

Carleton University : Summer 2021
ENGL 5303S : Studies in Early Modern Literature

This course is a “blended course.”
 Mondays and Wednesdays 11:35-2:25

Professor Micheline White

Email: micheline.white@carleton.ca

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

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

Synchronous Meeting time: **Days: Mon and Wed Time: 11:35 - 14:25**

I: Course Delivery. This course is a “blended course.”

Blended Course

An online course where there is a mixture of synchronous lectures / meetings and asynchronous activities. This means students need to be prepared to meet some of the time online via web conferencing tools at scheduled days and times. The specific dates and times are communicated in greater detail below. The asynchronous activities are intended to provide flexibility to students when the class is not meeting synchronously. Students are expected to remain up to date with the deadlines and due dates provided by the instructor. These courses require reliable high-speed Internet access and a computer (ideally with a webcam), and a headset with a microphone.

For information about the minimum technical requirements for on-line learning, see <https://carleton.ca/its/help-centre/faq-technical-specs-for-new-students/>

For information on browser support, see <https://carleton.ca/culearnsupport/students/browser-support/>

For information about web conferencing tools, see <https://carleton.ca/culearnsupport/instructors/cat/communication-tools/>

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

III: 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

V: 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 (17-20 minutes) = **15%**.

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 **17-20 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 9:00 AM 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 CuLearn the next day. I have included a rubric describing what is expected in the assignments module.

5. Weekly participation in the live zoom 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.

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

VII: 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

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

VIII: Reading Schedule: subject to minor changes

Class 1: Monday 10 May: course intro.

Class 2: Wed. 12 May. Overview of renaissance attitudes towards women and queens; Readings about different forms of queenship; thinking about genres; intro to Katherine Parr.

Class 3: Mon 17 May. Katherine Parr's *Psalms or Prayers* and Henry VIII's last war. Parr's war-time letters to Henry.

Class 4: Wed. 19 May. 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).

Class 5: Wed. 26 May. Mary Tudor as Princess and Queen Regnant. John Knox, excerpts from *Monstrous Regiment of Women*. Mary Tudor: speeches and iconography. Rethinking Mary's queenship.

Class 6: Mon 31 May: Mary Tudor: speeches and iconography. Rethinking Mary's queenship.

Class 7: Wed. 2 June. 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. 7 June. Elizabeth's middle years: marriage negotiations with the Duc d'Anjou and the Virgin Queen. Letters, poetry, and portraits.

Class 9: Wed. 9 June. Mary Queen of Scots. Letters and the Caskett sonnets.

Class 10: Mon 14 June: Elizabeth and Mary Queen of Scots; speeches, poems, and letters

Class 11: Wed. 16 June: Elizabeth and the Armada crisis.

Class 12: Friday 18 June (follows a Monday schedule). paper workshop.

IX. Statement on 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:

- 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 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. 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 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>