

Carleton University
Fall 2022
ENGL 5303F: Studies in Early Modern Literature I

Friday **08:35 - 11:25**

Format: in person in 211 Residence Commons.

Professor Micheline White

Email: micheline.white@carleton.ca

I do not read or respond to email between Friday 5:30 PM and Monday 9:00 AM.
Office hours on zoom or phone: or by appointment. You can schedule an appointment with me
on Youcanbookme.

Important note:

For information on deadlines for withdrawal from courses, please consult the Academic Year section of
the University Calendar (<https://calendar.carleton.ca/academicyear/>).

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

I: Course Content

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 three 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. Students will be introduced to early modern paleography and book history. 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 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, proclamations, poems and prayers we will consider how she managed her image and how she contributed to important political, social, and literary developments. Recent movies will be addressed.

II: Learning Outcomes

At the end of this course, you will be able to:

- define and explain the key concepts and challenges pertaining to the various forms of queenship in the early modern period – queen consort, queen regnant, regent, and dowager queen.
- read, analyze, and discuss primary sources produced by early modern queens. These texts will include: letters, speeches, gifts, portraits, devotional works, poems, and proclamations
- explain and use basic feminist ideas and methodology in examining the activities of queens in the early modern period
- deliver an oral presentation on a primary text of your choice and write an abstract.
- develop a research topic, undertake secondary research, produce a research paper using secondary sources.
- Write short responses to weekly readings
- provide productive oral feedback to your peers and engage in respectful academic discussion

III: Assignments and Evaluations based on learning outcomes: (still subject to minor revision)

2 Reading Responses	20%
1 oral seminar presentation	20%
1 abstract of presentation	5%
1 final research paper	35%
weekly participation	20%

1. Reading Responses

Two times during the term you will submit a 350-400 word response to the assigned primary texts. These responses will be graded out of ten **points**. You will get six points for writing something appropriate and on time and additional points for providing a thoughtful engagement with the material. Please submit your work in a word document (not a pdf). Include the word count. I have included a rubric describing what is expected in the assignments module. The due dates for the two responses are clearly marked in the course schedule in Brightspace.

2. One oral seminar presentation using at least three secondary sources (15-20 minutes. TBD) = You cannot submit a reading response on the same week as your presentation.

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. For each presentation you will be expected to demonstrate familiarity with at least **five secondary sources**. Your presentation will only last for **15-20 minutes** so you must be ruthlessly concise and efficient in making your argument. I will set a timer. You are free to share your screen and show a word document, a powerpoint, and/or video clips but you are not required to do so. Do not overload your powerpoint or handout with printed text.

At the end of your presentation you will share a slide with your abstract and secondary sources.

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 a conversation. 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.

3. One 250 word abstract summarizing the thesis of your oral presentation as well as a list of your secondary sources. To be uploaded into the abstract dropbox by noon on the morning of your presentation. Please submit your work in a word document (not a pdf). I have included a rubric describing what is expected in the assignments module.

4. One research paper. (2500 words)

You can expand your oral presentation and develop it into a research paper or you can develop a new topic. Part of this writing process involves submitting a topic and participating in a peer-to-peer writing workshop. After the workshop you will revise your paper and submit it on-line the next day. I have included a rubric describing what is expected in the assignments module.

5. Weekly participation in the seminar sessions
Participation includes attending class and making thoughtful contributions.

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.

IV: How to succeed in this course.

You need to set aside roughly 6 hours per CLASS for this course. If you do not devote 6 hours per week, you will not likely achieve the learning outcomes.

1. preparing for our meeting = 3 hours per class. This involves reading the primary texts; watching instructional videos (mine or ones I have selected for you); writing reading responses; reading secondary articles; preparing an oral presentation; developing a research paper topic; and producing a final paper. In the final two weeks, you will spend most of this time working on your final paper.

2. Weekly meeting = 2.5-3 hours per class. This is a seminar so it is essential that you participate in every session.

V: Communication. I will communicate with you during the week via email. Only email me directly if you have a question of a personal nature.

VI: Required Texts

Katherine Parr: Complete Works and Correspondence, ed. Janel Mueller. Chicago: University of Chicago Press, 2011. Available electronically via the library or through a book store of your choice. A limited number of students can access this book at one time.

Elizabeth I: Collected Works, eds. Leah S. Marcus, Janel Mueller, and Mary Beth Rose. Chicago: University of Chicago Press, 2000. Available electronically via the library or through a book store of your choice. A limited number of students can access this book at one time.

Required and Optional Movies (depending on student interest)

Selections from *The Tudors* final season. Season 4, episodes 6-10. You can skip over the long battles scenes (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

Becoming Elizabeth, directed by Anya Reiss. TV series. On Starz. (8 episodes).

VII: Evaluation:

In evaluating your work, I will look for evidence of careful reading of the primary text; a clear, cogent argument; and elegant prose. Both MLA and the Univ. of Chicago style are acceptable.

Late assignments (except with medical documentation) are docked one grade point a day.

Attendance is a required component of the course.

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.

Grading

A+ Extraordinary work that greatly exceeds the requirements of a fourth-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.

Plagiarism:

Plagiarism is a serious instructional offence. See the University Statement below. This includes material found on the Internet. All cases of plagiarism will be forwarded to the Dean's Office.

Duplicate assignments:

It is not permitted to submit the same assignment to two or more courses.

Course requirements:

Students must fulfill *all* course requirements in order to achieve a passing grade.

VIII: Reading Schedule: subject to minor changes

Class 1: 9 Sept: course intro.

Class 2: 16 Sept: Overview of renaissance attitudes towards women and queens; readings about different forms of queenship; thinking about genres; intro to Henrician era

Class 3: 23 Sept. Katherine Parr's *Psalms or Prayers* and Henry VIII's last war. Parr's war-time letters to Henry. *The Tudors*. Paleography: letter transcription.

Class 4: 30 Sept. Katherine Parr's near arrest and submission. John Foxe's *Acts and Monuments* (1570). Parr's depiction in *The Tudors*.

Class 5: 7 Oct: Parr as Dowager Queen during the Edwardian period and Parr's *Lamentation of a Sinner*. Parr's depiction in *Becoming Elizabeth*.

Class 6: 14 Oct: Mary Tudor as Defiant Princess. Elizabeth's childhood gift books (this topic can be moved to the Elizabeth portion of the course).

Class 7: 21 Oct: Mary Tudor. What is a queen regnant? John Knox, excerpts from *Monstrous Regiment of Women*. Mary Tudor: coronation, speeches, letters, and iconography. Rethinking Mary's queenship. Mary's depiction in *Becoming Elizabeth*.

28 Oct: Reading week.

Class 8: 4 Nov: Elizabeth's first few years: Elizabeth's Procession through London in 1559; the Religious Settlement; early marriage petitions in parliament. David Dean (History): "Staging the Elizabethan Settlement: Kapur's *Elizabeth*," *Parliamentary History* (2015). Kapur's *Elizabeth* (1998).

Class 9: 11 Nov: Elizabeth's middle years: marriage negotiations with the Duc d'Anjou and the Virgin Queen. Letters, poetry, and portraits.

Class 10: 18 Nov: Elizabeth and Mary Queen of Scots; speeches, poems, and letters

Class 11: 25 Nov: Elizabeth, the Armada crisis, and the Deportation of Blackamoors.

Class 12: 2 Dec: paper workshop.

VII. Statement on Plagiarism

Some departments have a standard statement and some instructors have their own. Either of these options is fine, but please ensure that these statements are consistent with the university's Academic Integrity Policy when it comes to definitions, potential penalties and the like. The policy can be found [here](#).

Note that **submitting without permission substantially the same piece of work more than once for academic credit** is not considered a form of plagiarism. If you wish to prohibit students from re-using their own work from a different course (or from the same course if they are repeating), or to require students to cite such work, or to seek your permission before doing so, this must be clearly stated in the course outline or assignment instructions. In addition, instructors wishing to prohibit multiple submissions of substantially the same work should be as clear as possible about what they consider to be "substantially the same."

If you have neither a departmental nor an individual statement, something along the following lines would be acceptable:

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;

- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

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.

VIII. Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

IX. Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or

campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

X. Requests for Academic Accommodations

Please include the following text, provided by Equity and Inclusive Communities, on all course outlines, and read it at the beginning of your first few classes to remind students. For details, see Section 8 above, and the [Instructors' Guide to Academic Accommodation](#).

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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([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 will 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>