

**Carleton University
Late Summer 2022
Department of English**

ENGL 2302 A: Literature and Cultures, 1500–1700

Prerequisites: second-year standing or permission of the department

Preclusions: ENGL 2300

Scheduled Times: Mondays & Wednesdays, 6:05–8:55pm

Location: Online—Zoom

Format: Online Synchronous

Instructor: Dr. Morgan Rooney

Office Hours: Tues. & Thurs. @ 4:00-5:00pm

Email: morgan.rooney@carleton.ca

Office: Zoom

COURSE DESCRIPTION:

At the outset of the sixteenth century, England was a relatively minor player on the world stage. Like its continental counterparts, it had recently undergone considerable socio-political turmoil in the wake of Protestant reformist pressures, and while these did not fundamentally undermine England's monarchical system or its court politics, they did introduce new religious factions that would increasingly divide its citizens. Those pressures were released, in dramatic fashion, in the mid-seventeenth century, when England entered into a civil war that resulted in a short but memorable political experiment in the form of the "Commonwealth," the first era in the nation's history when England had no monarch. While the monarchical system was restored in 1660, the divisions from the previous decades soon resurfaced, culminating in James II's deposition and, in the wake of the post-1688 settlements, the birth of constitutional monarchy. At the same time, England considerably expanded its influence around the world, and at home its hierarchical class system was being destabilized by the growing wealth and influence of the middling classes, as the infrastructure required to support a capitalist system began to take shape. Not surprisingly, the literature of these centuries reflects back on and participates in the dramatic changes England experienced, and was itself shaped and influenced by these events. In this course, we will explore a representative selection of authors the sixteenth and seventeenth centuries, whose writings provide us with a window into some of the more significant literary, cultural, and socio-political developments of this period.

This course is hosted on Brightspace. Brightspace is effectively our online classroom, and so you are required to be familiar with everything posted on it. Be sure to check out our course page at least 3 times a week.

COURSE MODALITY:

This course format is online synchronous. This means that this is a real-time, online course where the instructor and students meet via Zoom at scheduled days and times. Instructors and students share information, ideas, and learning experiences in a virtual course environment. Participation in synchronous courses requires students to have reliable, high-speed internet access, a computer (ideally with a webcam), and a headset with a microphone. All assessments are submitted via or completed on Brightspace.

LEARNING OUTCOMES:

By the end of this course, successful students will have demonstrated their ability to:

1. **Explain the core concerns, key debates, and landmark developments of the periods under study, as well as points of convergence / divergence between them.** This includes the ability, for each period, to explain in some depth
 - o significant generic innovations and literary developments;
 - o major historical, political, and cultural events;
 - o core concerns and ideological positions expressed by the authors; and
 - o relationships between the authors' ideological positions.
2. **Distinguish between and apply the various literary terms explored in the course.** This level of understanding entails the ability to
 - o define and explain those terms;
 - o identify relevant examples and use them to illustrate the meaning of those terms; and
 - o use those terms appropriately in analyses in the tests and exam.
3. **Create analytical readings of texts that are informed by the socio-political, cultural, and aesthetic developments of their authors' moment in history.** This involves, for the texts studied, constructing readings that
 - o relate texts to contexts;
 - o create linkages between developments in a period and authors' aesthetic and ideological expressions;
 - o analyze the ways that literary texts intersect with real developments in their authors' society; and
4. **Display the habits of mind of an engaged critical reader of texts.** This disposition involves the ability to
 - o chronicle your critical engagement with the texts;
 - o brainstorm and share ideas about texts with peers;
 - o contribute productively to class discussions about texts;
 - o brainstorm critical readings of texts, including potential theses and supporting evidence

REQUIRED TEXTS:

1. Broadview Course Pack (a selection of poetry and non-fiction prose primarily from vols. 2 & 3 the *Broadview Anthology of British Literature*—includes Marlowe's *Dr. Faustus*, Shakespeare's *The Tempest*, and Behn's *The Rover*)

The course pack can be purchased directly from Broadview Press in digital (\$37 + tax): [to purchase your copy, click on this link.](#)

Other resources, also available to you at no cost, that you will need to use regularly:

- Purdue University's Online Writing Lab (*OWL*): [MLA Formatting and Style Guide](#)
- The [Oxford English Dictionary](#) (*OED*)
- Chris Baldick's [Oxford Dictionary of Literary Terms](#) (3rd edition)
- Gale's [Dictionary of Literary Biography](#) (*DLB*)

- Oxford's [Dictionary of National Biography](#) (DNB)
- [Oxford Reference Online](#)
- [Oxford Handbooks Online](#)
- The [Johns Hopkins Guide to Literary Theory & Criticism](#)
- Indiana University's "[How to Recognize Plagiarism](#)"

Note: accessing the *OED*, Gale's *DLB*, Oxford's *DNB*, Oxford References Online, Oxford Handbooks Online, the John Hopkins Guide, and/or Baldick's dictionary will require you to use your MC1 login credentials. See the "Additional Resources" module on our Brightspace page for more resources.

EVALUATION:

Note: the Tests and Final Exam are mandatory assignments. You must submit them to be eligible to receive a passing grade for the course.

Weekly Participation (attendance + in-class participation)	Ongoing	15%
Introductory Quizzes (Syllabus Quiz, 2.5%; Plagiarism Quiz, 2.5%)	Syllabus Quiz: July 8 Plagiarism Quiz: July 15	5%
Notebook Submissions (3 in total, 5% per)	#1: July 18 #2: Aug. 3 #3: Aug. 15	15%
Tests (2 in total, 1.5 hrs, 15% each—fixed within a range)	#1: July 18-20 #2: Aug. 3-5	30%
Final Exam (3 hrs)	TBD	35%

TEACHING APPROACH:

A succinct summary of my teaching philosophy is "learners learn by doing, not by listening." The course will provide you with a rigorous encounter with material in the form of readings and other resources I have strategically selected, but the next step in your development will require you to continually reflect on and think critically about the content. For that reason, the course is built to require your ongoing, direct, and critical engagement with the readings and lectures via learning activities during our meetings. Developing an informed sense of a period of literary history requires that you become familiar with its major socio-historical and cultural events; its key literary players, innovations, and movements; and its most contentious and momentous cultural debates. Every week of this class, you will find yourself not simply memorizing factual matters but, instead, assembling those issues in relationship to one another on a conceptual map of the period, one that you will build, expand, and refine week-over-week as you encounter more readings from and lectures about the period.

COURSE POLICIES

Course Communications: There are many ways to communicate with me and each other in this class, but it is important that you learn where and how to direct your questions to ensure timely responses. Note that emailing me is almost always the last resort. Here’s a guide to communicating with me and your peers:

- *“I have questions about course content, assignments, and policies”*: ask these on the “Ask the Instructor” forum on Brightspace and/or during class time. Do NOT send emails about these matters. This is all about equity: everything I communicate about these matters should be accessible to every student in the course.
- *“I have questions about work I’m doing on my own assignments”*: book an office hour appointment with me to discuss (Tuesdays & Thursdays, 4-5pm). These are not matters that can be handled efficiently over email.
- *“I need to connect with a peer to discuss a class-related issue”*: post your question or request via the “Peer-to-Peer Exchange” forum on Brightspace and/or send the student an email using the Email function in Brightspace.
- *“I need to discuss something private, or to set up a time to discuss something private”*: book an office hour appointment with me to discuss (Tuesdays & Thursdays, 4-5pm). These are not matters that can be handled efficiently over email.

In general, use email only for quick questions of a personal nature, to book an office hour appointment, and/or to handle personal situations. I answer email Monday–Friday, 8:30am–4:30pm, but not outside of those times (i.e., weekday evenings and weekends). Provide a subject line and limit yourself to the issues outlined above, and be sure to consult this syllabus and the course overview materials on Brightspace to see if they answer your question before you click “send.” Keep these simple guidelines in mind and you will find that I reply quite quickly (usually within 24 hours). Note that if you email me after 4:30pm on a Friday, however, the earliest time you should expect to receive a reply is sometime on Monday.

Attendance: Regular attendance is vital to securing a passing grade in this course. 15% of your grade is determined by the work you do during our class meetings. The tests and exam, which cover materials taught in class, account for another 65% of your grade. In addition, I use an active learning approach, which means that no amount of notes or consultation will capture the learning experience of the classroom. Commit now to regular attendance. Take especial note that this course is synchronous, meaning that sessions will NOT be recorded and there will be no option to participate asynchronously. If you need further motivation, note that if you miss four or more full classes (i.e., 33%+ of our class time), I will award you with an “F” for the course, as per [Section 5.1](#) of the Academic Regulations in the Undergraduate Calendar. Exceptions may be made, but only for students who can provide documentation and/or who have demonstrated commitment to the course.

During each of our meetings, I will take attendance. If you must leave class early or come in late, you will get credit for that part of the class you attended. Substantially late arrivals or early exits will be recorded. A few times a term, I will update the “Attendance Sheet” on Brightspace. It is your responsibility to keep up-to-date on this front.

Note: anyone who misses class is responsible for catching up with missed material. I’d strongly recommend reviewing the slides for the class missed, getting notes from a friend, and booking an office hour appointment with me, at which time I can direct you to relevant sources. In every

scenario involving your absence, be aware that you're responsible for taking initiative to make sure your grade doesn't suffer.

Basic Preparation: As a matter of course, you are expected to 1) attend all class meetings and participate in all discussions and activities; 2) complete all scheduled readings beforehand; 3) arrive prepared to discuss what you have read; and 4) have the relevant text(s) on hand for our discussions. I recommend taking notes on the discussions and mini-lectures, and keeping a record of the passages and terms we discuss in class. Writing in the margins of your course pack and marking off key passages as you read is also a good idea. Passages and terms discussed in class are likely to appear on tests and/or the exam.

Classroom Etiquette: At our first meeting, we will discuss expectations that we have for one another regarding what happens during class time. We'll discuss and establish an agreed upon list of classroom rules, to be posted on Brightspace, on the subjects such as the following:

- What does “good participation” look like on Zoom?
- What are the best ways to engage with each other on Zoom?
- What constitutes respectful behaviour in this class and how will we promote it? What constitutes disrespectful behaviour and what will we do to discourage it?

Assignment Submission: All out-of-class assignments in this course are to be submitted via Brightspace—email submissions will NOT be accepted. For written assignments, please save your file as a .DOCX or .DOC (and no other format) before you upload—note that our assignment forms on Brightspace will accept no other file format. Make sure that your file functions properly prior to upload and submission: file corruption is something that happens at the user's end, before upload to Brightspace. Files that are unreadable are not grounds for an extension and will be deemed late. All other written assignments (the tests, the exam) are to be submitted via the Quiz tool on Brightspace, and of course Participation is something that is assessed at every class meeting on an ongoing basis.

Late Assignments: In this class, some assignments have firm deadlines that can't change and for which there can be no extensions, and some assignments are eligible for penalty-free and no-questions-asked extensions, which require you to use 1 or more of your bank of 5 “grace days” for the course. Treat these as a failsafe rather than planning to use them. Here's a breakdown of which assignments are eligible for a “grace day” extension or not:

- Not eligible: Participation, both Tests, and the Final Exam
- Eligible: both Introductory Quizzes, all three Notebook Submissions*

**Note, however, that a Notebook submission for a given unit cannot earn marks if it is submitted after the student has written the unit test/exam*

Late assignments that are ineligible for “grace days” automatically earn a grade of zero. Similarly, once a student uses all 5 grace days, any assignment s/he submits late that would normally be eligible for “grace days” receives an automatic zero. Special consideration may be given if you are dealing with a protracted medical or similar issue for which you can provide documentation.

Some further details about these “Grace Days”:

- Measured in 24-hour units that start at 6:00pm on the due date. Some examples:

- o Jane Doe submits Notebook Submission #1 less than 24 hours after 6:00pm on the due date; she has used 1 grace day.
- o Jill Doe submits Notebook Submission #1 more than 24 hours but less than 48 hours after 6:00pm on the due date; she has used 2 grace days.
- o John Doe submits his 2nd Notebook Submission, which was due on August 3 @ 6pm, on August 5 at 8am; he has used 2 grace days.
- o Jack Doe submits his 2nd Notebook Submission, which was due on August 3 @ 6pm, on August 5 at 8pm; he has used 3 grace days.
- Tracked by me. I will provide regular updates on your grace days used on Brightspace.

Completion of Course: Take careful note of [Section 5.1](#) of the Academic Regulations in the Undergraduate Calendar: “To obtain credit in a course, students must satisfy the course requirements as published in the course outline.” As per the announcement at the top of the “Evaluation” section above (p. 3), if you have failed to submit the mandatory assignments (the Tests and the Final Exam) within the prescribed timelines, or if you have not complied with the Attendance policy (p. 4), you will fail the entire course.

Grade Inquiries: I’m always willing to review assignments. I only have two rules on the matter: 1) *No discussions about grades until 48 hours have passed after the assignment is returned*, and 2) *Students must prepare a list of specific issues to discuss, ones that engage faithfully with the feedback provided*. You need to be prepared to engage with the feedback in a conversation with me about it. Once you’ve done so, book an appointment with me during office hours. Note that I’ll be providing detailed feedback on assignments leading up to the Final Exam. Note, too, that requests for re-marking raise the possibility of a lower as well as a higher grade.

Final Grades: 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.

Course Copyright: My recordings, lessons, activities, and all other course materials (including all PowerPoint slides, handouts, and similar materials) are protected by copyright. I am the exclusive owner of copyright and intellectual property of all course materials. You may take notes and make copies of course materials for your own educational use. You may not, however, allow others to reproduce or distribute lecture notes and course materials publicly for commercial purposes without my express written consent.

Academic Integrity: The University Senate defines plagiarism as presenting, whether intentionally or not, the ideas, expression of ideas, or the work of others as one’s own. Acts of academic fraud include the following:

- 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, quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgement in an essay or assignment;
- failing to acknowledge sources through the use of proper citations when using another’s work, and/or failing to use quotation marks.

Plagiarism is a form of intellectual theft. It is a serious offence that can't 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, suspension from a program, suspension from the university, or even expulsion from the university.

It is your responsibility to know what constitutes academic fraud: for more information, see the Office of Student Affairs' information on [Academic Integrity](#) as well as [Section 10](#) of the Academic Regulations described in the Undergraduate Calendar.

ASSIGNMENTS

Participation (15%; ongoing): Meaningful class participation is a multi-faceted exercise. At base, it requires consistent attendance: you can't contribute consistently if you're not consistently in class. To participate meaningfully, students also need to have read and reflected on the assigned text(s) before class so that their contributions can have value. Nor is merely contributing enough: those contributions must add to the ongoing discussion instead of, for example, repeating some prior point or making an off-topic point. Another facet of participation is consistently and respectfully listening to others; such attentiveness is communicated through body language (e.g., eye contact with speakers, full attention given to speakers, mentally preparing responses or questions to speakers, and so on)—for that reason, you will want to keep your camera on whenever possible; if you have some personal or technological obstacle on that front, talk to me. Your level of engagement during in-class activities, too, is another aspect of class participation. Your participation grade will be determined by your performance in each of these areas (e.g., attendance, preparedness, quality of class contributions, attentiveness and listening, and engagement in the in-class activities). A fulsome rubric for participation is available on Brightspace. At about the midway point of the course, I will provide you with a breakdown of what your participation grade would be based on your performance as of that date; this will give you the opportunity to make adjustments to your in-class participation before I assign a final grade. Not eligible for Grace Days.

Introductory Quizzes (2.5% per; 5% total; July 8 & July 15): These two introductory mini-assignments, each worth 2.5%, are designed to help orient you to the course. The first, due July 8, will require you to take a short quiz based on the course syllabus; you may attempt this quiz three times, with the mark of the best attempt counting towards your final grade. The second, due July 15, will require you to complete an online plagiarism quiz. Eligible for Grace Days.

Tests (15% per, 2 tests; 30% total; July 18-20 & Aug. 3-5): The two Tests, each worth 15% and to be written on July 18-20 and Aug. 3-5, will cover the readings and lectures from Unit #1 (Test 1) and Unit #2 (Test 2). These will be open for a ~48-hour window of time, and will allow you 1.5 hours to write. These will feature of two types of questions: 1) those that require you assess the validity of a statement provided and then provide you rationale and 2) those that require you to analyze passages. Not eligible for Grace Days.

Notebook Submission (5% per, 3 submissions; 15% total; July 18, Aug. 3, & Aug. 15): The three Notebook Submissions will focus on the content for the three units in the course. This assignment will require you to succinctly and accurately summarize core ideas from the lectures

and assigned readings, to help you prepare for the Tests and the Final Exam. Limited eligibility for Grace Days—Notebook submissions for a given unit MUST be submitted prior to submitting the test/exam for that unit.

Final Exam (35%): The Final Exam is designed to test you on the lecture and reading materials covered throughout the entire term (cumulative). It will be open for a ~48-hour window of time, and will allow you 3.0 hours to write. You can expect an exam with three parts, with Parts 1 and 2 following the model of the tests. So, Part 1 will require you to assess the validity of the statement provided and to explain your rationale, while Part 2 will require you to analyze passages from the assigned readings (i.e., explain their meaning and situate the passage in dialogue with the larger text and issues in the period). Meanwhile, Part 3 will require you to write an argumentative essay in which you will need to develop an analytical argument using a selection of texts in relationship to one another and/or some specific context. Not eligible for Grace Days.

SUPPORT SERVICES & ACCOMMODATIONS:

Writing Services: [Writing Services](#) offers students one-on-one, personalized assistance with academic writing, free of charge. To make an appointment for a 50-minute session, send an email to csas@carleton.ca. Book your appointment well in advance.

Centre for Student Academic Support (CSAS): The [CSAS](#) offers students a variety of free services, including academic skills workshops (online). To learn more about these services, visit the [website](#).

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>

WEEKLY CLASS SCHEDULE

Readings for a given date are to be completed *in advance of* that day's class meeting. Be sure to read the introductions to all authors/texts we are scheduled to cover this term.

Note: "CP" = this reading is in the Broadview course pack

Week	Pre-Class Readings	Deadlines, Other Topics, & Other Important Dates
Mon., July 4	Syllabus & Introductory Videos ("Main Hub" on our Brightspace page); our Brightspace page generally	Introductions, course syllabus, academic integrity
Unit #1: 1485-1603		
Wed., July 6	"Introduction to the Renaissance and the Early Seventeenth Century," pp. xxxvii-xli, xli-lxv, and lxxi-lxxxviii (CP); Edmund Spenser, "October," <i>The Shepherds Calender</i> (CP)	*Syllabus Quiz (2.5%) due July 8 @ 11:59pm
Mon., July 11	"Religious and Devotional Life: Contexts," pp. 87-106 (CP); Christopher Marlowe, <i>Dr. Faustus</i> (CP)	<i>*Last day for registration and course changes for late summer term courses</i>
Wed., July 13	Marlowe, <i>Dr. Faustus</i> , con't	*Plagiarism Quiz (2.5%) due July 15 @ 11:59 pm
Unit #2: 1603-1660		
Mon., July 18	"Introduction to the Renaissance and the Early Seventeenth Century," pp. xl-xli and xlvi-lxxi (CP); Ben Jonson, "To Penshurst" (CP)	*Notebook Submission #1 (5%) due @ 6pm *Test #1 (15%) opens @ 9pm
Wed., July 20	Amelia Lanyer, "The Description of Cooke-ham" (CP); William Shakespeare, <i>The Tempest</i> (CP)	*Test #1 (15%) closes @ 11:59pm

		<i>*July 22: Last day to withdraw from late summer term courses with a full fee adjustment</i>
Mon., July 25	Shakespeare, <i>The Tempest</i> , con't	
Wed., July 27	John Donne, "The Flea" & "A Valediction: Forbidding Mourning" (CP); John Milton, "Lycidas" (CP)	<i>* July 29: Last day to submit Formal Examination Accommodation Forms to the PMC for August exams</i>
Mon., Aug. 1		***Civic Holiday—no classes or office hours
Unit #2: 1660-1700		
Wed., Aug. 3	"The Restoration and Eighteenth Century," pp.xxxiv-lxii (CP); John Dryden, "Mac Flecknoe" (CP) <i>NOTE: this class will be conducted asynchronously, with recordings & activities available on Brightspace</i>	*Notebook Submission #2 (5%) due @ 6pm *Test #2 (15%) opens @ 9:00pm & closes Aug. 5 @ 11:59pm
Mon., Aug. 8	Dryden, "Mac Flecknoe," con't; John Wilmot, Earl of Rochester, "A Satire Against Reason and Mankind" (CP)	<i>*Aug. 9, last day of for summative tests or exams worth +15% of course grade</i>
Wed., Aug. 10	Aphra Behn, <i>The Rover</i> (CP)	
Mon., Aug. 15	Behn, <i>The Rover</i> , con't	*Notebook Submission #3 (5%) due @ 6pm Review & catch up <i>*Aug. 16: Last day of late summer term classes. Last day for academic withdrawal from late summer term courses</i>
(Aug. 19 – 25)		*Final Exam (35%): date/time TBA