
ENGL 2300B: British Literatures I

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Office Hours	By appointment	Email Turn Around	6-24 hours

Course Description

The city and the court, the printing press and the theatrical stage, Protestantism and Catholicism, traditional learning and the rise of science--gold, spying, paranoia, and censorship—these are just some of the institutional forces and objects of desire driving early modern English texts. The early modern period—aka the English Renaissance—covers two centuries basically starting with the new Tudor dynasty and ending with the Restoration of the monarchy after the English Civil War (1642-1651) and the Interregnum (1649-1660). We will continue the first term's methodology of situating texts within their historical, social, intellectual, and economic contexts. This methodology helps us to understand the interplay between text and context, part and whole though the passage of time. A literary text both reflects its age and contributes to the picture of its age; it is produced by culture but also produces culture.

Continuing the study of pre-modern literature taught by Professor Calkin, the winter term communicates a sense of the chronological development of English literature in Britain and cultivates an awareness of the dynamic cultural contents in which this literature circulates. Whereas the fall term gave introductory coverage to the literature of the medieval period, the winter term gives similar coverage to the next major literary period in Britain: the Renaissance/early modern.

Textbooks

The main required textbook that you will need to purchase is *The Norton Anthology of English Literature: The Sixteenth Century/The Early Seventeenth Century*. Ed. Stephen Greenblatt et al. 9th ed. Package 1: Volume B. New York: Norton, 2012. Paperback. All readings are found in this textbook unless noted otherwise.

From time to time, we may supplement our readings with Norton Topics Online, a companion to your print text <https://www.wnorton.com/college/english/nael/welcome.htm>.

We recommend the *MLA Handbook (Eighth Edition)*. New York: Modern Language Association, 2016. This book outlines and illustrates the quotation, citation, and bibliographic formatting expected on your term papers.

Course Objectives for Winter Term

Throughout the second term, students will acquire and sharpen the following knowledge and skills needed for studying and understanding early modern literature:

- Close Reading of Selected Texts from the Period: they will have read attentively a variety of British literature produced between 1500 and 1700.
- Identification of the Period's Textual Categories: they will have been able to identify early modern British literature's primary genres and conventions as well as development of these genres through time.
- Historical Judgment:
 - they will have gained a general sense of the chronology of British literature and of various writers' relations to history and literature.
 - they will have developed an awareness of the historical differences between early modern culture and our own.
- Cultural Literacy and Critical Analysis:
 - they will develop and strengthen their knowledge of the key technical, rhetorical, and literary terms used in the study of literature and culture.
 - they will develop and strengthen the skills necessary for thinking about and analyzing literary and cultural texts.

ENGL 2300 is a writing-attentive course. In ENGL 2300, "writing-attentive" means that students will spend a significant amount of class time improving and developing university-level forms of thinking and writing about early literature in order to:

- Maintain and improve the ability to write grammatically and syntactically complex prose
- Build upon and extend skills in written close analysis of texts from a variety of genres in early forms of English
- Refine skills in generating and supporting argumentative thesis statements across essays
- Improve the ability to express in writing sophisticated ideas and opinions using proper, correct, and effective academic English practice
- Use, cite, and interpret primary literary texts in complex ways while following MLA documentation standards
- Expand fluency in, and facility with, genre-specific terminology from early periods
- Students will write at least one 3-hour formally scheduled examination. In the winter term, you will write a final exam that covers only the early modern portion of the course.

Evaluation

As stated in the Academic Regulations of the University, Section 2.1, students must complete all term papers and examinations to obtain credit for this course. The second term's evaluation scheme mirrors the first term. Its assignments will add up to 50% of the final grade. If you foresee any problems in getting an assignment in on time, you should, ideally speaking, contact me well advance of the deadline.

Evaluation	Due date	% of Grade
Attendance	Winter Term	2.5
Participation	Winter Term	2.5
Quiz #1	Feb. 6	2.5
Quiz #2	March 13	2.5
Essay	April 3	20
Exam	TBA	20
Total of Final Grade		50

Attendance and Participation

I expect you to be at class mentally as well as physically, and to contribute to our discussions and activities. For this reason, I have dedicated a portion of the grade to attendance and participation. Attendance will be taken regularly after our first meeting. Participation will be assessed through class discussion, completion of designated mini-assignments, and participation in writing workshops (i.e. coming with a draft to workshop). Because lectures cover the material that you will be tested on in the quizzes and the exam, poor attendance will translate into a poor academic performance in the course.

Quizzes

There will be two in-class quizzes, each of which will consist of multiple-choice questions. Each quiz will be 30 minutes long. Both will help you to prepare for the final examination.

Examination

The three-hour examination will include an essay question, multiple-choice questions, and identification and analysis questions. It will be scheduled during the university's official examination period.

Term Paper

MLA format is required for this paper. I also require you to submit a draft thesis assignment and to workshop your drafts in an essay-writing workshop, so that you are aware of my expectations and so that you may plan and write your paper in good time before the due date. A detailed list of topics and of my expectations for the paper will be distributed in advance of the workshop.

Please Note: If one of your assignments is lost, misplaced, or not received by the instructor, you are responsible for having a backup copy that can be submitted immediately upon request.

Late Assignment Policy

Your winter-term paper is due at class on the date specified. Submission details will be conveyed with the essay topics. Unless you have serious extenuating circumstances (illness, bereavement, religious obligation) and discuss these with me, I will deduct 3% of your paper grade for each day it is late. Trust me--it is much better to hand in the paper than to drag out the process of writing.

Lecture and Reading Schedule

Date	Readings (page numbers in <i>Norton</i> , Volume B)
Jan.9	<ul style="list-style-type: none"> • Thomas Wyatt: “Whoso list to hunt” (<u>649</u>) and “They flee from me” (<u>653-654</u>) • Petrarch: <i>Rima</i> 190 (<u>649-650</u>)
Jan. 11	<ul style="list-style-type: none"> • Anne Askew: “The First Examination of Anne Askew” in Foxe’s <i>Acts and Monuments</i> (<u>684-687</u>) • John Foxe: “The Death of Anne Askew” in <i>Acts and Monuments</i> (<u>687-688</u>) • “A Ballad of Anne Askew” [<u>ONLINE</u>]: http://www.wwnorton.com/college/english/nael/16century/topic_3/asballad.htm
Jan. 16	<ul style="list-style-type: none"> • Castiglione: <i>The Courtier</i>, Book 1, Sections 25–26 [Grace] (<u>704-706</u>) • Philip Sidney: <i>Astrophil and Stella</i>’s Sonnets 1, 2, 5, 6, 9, and 71 (<u>1084-1087; 1095-1096</u>)
Jan. 18	<ul style="list-style-type: none"> • Edmund Spenser: <i>The Faerie Queene</i>, Book I, Cantos 1-2 (<u>775-806</u>)
Jan. 23	<ul style="list-style-type: none"> • Edmund Spenser: <i>The Faerie Queene</i>, Book I, Cantos 3-6 (<u>806-855</u>)
Jan. 25	<ul style="list-style-type: none"> • Edmund Spenser: <i>The Faerie Queene</i>, Book I, Cantos 7-9 (<u>855-893</u>)
Jan. 30	<ul style="list-style-type: none"> • Edmund Spenser: <i>The Faerie Queene</i>, Book I, Cantos 10-12 (<u>893-934</u>)
Feb. 1	<ul style="list-style-type: none"> • Christopher Marlowe: “Hero and Leander” (<u>1107-1126</u>)
Feb. 6	<ul style="list-style-type: none"> • Christopher Marlowe: <i>Doctor Faustus</i> (<u>1127-1163</u>) • QUIZ #1
Feb. 8	<ul style="list-style-type: none"> • Christopher Marlowe: <i>Doctor Faustus</i> (<u>1127-1163</u>)
Feb. 13	<ul style="list-style-type: none"> • Christopher Marlowe: <i>Doctor Faustus</i> (<u>1127-1163</u>)
Feb. 15	<ul style="list-style-type: none"> • Shakespeare: <i>Sonnets</i> 1, 18, 30, 55, 60, 73, 106, 116, 130 (<u>1170-1171; 1172-1173; 1174-1177; 1181-1182; 1184</u>)
Feb. 20	WINTER BREAK
Feb. 22	WINTER BREAK
Feb. 27	<ul style="list-style-type: none"> • Ben Jonson: <i>Volpone</i> (<u>1443-1539</u>)
March 1	<ul style="list-style-type: none"> • Ben Jonson: <i>Volpone</i> (<u>1443-1539</u>)
March 6	<ul style="list-style-type: none"> • Ben Jonson: <i>Volpone</i> (<u>1443-1539</u>)
March 8	<ul style="list-style-type: none"> • John Donne: “The Flea” (<u>1373</u>); “The Canonization” (<u>1377-1378</u>); “The Relic” (<u>1390-1391</u>); and “Elegy 19: To His Mistress Going to Bed” (<u>1393-1394</u>) • DRAFT THESIS ASSIGNMENT DUE
March 13	<ul style="list-style-type: none"> • John Donne: <i>Holy Sonnets</i> 5, 10, 14, and 18 (<u>1411-1414</u>); “Good Friday, 1613. Riding Westward” (<u>1415-1416</u>); “Meditation 17” from <i>Devotions upon Emergent Occasions</i> (<u>1420-1421</u>); excerpt from “Death’s Duel” (<u>1423-1424</u>) • Izaak Walton: excerpt from “The Life of Dr. John Donne” (<u>1424-1430</u>)QUIZ #2
March 15	<ul style="list-style-type: none"> • Aemilia Lanyer: “The Description of Cookham” (<u>1436-1440</u>) • QUIZ #2

March 20	•	Bacon: <i>Essays</i> , “Of Truth,” “Of Marriage and the Single Life,” “Of Great Place,” “Of Superstition,” “Of Negotiating,” “Of Studies” [1597 version] and [1625 version] (<u>1662-1675</u>)
March 22	•	ESSAY DRAFT WORKSHOP
March 27	•	Marvell: “To his Coy Mistress” (<u>1796-1797</u>); “The Garden” (<u>1804-1806</u>); “An Horation Ode: Upon Cromwell’s Return from Ireland” (<u>1806-1811</u>)
March 29	•	Milton: <i>Paradise Lost</i> , Book 1 (<u>1943-1964</u>)
April 3	•	Milton: <i>Paradise Lost</i> , Books 2 and 3 (<u>1964-2003</u>)
	•	TERM PAPER DUE
April 5	•	Milton: <i>Paradise Lost</i> , Books 4 and 5 (<u>2003-2044</u>)
April 10	•	Milton: <i>Paradise Lost</i> , Books 9 and 10 (<u>2091-2140</u>)

Plagiarism and Instructional Offences

Carleton University has a clear policy on academic integrity, including procedures to address academic misconduct. See the Undergraduate Calendar under “Academic Regulations of the University” Section E14: <<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv14/>>. It is important that students understand and meet academic integrity standards, and are sure they do not violate these standards through 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:

1. 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;
2. 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;
3. using another’s data or research findings;
4. failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
5. 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://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/academicintegrity/>>.

Intellectual Property

Student or professor materials created for this course (including presentations, posted notes, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). Occasionally I may use brief anonymous student examples to address writing issues. Longer samples will require the student's consent.

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 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).