

**Carleton University**  
**Winter 2021**  
**ENGL 5303W/ ENGL 4301B/ HUMS 4902B: Studies in Early Modern Literature**  
**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 before class on Wed from 10:30-11:30.**

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

Synchronous Meeting time: Wednesday 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, gift-books, portraits; proclamations, poems, and devotional works
- explain and use basic feminist ideas and methodology in examining the activities of queens in the early modern period
- deliver a 10-13 minute oral presentation on a primary text of your choice (using three secondary sources) and write an abstract.
- develop a research topic, undertake secondary research, produce an annotated bibliography, and produce a 3000 word research paper using ten secondary sources.
- provide productive oral feedback to your peers and engage in respectful academic discussion

#### **IV: Details about course delivery and time needed to complete the work.**

You need to devote roughly 7 hours of work per week to this course in order to complete the assigned work and achieve the learning outcomes.

To meet the objectives below all students are expected to have an internet connection of sufficient speed to participate and a web camera to be used for participating in discussion, question and answer components and seminar presentations.

1. reading for our live meeting on Wed= 3-4 hours. **Asynchronous.**

This involves reading the primary texts; watching or listening to pre-recorded introductory lectures; listening to podcasts or watching videos.

2. Preparing your “Reading Responses,” presentations or other work. 1 hour.

3. Wed. on-line **synchronous** meeting on Zoom with break out rooms, oral presentations, and questions. **2-2.5 hours.**

During the oral presentations, you can turn your webcams and audio off. During the questions you can use audio or the chat, and I encourage you to turn your camera on. I will record the synchronous sessions.

#### **V: Assignments and Evaluations based on learning outcomes:** (still subject to minor revision)

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|------------------------------|-----|
| 1. Reading Responses         | 30% |
| 2. Oral seminar presentation | 15% |
| 3. abstract of presentation  | 5%  |
| 4. final research paper      | 35% |
| 5. weekly participation      | 15% |

1. Reading Responses 30%

Six times during the term you will submit a 300-400 word response to the assigned primary texts and a secondary source of your choice (the length might be adjusted once you have done a few). You will submit this to a discussion group forum on the CuLearn page by 9:00 am on Wed. You will be asked to read the responses of two other students. These responses will be graded out of five points. You will get one or two points by writing something appropriate and on time and two or more points for providing a thoughtful engagement with the material.

2. One oral seminar presentation using at least three secondary sources (10-13 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 and the other students. For each presentation you will be expected to demonstrate some familiarity with at least three

secondary sources. Your presentation will only last for **10-13 minutes** so you must be ruthlessly concise and efficient in making your argument. I will be setting a timer. You are free to share your screen and show a word document, a powerpoint, and/or video clips. You are NOT required to share your screen. 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.

3. One 250 word abstract summarizing the thesis of your oral presentation. To be posted to an “Abstract Discussion Forum” by 9:00 AM on the morning of your presentation = **5 %**

4. One Major research paper. Minimum of **ten secondary sources**. (3000 words) = 35%

Part of this writing process involves submitting a topic, an annotated bibliography, and participating in a peer-to-peer writing workshop on Wed. 7 April. After the workshop you will revise your paper and submit it on CuLearn by **Thursday April 8 at 4:00 PM**.

5. Weekly participation in the live zoom sessions and other activities. = 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.

Late assignments (except with medical documentation) are docked 5% per day.

**VI: Communication.** I will communicate with you during the week via the “course announcements” forum. You will receive an email. If you have any general questions about the readings, the assignments, or the course, please post them on the “Ask Your Teaching Team” forum at the top of the CuLearn site. Only email me directly if you have a question of a personal nature.

I will have office hours on zoom for 1 hour before class. You can schedule an appointment with me on Youcanbookme (link on the CUlearn page) or just drop by.

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

*Katherine Parr: Complete Works and Correspondence*, ed. Janel Mueller. Chicago: University of Chicago Press, 2011. Available on reserve via Ares link 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 through Ares link 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 through Ares link.

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

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

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

Week 1: 13 Jan: course intro;

Week 2: 20 Jan. overview of renaissance attitudes towards women and queens; Readings about different forms of queenship; intro to Katherine Parr.

Week 3: 27 Jan: Katherine Parr's *Psalms or Prayers* and Henry VIII's last war. Parr's war-time letters to Henry. Transcription exercise.

Week 4: 3 Feb: Katherine Parr's near arrest and submission. John Foxe's *Acts and Monuments* (1570). Parr's depiction in *The Tudors*. Elizabeth's childhood books as gifts. Excerpts from Parr's *Lamentation of a Sinner* (1547).

Week 5: 10 Feb: Mary Tudor as Queen Regnant. John Knox, excerpts from *Monstrous Regiment of Women*. Mary Tudor: speeches and iconography. Rethinking Mary's queenship.

Week 6: 17: Feb: spring break

Week 7: 24 Feb. Elizabeth's first few years: early marriage petitions; Elizabeth's Procession through London in 1559; the Religious Settlement, David Dean (History): "Staging the Elizabethan Settlement: Kapur's *Elizabeth*," *Parliamentary History* (2015). Kapur's *Elizabeth* (1998).

Week 8: 3 March: Elizabeth's middle years: marriage negotiations with the Duc d'Anjou, poetry, and portraits. Kapur's *Elizabeth* (1998).

Week 9: 10 March: Mary Queen of Scots: poetry, letters, marginalia.

Week 10: 17 March: Elizabeth and Mary Queen of Scots; *Elizabeth: The Golden Years*

Week 11: 24 March: Elizabeth and the Armada crisis; Golden speech.

Week 12: 31 March. Final paper brainstorming.

Week 13: 07 April: last class. 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](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 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>