

**Carleton University  
Fall 2018**

**ENGL 4301A/HUMS 4902: Studies in Renaissance Literature  
Tudor Queens**

Prerequisite(s): fourth-year standing or permission of the department.

**Day/Time: Monday 8:35-11:25  
Location: PA 111**

**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: Monday 11:35-1:00 or by appointment**

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

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 four 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 the four queens’ textual and visual productions including speeches, published prose works, diplomatic letters, poetry, translations, and portraits. 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 eldest 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 beloved step-daughter and 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, poems and prayers we will consider how she brilliantly managed her public image and how she contributed to important political and literary developments. The representation of Elizabeth in recent movies (1998, 2007) will be addressed.

Mary Stuart (1542-1587) acceded to the Scottish throne when she was only six days old and lived a life plagued by assassinations, political rebellion, and political intrigue. During her sixteen years of house arrest in England, Mary used poems and tapestries to attempt to negotiate with her cousin, Elizabeth I. We will consider Mary’s failed political strategizing and its afterlife in film.

#### **Requirements (subject to adjustment depending on enrollment):**

1. **Two** oral seminars presentations (15 minutes each) 10% each = **20%**.  
If you use a powerpoint presentation, you are encouraged to share it on our course eportfolio site.
2. **Two** 250 word abstracts summarizing the thesis of your oral presentations. To be handed in on the day of your presentation. 5 % each = **10 %**
3. **Two** seminar papers based on your oral presentations. (2000 words each) = 30% x 2= **60 %**
4. Attendance and contributions to the discussion = 10%

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.

#### **Required Texts, Movies, and TV:**

*Katherine Parr: Complete Works and Correspondence*, ed. Janel Mueller. Chicago: University of Chicago Press, 2011. **Available on reserve (on-line) or through a book store of your choice.**

*Elizabeth I: Collected Works*, eds. Leah S. Marcus, Janel Mueller, and Mary Beth Rose. Chicago: University of Chicago Press, 2000. **Available on reserve or through a book store of your choice.**

*Reading Monarch's Writing: the Poetry of Henry VIII, Mary Stuart, Elizabeth I, and James VI/I*, ed. Peter C. Herman. Tempe, Ariz.: Arizona Center for Medieval and Renaissance Studies, 2002. **On reserve.**

Selections from *The Tudors* (Showtime, 2007-2010). Rent on iTunes for 2.99 each.

*Elizabeth* (directed by Shekhar Kapur, 1998). rent on iTunes for 5.00

*Elizabeth: The Golden Years* (directed by Shekhar Kapur, 2011). rent on iTunes for 5.00

### **Reading Schedule: subject to minor changes**

10 Sept: course intro; overview of renaissance attitudes towards women and queens

17 Sept: Readings about different forms of queenship. Katherine Parr's *Psalms or Prayers* and Henry VIII's last war. Parr's war-time letters to Henry.

24 Sept: Katherine Parr's near arrest and submission. John Foxe's *Acts and Monuments* (1570). Parr's depiction in *The Tudors*.

1 Oct: Elizabeth's childhood books as gifts. Nicholas Udall's Praise of Katherine Parr (1545 and 1548). Excerpts from Parr's *Lamentation of a Sinner* (1547).

8 Oct: Thanksgiving

15 Oct: John Knox, excerpts from *Monstrous Regiment of Women*. Mary Tudor: speeches and iconography. Rethinking Mary's queenship.

22 Oct: fall break

29 Oct: Elizabeth's first few years: Elizabeth's Procession through London in 1559; the Religious Settlement, early marriage petitions, and small pox. Kapur's *Elizabeth* (1998).

Prof. David Dean (History): "Staging the Elizabethan Settlement: Kapur's *Elizabeth*," *Parliamentary History* (2015).

5 Nov: Elizabeth's middle years: marriage negotiations with the Duc d'Anjou, poetry, and portraits. Kapur's *Elizabeth* (1998).

12 Nov: Elizabeth's middle years: marriage negotiations with the Duc d'Anjou, poetry, and portraits. Kapur's *Elizabeth* (1998).

19 Nov: Mary Queen of Scots: poetry, books, marginalia.

26 Nov: Elizabeth and Mary Queen of Scots; *Elizabeth: The Golden Years*

03 Dec: Elizabeth, the Armada crisis, the “Golden Speech”; *Elizabeth: The Golden Years*.

07 Dec (a Monday schedule): overflow class.

## **Evaluation:**

### **1. Seminar Presentations**

You will give **two** oral seminar presentations in this course on two different queens. **You must give one before Oct 29.** 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 and the other students. For each presentation you will be expected to demonstrate some familiarity with at least **three secondary sources**.

Your presentations will only last for **15 minutes** so you must be ruthlessly concise and efficient in making your argument. I will be setting a timer.

You are free to bring laptops with powerpoints and/or video clips. You will need to bring or borrow an adapter if you are using a mac. You are free to distribute a handout but it should be minimal. And you are NOT required to have a handout. Do not overload your powerpoint or handout with printed text.

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 an intellectual conversation. You may speak from notes or from a written text.

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.

### **2. Abstracts**

You must provide a 250 word **abstract** summarizing the scope and thesis of your presentations. You must give them to me on the day of your presentation.

### **3. Seminar Papers/Projects**

You will also submit written and expanded versions (2000 words) of your **TWO** seminar presentations. The paper for the first presentation is due one week after your presentation. The second paper is due by the last day of term. In evaluating the written paper, I will look for a clear argument about the primary text, familiarity with at least **three** secondary sources, and elegant prose

### **4. Participation**

You are required to participate actively in every session. You must email me if you are going to be absent. Students who do not participate will not receive a passing grade for the participation portion of the grade.

## Grading

A+ Extraordinary work that greatly exceeds the requirements of a third year paper. This grade is rarely awarded.

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.

## REQUEST FOR 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](#).

**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](#).

**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](mailto: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*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-

scheduled exam (*if applicable*).

## **PLAGIARISM**

The University Senate defines plagiarism as “presenting, whether intentional 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 serious offence, which 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 a final grade of “F” for the course.