

Carleton University
Fall 2020
Department of English

ENGL 2302 A: Literatures and Cultures 1500-1700

Tuesdays and Thursdays 1:05-2:25 (Please confirm on Carleton Central)
Location: TBA (Please confirm via Carleton Central)

Precludes additional credit for ENGL 2300 (no longer offered)
Prerequisite: second-year standing or permission of the department

Format: This is a blended course. Please see below for details.

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Course Description

This course studies the period between 1500 and 1700, with attention to cultural, historical, geographical, and literary contexts. Its emphasis is on English literature and, by extension, on some of the international traditions with which English writers engage in creative dialogue before, during, and after the period known as the “Renaissance.” The period covered by the course spans a series of extraordinary political, cultural, and religious upheavals, New World exploration and colonialism, rebellion, regicide, and the centralization of royal power in pre-industrial society.

Readings will range from short poems that study the dangerous and claustrophobic environment of the royal court to a prose narrative that would one day offer consolation to soldiers in the trenches of France during the World War I.

Format: This will be a “blended” course. Two synchronous weekly lectures and discussions (delivered at the course’s scheduled times) will be recorded and made available via cuLearn.

Learning Outcomes: Students who complete the course will be able to:

- read and interpret early modern literary texts by a variety of authors
- understand the dynamic relationship between early modern literature and culture across a period of significant historical changes

- grasp how English literary history connects with continental traditions and New World exploration / colonialism

Required Texts

1. Edmund Spenser, *The Faerie Queene, Book 1*, ed. Carol Kaske (Hackett). [9780872208070]
2. William Shakespeare, *Hamlet*, ed. G.R. Hibbard (Oxford: Oxford University Press, 2008). [9780199535811]
3. John Milton, *Paradise Lost*, ed. David Scott Kastan (Hackett). [9780872207332]
4. John Bunyan, *The Pilgrim's Progress*, ed. W. R. Owens (Oxford). [9780199538133]
5. Aphra Behn, *Oroonoko*, ed. Janet Todd (Penguin). [9780140439885]

Other editions of these texts are perfectly acceptable. Please note that all these texts are also available in free online editions. If you prefer, however, to have a hard copy or Kindle edition of any or all of these texts you can order them by entering the ISBN (i.e., the number in square brackets) into the “search” field of your preferred online bookstore. I have not placed orders with a local bookstore.

Evaluations

- 5% Early feedback assignment (online via cuLearn)
- 30% Commentary assignment
- 30% Essay
- 35% Final Exam

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.

You must complete all required assignments in order to be eligible to pass this course.

Evaluation Rationale

Your grade in this course will be based on a combination of an early feedback assignment, one commentary exercise, one formal essay, and one formally scheduled examinations of three hours. This combination is based on three considerations.

- The early feedback assignment will give you a clear sense of your standing in the course before the larger assignments are due.
- The commentary assignment and the formal essay will give you a pair of opportunities to hone your interpretive skills and develop your ability to write persuasive, analytical prose.
- A three-hour final examination will enable you to demonstrate your command of the full range of course readings. For the purposes of this course, command is measured by your ability to write at length on lecture material and course texts, and by your ability to move from specific passages and thematic prompts to larger arguments about the texts, traditions, and historical periods under examination.

Members of the class will benefit from attending all meetings and participating fully in discussion. I recognize, however, that the 2020 Fall Term is taking place under extraordinary circumstances, and that you may find yourself overwhelmed and unable to attend scheduled classes. Because of this, recordings of classes will be stored on the course page in cuLearn. I do not grade attendance or participation in discussion. You will find, however, that your engagement in the course will be reflected in your ability to meet expectations for assignments, etc. A copy of the day's main text should be with you at every online meeting.

One early feedback assignment will give you an opportunity to gauge your standing in the course. This is a requirement of Carleton University's teaching regulations. [5%]

One commentary assignment will be submitted via cuLearn on the assigned deadline. This assignment will give you an opportunity to familiarize yourself with some of the more sophisticated and nuanced aspects of the circumstances in which early modern readers encountered certain kinds of literary texts. **Further details regarding this assignment will be given during the third meeting of the class.** Deadlines are firm. I recognize, however, that this term is unrolling under very complex circumstances, and I generally make exceptions for a variety of circumstances: bereavement, serious illness, heartbreak, etc. Late submissions will not receive extended comments. Late submissions will be penalized 2% per day). Assignments will be graded and returned to students via cuLearn. [30%]

One essay of 6 pages will be submitted via cuLearn on the assigned deadline. This page limit should be regarded as both the minimum and maximum length for your argument, but it does not include the list of Works Cited that you must submit along with your essay. The addition of this list will bring each of your essay submissions to a total of 7 pages. Successful papers will engage directly with the central concerns of the course. Deadlines are firm. I recognize, however, that this term is unrolling under very complex circumstances, and I generally make exceptions for a variety of circumstances: bereavement, serious illness, heartbreak, etc. **Please note that this syllabus contains all of the assigned essay prompts for each essay.** Each assignment has its own requirements and expectations. Late submissions will not receive extended comments. Late submissions will be penalized 2% per day). Assignments will be graded and returned to students via cuLearn. [30%]

A final exam of three hours will take place during the formally scheduled exam period. **Expect to write on every text on the reading list.** The exam will emphasize, without being restricted to, material covered during lectures. Grades on the final exam will be made available via cuLearn. [35%]

One-on-One Meetings

Please note that I require a one-on-one meeting of roughly 10 minutes each with you during scheduled appointments via either Zoom or Big Blue Button. Meeting times will be arranged via a sign-up sheet in Google Docs.

Plagiarism and Instructional Offences

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 form of intellectual theft. It is a serious offence that cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct 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 failure of the assignment, failure of the entire course, or suspension from a program. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>

Requests for Academic Accommodations

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 click [here](#).

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 click [here](#).

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).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Fall Term:

- Please note that other required readings may be supplied during the terms. If so, these texts will be made available to students in online editions.

R 10 September: Introduction: course business; goals and historical contexts

T 15 September: **Tudor Court Poetry and Poetic Form** (Wyatt, “They flee from me,” “Who so list to hunt”; Surrey, “The soote season”; verse exchange between Queen Elizabeth and Sir Walter Raleigh; Sidney, *Astrophel and Stella* 71 (“Who will in fairest book of Nature know”)—texts available on cuLearn); **sample essay (please note that you are not responsible for the mock essay; the class will be spent exploring an essay, prepared by me, on this topic)**: In a study touching on sonnets written at the court of King Henry VIII, James Simpson argues that “literary form testifies to historical possibility. The very compartmentalized structure of the sonnet as practised by Wyatt and Surrey itself bears witness to an inquisitive and threatening discursive environment. The stylistic homogeneity of that body of lyric writing is symptomatic of the single power in whose sway those poems are held” (122). Taking Simpson’s proposition as your point of departure, construct an argument about Tudor court sonnets under Henry VIII and Elizabeth I. (For Simpson’s argument see *Reform and Cultural Revolution, 1350-1547* (Oxford: Oxford University Press, 2004), 122).

R 17 September: **The World of Print and the Commentary Tradition**

T 22 September: Spenser, *The Faerie Queene* (6.1)

R 24 September: Spenser, *The Faerie Queene* (6.2-4): **the early feedback quiz must be completed today on cuLearn**

T 29 September: Spenser, *The Faerie Queene* (6.5-7)

R 1 October: Spenser, *The Faerie Queene* (6.8-10)

T 6 October: Spenser, *The Faerie Queene* (6.11-12)

R 8 October: **Context Lecture: The Public Theatres:** Shakespeare, *Hamlet* (Act 1): **submit commentary assignment to cuLearn**

T 13 October: Shakespeare, *Hamlet* (Acts 2-3)

R 15 October: Shakespeare, *Hamlet* (Acts 3-4)

T 20 October: Shakespeare, *Hamlet* (Acts 4-5)

R 22 October: **Context Lecture: Revolution, Regicide,** Restoration: Milton, *Paradise Lost* (Book 1)

Fall Break: 26-30 October

T 3 November: Milton, *Paradise Lost* (Books 2-3)

R 5 November: Milton, *Paradise Lost* (Books 4-5)

T 10 November: Milton, *Paradise Lost* (Books 6-7): **Mock essay:** In a 1660 pamphlet titled “The Ready and Easy Way to Establish A Free Commonwealth,” written and published on the eve of the Restoration, Milton derides the English for what he calls “this noxious humour of returning to bondage—instilled of late by some deceivers, and nourished from bad principles and false apprehensions among too many of the people” (880). Taking these remarks as your point of departure, construct an argument about the ways in which Milton defines bondage and tyranny in *Paradise Lost*. For selections from Milton’s pamphlet see *Complete Poems and Major Prose*, ed. Merritt Y. Hughes (New York: Prentice Hall, 1957), 880-899.

R 12 November: Milton, *Paradise Lost* Books 8-9)

T 17 November: Milton, *Paradise Lost* (Books 10-12)

R 19 November: Bunyan, *The Pilgrim’s Progress* (10-74): **submit Milton essay to cuLearn**

T 24 November: Bunyan, *The Pilgrim’s Progress* (74-115)

R 26 November: Bunyan, *The Pilgrim’s Progress* (115-155)

T 1 December: Behn, *Oroonoko*

R 3 December: Behn, *Oroonoko*

T 8 December: Behn, *Oroonoko*

R 10 December: **Conclusion and exam review**

Expectations for course essay:

1. Please note that the essay prompts for this course are designed to constrain you to a specific text and topic / problem / term, while also giving you the freedom to decide how you want to explore it. Ultimately, you will determine the line of argument you will pursue in your essay.

2. **Please note, too, that a literary essay is a formal text in which you advance and support an argument about the text and concepts under examination.** Some of the essays for this course require that you range out beyond the text under examination in order to consider how that text relates to the circumstances in which it was produced and interpreted; some assignments may require that you restrict yourself more narrowly. Each of them demands that you proceed in your argument by citing and analyzing the language of the text under examination. That is, each of these assignments demands that you work closely with the the specific language (diction, metaphors, etc.) and conditions in which a given topic (say, human depravity, or the nature of sexual desire, or the seductions and dangers of introspection) is explored. **As you construct your essay, bear in mind that I am looking for an argument that develops in a complex manner as it cites and analyzes passages from the text or texts under examination.**

3. An “A” paper will:

- meet the expectations established in the required prompt
- persuasively advance an argument that helps explain a significant aspect of the required text or texts
- state and develop the implications of this argument
- cite and analyze the text’s language in order to show that the line of argument pursued in the essay arises directly from the text itself
- be “clean”: that is, free of grammatical errors and typos

Please see the essay rubric (posted on cuLearn) for further information and expectations.

Objectives and Prompts for Essay

Essay:

Objective: The objective of this essay is to teach you to locate individual topics and preoccupations within the larger context of a writer’s career, and to see you continuing to develop your ability to use existing criticism as a sophisticated point of departure from which you can begin to develop your own literary arguments. **Choose one of the two following prompts.**

Prompt 1: In a 1644 pamphlet titled “Of Education” Milton argues that “The end of learning is to repair the ruins of our first parents” (631). With the wider context of this remark in mind, show whether *Paradise Lost* marks a change or a continuation in Milton’s thinking on matters of education. (For Milton’s pamphlet see John Milton, *Complete Poems and Major Prose*, ed. Merritt Y. Hughes (New York: Prentice Hall, 1957), 630-639.) In addition to working with Milton’s pamphlet and *Paradise Lost*, you must cite at least one work of refereed scholarship in your essay.

Prompt 2: In a 1642 pamphlet titled “An Apology Against a Pamphlet Called ‘A Modest Confutation of the Animadversions Upon the Remonstrant Against Smectymnuus’” Milton looks back upon his days as a university student at Cambridge and reveals the intensity with which he regarded himself as standing apart from his fellows: “There, while they acted and overacted, among other young scholars I was a spectator; they thought themselves gallant men, and I thought them fools; they made sport, and I laughed; they mispronounced, and I disliked; and, to make up the atticism, they were out, and I hissed” (692). Taking these remarks as your point of departure, construct an argument about what it means to stand apart from the crowd in *Paradise Lost*. (For selections from Milton’s pamphlet see *Complete Poems and Major Prose*, ed. Merritt Y. Hughes (New York: Prentice Hall, 1957), 690-695.) In addition to working with Milton’s pamphlet and *Paradise Lost*, you must cite at least one work of refereed scholarship in your essay.

Guidelines for Essay Writing

1. Do not include a separate title page. All necessary personal information should appear at the top left of the first page of your essay. This information (along with everything else in your submission) must be double-spaced.
2. Your essay must have a clearly defined thesis—that is, a central idea, introduced in the first paragraph, that unifies the essay and expresses in a clear and forceful manner the case you are arguing. You must advance a specific argument about the topic you have chosen to address. Your argument may take as its point of departure ideas from class, but it must not be a mere summary of lecture material. **It should help to think of your essay prompts not as inviting you to answer a question but rather as inviting you to construct an argument about the texts and problems under examination.**
3. For essays that demand attention to two or more authors or texts, be sure that your essay does not become a catalogue of similarities and differences. Instead, create a structure that will

allow you to consider the implications of those similarities and differences that you take to be significant. These comparisons must be integrated into your central argument.

4. Be aware of the implications of your statements; develop those implications over the course of the essay.
5. Always support your arguments with evidence from the text. Quotations must be integrated into proper sentence structure to form a full sentence.
6. Always cite the strongest evidence for your claims. If there are details that might seem to undermine your thesis be sure to explain why they don't utterly disprove your argument.
7. Focus your argument and analysis on the language of the text. Do not base your argument on personal opinions or generalizations not supported by the text. Your arguments need to arise directly from close engagements with the language of the text at hand.
8. Proofread your essay more than once. Write in complete, grammatically correct sentences.
9. Do not transform poetry into prose when you quote it in your essay. Indent longer passages of verse (four or more lines) and preserve the form in which they appear in the text from which you are citing. Show line-breaks for shorter passages that will not be indented: "Abashed the Devil stood, / And felt how awful goodness is, and saw / Virtue in her shape how lovely" (4.846-8).
10. Choose a title that will serve as a guide to your reader.
11. Leave time to rewrite and revise your argument. Revision is the key to effective writing.
12. Cite your secondary sources. Plagiarism is a serious offence. Please see the course syllabus and the Undergraduate Calendar for a definition of plagiarism and a discussion of its consequences.

Papers must be typewritten, double-spaced, and written in formal English. Avoid colloquial language. Avoid contractions (e.g., write "Shakespeare could not" instead of "Shakespeare couldn't"). Use standard paper (8 1/2 x 11 inches). Use 1-inch margins and a standard font. You should have approximately 20 lines per page. The paper should be stapled—**no folders, no separate title pages**. Be sure to keep a copy of the paper. Please use MLA style for quotations.

A helpful guide for MLA style conventions is available at https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html.

Papers will be submitted electronically via cuLearn.

Timeline for the Early Modern Period in England (circa 1485-circa 1688)

1485-1660 The English Renaissance / Early Modern Period

- 1485 Henry Tudor becomes King Henry VII after defeating King Richard III in battle
- 1492 Christopher Columbus makes his first landfall in the Americas
- 1502 A papal dispensation enables Henry, son of Henry VII, to marry the widow of his elder brother Arthur
- 1509 Accession of King Henry VIII
- 1517 Martin Luther's 95 Theses help inaugurate "The Reformation"
- 1521 Henry VIII named "Defender of the Faith" by Pope Leo X for his opposition to Luther
- 1529 The Pope refuses to grant Henry VIII a divorce from his wife, Queen Catherine of Aragon
- 1533 Henry VIII marries Ann Boleyn and is excommunicated by the Pope
- 1534 Act of Supremacy / break with Rome: Henry becomes supreme head of the church in England
- 1535 Execution of Sir Thomas More
- 1536 Ann Boleyn tried (for treason, adultery, and incest) and executed; Henry VIII marries Jane Seymour; dissolution of the monasteries begins; the Act of Union joins England and Wales
- 1537 Jane Seymour dies after giving birth to Henry's son, the future King Edward VI; Elizabeth, daughter of Henry VIII and Ann Boleyn, is declared a bastard
- 1542 Inquisition established at Rome; death of Sir Thomas Wyatt
- 1543 Copernicus publishes his theory that the earth revolves around the sun
- 1545-1563 Council of Trent
- 1547 Death of Henry VIII; death of Henry Howard, Earl of Surrey; accession of King Edward VI
- 1549 Uniform Protestant church service established for England in the Book of Common Prayer
- 1553 Death of Edward VI; Lady Jane Grey succeeds him for 9 days before she is imprisoned and executed
- 1554 Accession of Queen Mary I, daughter of Henry VIII and Catherine of Aragon
- 1555 Restoration of Roman Catholicism: more than 300 protestants are burned at the stake by Queen Mary (a.k.a., "Bloody Mary")

- 1558 Death of Mary I; accession of Queen Elizabeth I; the split from Rome is reaffirmed and the Church of England is reestablished
- 1567 Accession of James VI to the Scottish throne following the abdication of his mother, Mary, Queen of Scots
- 1570 Queen Elizabeth excommunicated by the Roman Catholic Church
- 1572 St. Bartholomew's Day massacre at Paris
- 1577-1580 Sir Francis Drake circumnavigates the globe
- 1586 Death of Sir Philip Sidney
- 1587 Elizabeth executes her cousin Mary, Queen of Scots; Marlowe, Tamburlaine the Great, Part One
- 1588 England's victory over the Spanish Armada
- 1590 Publication of the first edition (Books 1-3) of Edmund Spenser's The Faerie Queene
- 1591 First print edition of Sidney's Astrophel and Stella
- 1593 Death of Christopher Marlowe
- 1596 Publication of the second edition (Books 1-6) of Edmund Spenser's The Faerie Queene
- 1597-1601 Rebellion in Ireland
- 1599 Globe Theatre built in Southwark, on Bankside; death of Spenser
- 1600 East India Company established
- 1601 Probable date of first reference to the greatness of William Shakespeare's tragedy Hamlet
- 1603 Death of Elizabeth I; James VI of Scotland proclaimed King James I of England
- 1605 Gunpowder Plot uncovered when Guy Fawkes attempts to blow up Parliament
- 1606 Union Flag adopted
- 1616 Death of William Shakespeare
- 1618 Death of Sir Walter Raleigh
- 1620 The Mayflower sets sail for New England from Plymouth
- 1623 Publication of the "First Folio" edition of Shakespeare's plays
- 1625 Death of James I / VI; Charles I crowned King
- 1629 King Charles I dissolves parliament
- 1629-1640 "Personal Rule" by Charles I
- 1638 First edition of John Milton's Lycidas in a volume mourning the death of a Cambridge friend
- 1640 Birth of Aphra Behn

1642-1651	Civil Wars
1649	King Charles I beheaded
1649-1652	Conquest of Ireland and Scotland by Oliver Cromwell
1653	Cromwell is proclaimed Lord Protector
1658	Death of Cromwell
1660-1688	The Restoration
1660	Restoration of the Monarchy under King Charles II
1666	Great Fire of London
1667	First edition of Milton's <u>Paradise Lost</u> (in 10 books)
1674	Second edition of Milton's <u>Paradise Lost</u> (in 12 books); death of Milton
1678	Publication of first part of John Bunyan's <u>The Pilgrim's Progress</u>
1685	Death of King Charles II; his brother (a catholic) is crowned King James II
1688	Glorious Revolution; William of Orange of the House of Hanover invades England and becomes King William III after overthrowing King James II, thus bringing an end to Stuart rule in England; death of Bunyan; publication of Behn's <i>Oroonoko</i>
1689	Death of Aphra Behn