
ENGL 5303F/ENGL 4301A: Shakespeare's Sonnets

Between Recollection and the Phantasy

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Office Hours	By appointment	Email Turn Around	6-24 hours

Course Description

This course is devoted to the study of one of the most famous texts in all of English literature—a sonnet sequence that in many ways needs no introduction. What sets this course apart from other Shakespeare courses is that it has been designed with two particular objectives in mind—the first being methodological and the second being conceptual and thematic.

First, it will introduce students to research materials and research activities integral for studying Shakespeare's poetry but also transferable to other fields in English literature and the humanities disciplines. Because Shakespeare's corpus has been edited, annotated, commented upon, and contextualized for centuries, the vast amount of scholarly tools, reference works, and critical materials devoted to it and its period allows students the opportunity to foster and sharpen their research skills at the graduate level. Thanks to our cyber age, many exciting digital resources will also help us to explore the *Sonnets*, enabling us to drill down into their historical, political, and ethical assumptions and back-stories. Thus the course will demystify graduate-level research methods and strive to assist students in developing and enhancing their own skills of critical inquiry and investigation.

The course's second objective will be to study the ways in which Shakespeare's sonnets contribute to and are informed by the cultural, philosophical, and psychological construction of the image during the early modern period. Mental images were sites of interior struggle, guilt, and sin that could involve all the cognitive faculties, particularly the memory and its subordinate, the imagination. This course will accordingly tease out the implications that the Shakespearean image of the lover and the beloved has for interiority and the related issues of identity, desire, fantasizing, and recollection. As such the course's thematic objective will introduce students to the vibrant and growing field of Renaissance memory studies as well as to questions relevant to cognitive philosophy and cultural studies.

cuLearn

Please note that this course is managed with Carleton's Learning Management System—cuLearn. It uses this system for posting news, communicating, assigning course work, and grading, so please familiarize yourself with it right away.

Textbooks

From week to week, readings will come from many sources. Please consult cuLearn for the list of texts that you are accountable for each week. There I will post a downloadable pdf with all the instructions. Some of the secondary readings, particularly critical and theoretical ones, will be available through ARES, easily accessed on cuLearn. Finally, I will place some important print sources on reserve in the library. Our primary texts are the following editions, which you must purchase. Please note the specific editions.

- 1) *The Sonnets and a Lover's Complaint*. Ed. John Kerrigan. Reprinted 2010. Harmondsworth: Penguin, 1986.
- 2) *Shakespeare's Sonnets*. Ed. Katherine Duncan-Jones. Reprinted 2010. London: Bloomsbury Arden Shakespeare, 1997.

The following two books will be on reserve, but you may want to buy them:

- 1) *Shakespeare's Sonnets*. Ed. Stephen Booth. New Haven and London: Yale University Press, 1977.
- 2) Vendler, Helen. *The Art of Shakespeare's Sonnets*. New Haven and London: Harvard University Press, 1997.

Topics Schedule

Sept. 5: Introduction: Close Reading	Oct. 24: FALL BREAK
Sept. 12: Major Controversies	Oct. 31: Digital Resources and Research
Sept. 19: Rhetoric of the Sonnets	Nov. 7: Philosophy of Memory
Sept. 26: Materiality of the Text	Nov. 14: Philosophy of Imagination
Oct. 3: Editing the Text	Nov. 21: Discourses of Mental Imagery
Oct. 10: The Faculty of Memory	Nov. 28: Mental Imagery in Spenser
Oct. 17: The Faculty of Imagination	Dec. 5: Mental Imagery in Sidney

Assessment Breakdown

ASSIGNMENTS	DATE DUE	% OF MARK
1. Close reading of a sonnet (500-600 words)	Sept. 12-Oct. 31	15
2. Editing a sonnet with a focus on figures of	Oct. 18	15

speech (annotations)		
3. Bibliographic Assignment and Research Presentation	Nov. 7-Dec. 5	10
4. Attendance and Participation		10
5. Research Paper	Dec. 15	50

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.

Assignments

1. Participation: You are allowed to miss one seminar—no questions asked. *It is your responsibility to save this grace class for emergencies.* After each seminar, I will generate a multiple-choice quiz based on what we learned in our deliberations. Your success on these quizzes will help me to evaluate your overall participation grade. Active participation in a few seminars does not make-up for any absenteeism. In other words, you don't earn marks for attendance, but absenteeism will logically eat into your participation grade.
2. Close reading of a sonnet: in the first half of the term, this short essay will be presented in seminar and then, according to class comments, will be revised and submitted on cuLearn.
3. Editing a sonnet with a focus on figures of speech: this peculiar assignment will edit a sonnet according to its tropes and schemes. It will be submitted on cuLearn.
4. Research Paper: all seminars will feed into the course's main assignment. Please take every opportunity in seminar to test your research's ideas and address your research questions. Plan to have your main topic chosen in the first couple of weeks of the course and your thesis established in October. Your topic will engage in some way with the mental imagery of memory or the imagination as depicted in *The Sonnets*. This assignment will be submitted on cuLearn.
5. Bibliographic Assignment and Research Presentation: in the second half of the term, you will present your main research questions to the class and then submit the presentation along with an annotated bibliography. Your annotated bibliography must be incorporated into your essay.

Late Assignment Policy

Late assignments will not be accepted. The only exception will be granted to students who experience serious illness or bereavement during the duration of the course; in each case, official documentation is required. For medical conditions, please email me a signed Doctor's certificate, which needs to spell out how long the illness lasted or is expected to last. Where the death of a close relative is concerned, please email me an obituary notice in which your name appears, establishing your kinship. If you wish, you may, instead, email me a copy of the Death Certificate. Once

I have the documentation, you will receive a new submission-deadline that cannot be missed.

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 E12:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/academicintegrity/>.

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.

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

Please contact your instructor 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, visit the Equity Services website:

carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor 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, visit the Equity Services website:

carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

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 is 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:

carleton.ca/sexual-violence-support

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. Please contact your instructor 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>