

**Carleton University**  
**Fall 2021**  
**Department of English**  
**ENGL 5303: Studies in Early Modern Literature**

Monday 2:35- 5:25

Format: in person

Place: SOUTHAM HALL 304. Please confirm location.

**Professor Micheline White**

**Email: [micheline.white@carleton.ca](mailto:micheline.white@carleton.ca)**

I do not read or respond to email between Friday 4:30 PM and Monday 9:00 AM.

Office hours on zoom or phone: Thursday 11:30-12:30 or by appointment. You can schedule an appointment with me on Youcanbookme.

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

**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 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. 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.

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 political strategizing and the afterlife of her execution. We will consider her depiction in *Mary Queen of Scots*, directed by Josie Rourke (2018).

## 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 four 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)

3 Reading Responses	30%
1 oral seminar presentation	15%
1 abstract of presentation	5%
1 final research paper	35%
weekly participation	15%

### 1. Reading Responses 30%

**Three** 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 three responses are clearly marked in the course schedule in Brightspace.

2. One oral seminar presentation using at least two secondary sources (15-20 minutes. TBD) = **15%**. 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 **two 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. 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. = **5 %**

4. One research paper. (2500-3000 words) = 35%

You will expand your oral presentation and develop it into a research paper. 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 = 15%

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.

NB: I STRONGLY encourage you to buy or rent good copies of *Elizabeth I: Collected Works*, eds. Leah S. Marcus, Janel Mueller, and Mary Beth Rose. Chicago: University of Chicago Press, 2000. You will need this book for at least four weeks. I will be assigning lots of short segments and you will enjoy a higher quality of life if you have your own copy. You can get it quickly on amazon or you can rent an electronic copy from the U of Chicago Press website. Be sure to get the Elizabeth book with the RED cover -- not the blue or green (those are Elizabeth's translations)

<https://press.uchicago.edu/ucp/books/book/chicago/E/bo3613202.html>

You will have on-line access to this book via the CULibrary website, but the interface is NOT GOOD and they limit the number of students accessing it at one time. There is nothing I can do if you can't access the primary source text because other students are using it. Avoid headaches by having your own copy.

You do not NEED to buy *Katherine Parr: Complete Works and Correspondence*, ed. Janel Mueller. (Chicago: University of Chicago Press, 2011) because we will only use it for only two weeks and I will provide you with the readings for Mary Tudor and Mary Stuart.

## **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

*Mary Queen of Scots* (directed by Josie Rourke, 2018). Rent on iTunes.

### **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: Monday 13 Sept: course intro.

Class 2: Mon 20 Sept: Overview of renaissance attitudes towards women and queens; Readings about different forms of queenship; thinking about genres; intro to Katherine Parr.

Class 3: Mon 27 Sept. Katherine Parr's *Psalms or Prayers* and Henry VIII's last war. Parr's war-time letters to Henry. The Tudors.

Class 4: Mon. 4 Oct: Katherine Parr's near arrest and submission. John Foxe's *Acts and Monuments* (1570). Parr's depiction in *The Tudors*. Elizabeth's childhood gift books (this topic can be moved to the Elizabeth portion of the course).

Thanksgiving

Class 5: Mon. 18 Oct: Mary Tudor as Princess and Queen Regnant. John Knox, excerpts from *Monstrous Regiment of Women*. Mary Tudor: speeches and iconography. Rethinking Mary's queenship.

Reading week.

Class 6: Mon 1 Nov.: Mary Tudor: speeches and iconography. Rethinking Mary's queenship.

Class 7: Mon. 8 Nov: Elizabeth's first few years: Elizabeth's Procession through London in 1559; the Religious Settlement; early marriage petitions. David Dean (History): "Staging the Elizabethan Settlement: Kapur's *Elizabeth*," *Parliamentary History* (2015). Kapur's *Elizabeth* (1998).

Class 8: Mon. 15 Nov: Elizabeth's middle years: marriage negotiations with the Duc d'Anjou and the Virgin Queen. Letters, poetry, and portraits.

Class 9: Mon. 22 Nov: Mary Queen of Scots. Letters and the Casket sonnets.

Class 10: Mon 29 Nov: Elizabeth and Mary Queen of Scots; speeches, poems, and letters

Class 11: Mon. 6 Dec: Elizabeth, the Armada crisis, and the Deportation of Blackamoors.

Class 12: Friday 10 Dec. (follows a Monday schedule). paper workshop.

### **IX 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." According to the Department examples of plagiarism include the following:

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

## **X. Special Information Regarding Fall 2021 Pandemic Measures**

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca)

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

## **XI. Requests 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 accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

**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](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). 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>