor revision)

2 Reading Responses	20%
1 oral seminar presentation	20%
1 abstract of presentation	5%
1 final research paper	35%
weekly participation	20%

1. Reading Responses

Two times during the term you will submit a 350-400 word response to the assigned primary texts. These responses will be graded out of ten **points**. You will get six points for writing something appropriate and on time and additional points for providing a thoughtful engagement with the material. Please submit your **work in a word document (not a pdf)**. Include the word count. I have included a rubric describing what is expected in the assignments module. The due dates for the two responses are clearly marked in the course schedule in Brightspace.

2. One oral seminar presentation using at least three secondary sources (15-20 minutes. TBD) = You cannot submit a reading response on the same week as your presentation.

I will distribute topics and students will choose topics in advance (to avoid duplication). You are allowed to choose your own topic as long as you consult with me. For each presentation you will be expected to demonstrate familiarity with at least **three secondary sources**. Your presentation will only last for **15-20 minutes** so you must be ruthlessly concise and efficient in making your argument. I will set a timer. You are free to share your screen and show a word document, a powerpoint, and/or video clips but you are not required to do so. Do not overload your powerpoint or handout with printed text.

At the end of your presentation you must share a slide with your abstract and secondary sources.

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 a conversation. 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.

3. One 350 word abstract summarizing the thesis of your oral presentation as well as a list of your secondary sources. This must be uploaded into the abstract dropbox by noon on the morning of your presentation. Please submit your work in a **word document (not a pdf)**. I have included a rubric describing what is expected in the assignments module.

4. One research paper. (2500 words, not including footnotes)

You will develop and write a research paper that is different from your oral presentation. You are allowed to develop one of your reading responses. Part of this writing process involves submitting a topic and participating in a peer-to-peer writing workshop. After the workshop you will revise your paper and submit it on-line the next day. I have included a rubric describing what is expected in the assignments module.

5. Weekly participation in the seminar sessions

Participation includes attending class and making thoughtful contributions.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

IV: How to succeed in this course.

You need to set aside roughly 6 hours per CLASS for this course. If you do not devote 6 hours per week, you will not likely achieve the learning outcomes.

1. preparing for our meeting = 3 hours per class. This involves reading the primary texts; watching instructional videos (mine or ones I have selected for you); writing reading responses; reading secondary articles; preparing an oral presentation; developing a research paper topic; and

producing a final paper. In the final two weeks, you will spend most of this time working on your final paper.

2. Weekly meeting = 3 hours per class. This is a seminar so it is essential that you participate in every session.

V: Communication. I will communicate with you during the week via email.

VI: Required Texts. Total cost varies: from \$ 14 minimum to \$130 maximum

Katherine Parr: Complete Works and Correspondence, ed. Janel Mueller. Chicago: University of Chicago Press, 2011. Available electronically via the library, or reserve, or through a book store of your choice. A limited number of students can access this book at one time on-line. Available through **Amazon for 76.40**

Elizabeth I: Collected Works, eds. Leah S. Marcus, Janel Mueller, and Mary Beth Rose. Chicago: University of Chicago Press, 2000. Available electronically via the library, or on reserve, or through a book store of your choice. A limited number of students can access this book at one time. If you plan to present on Elizabeth, **YOU MUST BUY THIS BOOK**. Current price on **Amazon 40.00**.

Required and Optional Movies (depending on student interest)

Selections from *The Tudors* final season. Season 4, episodes 6-10. You can skip over the long battles scenes (Showtime, 2007-2010). Free on CBC gem. **Required**.

Elizabeth (directed by Shekhar Kapur, 1998). rent on iTunes for 6.00.

Elizabeth: The Golden Years (directed by Shekhar Kapur, 2011). Optional.

Becoming Elizabeth, directed by Anya Reiss. TV series. On Starz. (8 episodes). Optional.

Firebrand, directed by Karim Ainous. 2023. **Required. \$ 7.00**. On Apple TV or Prime.

VII: Evaluation:

In evaluating your work, I will look for evidence of careful reading of the primary text; a clear, cogent argument; and elegant prose. Both MLA and the Univ. of Chicago style are acceptable.

Late assignments (except with medical documentation) are docked one grade point a day.

Attendance is a required component of the course.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Grading

A+ Exceptional work: highly sophisticated thesis; astute treatment of and engagement with primary and secondary sources; requires no proof-reading or revision.

A Excellent work: very insightful analysis; clear and persuasive thesis that goes beyond the ideas presented in lecture; free of any typographical or grammatical errors;

A-/ B+ Very strong work: insightful and clear, but in need of a bit of clarification, revision, or proofreading.

B/B- Good work. Demonstrates a solid understanding of the text and lectures, but requires more significant revision, clarification, or proofreading

C+ /C/C- Average to poor work. Lacks a clear or insightful thesis and requires extensive revision, clarification, or proofreading

F Unacceptable or non-existent work.

Plagiarism:

Plagiarism is a serious instructional offence. See the University Statement below. This includes material found on the Internet. All cases of plagiarism will be forwarded to the Dean's Office.

Duplicate assignments:

It is not permitted to submit the same assignment to two or more courses.

Course requirements:

Students must fulfill *all* course requirements in order to achieve a passing grade.

VIII: Reading Schedule: subject to minor changes

Class 1: 7 Jan: course intro.

Class 2: 14 Jan: Overview of renaissance attitudes towards women and queens; readings about different forms of queenship; thinking about genres; intro to Henrician era

Class 3: 21 Jan: Katherine Parr's *Psalms or Prayers* and Henry VIII's last war. Parr's war-time letters to Henry. *The Tudors*. Paleography: letter transcription.

Class 4: 28 Jan: Katherine Parr's near arrest and submission. John Foxe's *Acts and Monuments* (1570). Parr's depiction in *The Tudors* and *Firebrand*.

Class 5: 4 Feb: Parr as Dowager Queen during the reign of Edward VI and Parr's *Lamentation of a Sinner*. Parr's depiction in *Becoming Elizabeth*.

Class 6: 11 Feb: Nicholas Udall's depiction of Parr and Mary in the *Paraphrases*. Elizabeth's childhood gift books (this topic can be moved to the Elizabeth portion of the course).

18 Feb: Reading week

Class 7: 25 Feb: Mary Tudor as a defiant Princess and the first Queen Regnant. What is a queen regnant? John Knox, excerpts from *Monstrous Regiment of Women*. Mary Tudor: coronation, speeches, letters, and iconography. Rethinking Mary's queenship. Mary's depiction in *The Tudors*, *Firebrand*, or *Becoming Elizabeth*.

Class 8: 4 March Elizabeth's first few years: Elizabeth's Procession through London in 1559; the Religious Settlement; early marriage petitions in parliament. David Dean (History): "Staging the Elizabethan Settlement: Kapur's *Elizabeth*," *Parliamentary History* (2015). Kapur's *Elizabeth* (1998).

Class 9: 11 March: guest speaker TBD.

Class 10: 18 March: Elizabeth's middle years: marriage negotiations with the Duc d'Anjou and the Virgin Queen. Letters, poetry, and portraits.

Class 11: 25 March: Elizabeth and Mary Queen of Scots; speeches, poems, letters, and portraits.

Class 11: 1 April: Elizabeth and Mary Queen of Scots; speeches, poems, letters, and portraits.

Class 12: 8 April: Elizabeth, the Armada crisis, and the Deportation of Blackamoors. Paper workshop. **Final paper due on 8 April at 11:59 PM.**

University Regulations (Updated August 2024)

Academic Dates and Deadlines

This schedule contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the Important Dates and Deadlines section of the Registration Website.

Copies of Written Work Submitted

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

Online Learning Resources

[On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

Academic Integrity Policy

The University Academic Integrity Policy defines **plagiarism** as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

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.

Co-operation or Collaboration

An important and valuable component of the learning process is the progress a student can make as a result of interacting with other students. In struggling together to master similar concepts and problems and in being exposed to each other's views and approaches, a group of students can enhance and speed up the learning process. Carleton University encourages students to benefit from these activities which will not generally be viewed as a violation of the Policy. With the exception of tests and examinations, instructors will not normally limit these interactions.

Students shall not co-operate or collaborate on academic work when the instructor has indicated that the work is to be completed on an individual basis. Failure to follow the instructor's directions in this regard is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not co-operate or collaborate in the completion of a test or examination.

Group Work: There are many cases where students are expected or required to work in groups to complete a course requirement. Normally, students are not responsible for violations of this policy committed by other members of a group in which they participate.

More information on the process [here](#).

Academic Accommodations

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#) at equity@carleton.ca.

Grading System at Carleton University

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#). Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

Course Sharing Websites and Copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

[More information](#)

Student Rights and Responsibilities at Carleton

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

Deferred Term Work

In some situations, students are unable to complete term work because of extenuating circumstances beyond their control, which forces them to delay submission of the work. Requests for academic consideration are made in accordance with the [Academic Consideration Policy for Students in Medical or Other Extenuating Circumstances](#).

Students who claim short-term extenuating circumstances (normally lasting up to five days) as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor. If the instructor requires supporting documentation, the instructor may only request submission of the University's self-declaration form, which is available on the [Registrar's Office website](#). The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.

1. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to extenuating circumstances lasting for a significant period of time/ long-term (normally more than five days), the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic consideration or did not provide reasonable accommodation, the student should follow the appeals process described in the [Academic Consideration Policy](#).
4. If academic consideration is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury, or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to

submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. (More information: [Undergraduate | Graduate](#)).

Deferred Final Exams

Students who are unable to write a final examination because of extenuating circumstances, as defined in the [Academic Consideration Policy](#), may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three (3) working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation. In cases of short-term extenuating circumstances normally lasting no more than five (5) days, students must include the University's self-declaration form, which can be found on [the Registrar's Office website](#). Additional documentation is required in cases of extenuating circumstances lasting longer than five (5) days and must be supported by a medical note specifying the date of onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend, you must withdraw in Carleton Central within the published deadlines to cancel your registration. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the “Calculate amount to pay” button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

Mental Health and Wellness at Carleton

Discover the tools and resources Carleton offers to help understand, manage and improve your mental health and wellness while at university.

[Counselling](#)

[Residence Counselling](#)

[Supporting Your Mental Health](#)

[Get Help Now](#) If in crisis call: Counselling Services: 613-520-6674 (press 2)
Monday-Friday, 8:30 a.m. – 4:30 p.m.

After Hours

If you need assistance with an urgent situation outside of our regular operating hours, contact:

- [Distress Centre of Ottawa and Region](#): Available 24/7-365 days/year and is bilingual (English/French).
 - **Distress:** 613-238-3311
 - **Crisis:** 613-722-6914
 - **Text:** 343-306-5550 (available 10:00 am – 11:00 pm, 7 days/week, 365 days/year)
 - Web Chat: blue chat icon at the bottom right corner of the website.
 - Text Service is available in English only to residents of Ottawa & the Ottawa Region.)
- [Good2Talk](#): Available 24/7-365 days/year and is available in English, French and Mandarin
 - Call: **1-866-925-5454**
 - Text GOOD2TALKON to 686868
 - [Facebook Messenger](#)
- [Empower Me](#): A 24/7 resource service for undergraduate students. 1-833-628-5589 (toll-free)

- International SOS's Emotional Support: Offers 24/7 access to mental health professionals in more than 60 languages through their dedicated line +1 215-942-8478. Students can call this number collect (the person being telephoned receives the charges) to access services.

The Centre for Indigenous Support and Community Engagement

The Centre for Indigenous Initiatives is proud to offer culturally centered individual counselling to students who self-identify as First Nation, Metis or Inuk. Through this service, Indigenous students [can access confidential, individual sessions for support with personal, mental health or academic challenges.](#)