

Carleton University
Fall 2021
Department of English

ENGL 2302 A: *Literatures and Cultures 1500-1700*

Prerequisites: second-year standing or permission of the department
Preclusions: additional credit for ENGL 2300 (no longer offered)

Format: Asynchronous, Online (Brightspace)

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Course description:

This course studies the period between 1500 and 1700, with attention to cultural, historical, geographical, and literary contexts. Its emphasis is on English literature and, by extension, on some of the international traditions with which English writers engage in creative dialogue before, during, and after the period known as the “Renaissance.” The period covered by the course spans a series of extraordinary political, cultural, and religious upheavals, New World exploration and colonialism, rebellion, regicide, and the centralization of royal power in preindustrial society.

Learning Outcomes:

- A. Read and interpret early modern literary texts by a variety of authors.
- B. Understand the dynamic relationship between early modern literature and culture across a period of significant historical changes.
- C. Grasp how English literary history connects with classical and medieval precursors as well as continental traditions and New World exploration.

Texts:

1. Edmund Spenser, *The Faerie Queene*, Book 1, ed. Carol Kaske (Hackett). [9780872208070]
2. William Shakespeare, *A Midsummer Night’s Dream*, ed. Peter Holland (Oxford: Oxford University Press, 1994). [9780192834201]

3. John Milton, *Paradise Lost*, ed. David Scott Kastan (Hackett). [9780872207332]

4. John Bunyan, *The Pilgrim's Progress*, ed. W. R. Owens (Oxford). [9780199538133]

Other editions of these texts are perfectly acceptable. Please note that all these texts are also available in free online editions. If you prefer, however, to have a hard copy or Kindle edition of any or all of these texts you can order them by entering the ISBN (i.e., the number in square brackets) into the “search” field of your preferred online bookstore. I have not placed orders with a local bookstore.

Evaluation:

5% Early assessment Quiz (online via Brightspace), DUE: **Friday September 24, 11:59pm**

20% Close reading assignment, DUE: **Friday October 22, 11:59pm**

40% Essay, DUE: **Friday December 3, 11:59pm**

35% Final Exam, **TBA**

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.

You must complete all required assignments in order to be eligible to pass this course.

Your grade in this course will be based on a combination of an (a) early feedback assignment, (b) one Close reading assignment, (c) one formal essay, and (d) one formally scheduled examination of three (3) hours.

- A. One **early assessment quiz** will give you an opportunity to gauge your standing in the course. This is a requirement of Carleton University's teaching regulations. [5%]
- B. One **close reading assignment** will be submitted via Brightspace on the assigned deadline. This assignment will give you an opportunity to familiarize yourself with some of the more sophisticated and nuanced aspects of the circumstances in which early modern readers encountered certain kinds of literary texts. Further details regarding this assignment can be found on Brightspace. Deadlines are firm but exceptions will be made for a variety of circumstances: bereavement, serious illness, heartbreak, etc. Late submissions will not receive extended comments. Late submissions will be penalized 2% per day. Assignments will be graded and returned to students via Brightspace. [20%]
- C. One **essay of 6 pages** will be submitted via Brightspace on the assigned deadline. This page limit should be regarded as both the minimum and maximum length for your argument, but it does not include the list of Works Cited that you must submit along with your essay. The addition of this list will bring each of your essay submissions to a total of 7 pages. Successful papers will engage directly with the central concerns of the course. Deadlines are firm but exceptions will

be made for a variety of circumstances: bereavement, serious illness, heartbreak, etc. Please note that this syllabus contains all of the assigned essay prompts for the essay. Late submissions will not receive extended comments. Late submissions will be penalized 2% per day. Assignments will be graded and returned to students via Brightspace. [40%]

- D. A **final exam** of three hours will take place during the formally scheduled exam period. Expect to write on every text on the reading list. The exam will emphasize, without being restricted to, material covered during lectures. Grades on the final exam will be made available via Brightspace. [35%]

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/>

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 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>

Fall Term 2021 Schedule:

Please find below the weekly schedule, which corresponds with video topics published on Brightspace in two formats. Primary material (noted in **bold**) is delivered via close reading vignettes modelled in three or four parts. Topical material is delivered via a lecture designed to draw attention to literary contexts.

Sept 8-10: Introduction; History 1400s; Literary Developments and Figures

Sept 13-17: **Poetry Translation (Surrey, Wyatt, Marlow)**; History 1500s; Printing Press

Sept 20-24: **Faerie Queen Book 1 cantos 1-6**; History 1600s; Politics and the Court 1500-1700;
EARLY ASSESSMENT QUIZ DUE (Sept 24)

Sept 27-Oct 1: **FQ Book 1 cantos 7-12**; Religion to the Reformation

Oct 4-8: **MND Acts 1-3**; Shakespeare and the Stage; Women in the Renaissance 1500-1700

Oct 11-15: **MND Acts 4-5**; Classicism and Education; Pamphlets, Commonplace Books, Epigrams

Oct 18-22: **Paradise Lost Books 1-4**; Epic Poetry from Homer to Milton;
CLOSE READING DUE (Oct 22)

Oct 25-29: FALL BREAK

Nov 1-5: **PL Books 5-8**; Revolution, Regicide, and Restoration

Nov 8-12: **PL Books 9-12**; Science, Method and New Astronomy

Nov 15-19: **Pilgrim's Progress Stages 1-4, 1-168**; Religion post-Reformation

Nov 22-26: **PP Stages 5-7, 169-294**; New World and Colonialism;

Nov 29-Dec 3: **PP Stages 8-10, 295-404**; Essay Writing and Grammar
ESSAY DUE (Dec 3)

Dec 6-10: Conclusions; Exam Review
EXAM DATE, TBA

Close Reading Assignment (2 pages): Oct 22

The close reading assignment is designed to constrain your attention to a specific passage from your primary readings. You may choose any passage between 15-50 lines of poetry and advance an argument about what the passage means, how it is related to broader themes in the book (where applicable), and what formal features and specific language (diction, metaphor, etc.) enable your reading. It should be presented in an essay format, with a clear progression of argumentation. An “A” assignment will demonstrate an understanding of the chosen passage, both in its contribution to the overall work and also for its contribution to our understanding of the anxieties or concerns of the period.

Course Essay (6 pages): Dec 3

The essay prompt (below) for this course is designed to constrain you to a specific text and topic, while also giving you the freedom to decide how you want to explore it. Ultimately, you will determine the line of argument you will pursue in your essay. A literary essay is a formal text in which you advance and support an argument about the text and concepts under examination. Some of the essay prompts for this course require that you range out beyond the text under examination in order to consider how that text relates to the circumstances in which it was produced and interpreted; some assignments may require that you restrict yourself more narrowly. Each of them demands that you proceed in your argument by citing and analyzing the language of the text under examination. That is, each of these assignments demands that you work closely with the specific language (diction, metaphors, etc.) and conditions in which a given topic (say, human depravity, or the nature of sexual desire, or the seductions and dangers of introspection) is explored. As you construct your essay, bear in mind that I am looking for an argument that develops in a complex manner as it cites and analyzes passages from the text or texts under examination.

An “A” paper will:

- A. Meet the expectations established in the required prompt.
- B. Persuasively explain a significant aspect of the required text or texts.
- C. State and develop the implications of this argument.
- D. Cite and analyze the text’s language to show that the line of argument pursued in the essay arises directly from the text itself.
- E. Be free of grammatical errors and typos.

Essay Prompt:

Milton’s 1644 pamphlet “Of Education”, written more than twenty years before *Paradise Lost*, includes the argument that “the end of learning is to repair the ruins of our first parents” (631). Does *Paradise Lost* mark a continuation of this sentiment on education or a change in Milton’s thinking? In addition to working with *Paradise Lost* and Milton’s pamphlet on education, you must cite at least one work of referred scholarship in your essay. *John Milton, Complete Poems and Major Prose*, ed. Merritt Y. Hughes (New York: Prentice Hall, 1957), 630-639.

Guidelines for Writing

1. Do not include a separate title page. All necessary personal information should appear at the top left of the first page of your essay. This information (along with everything else in your submission) must be double-spaced.
2. Your essay must have a clearly defined thesis—that is, a central idea, introduced in the first paragraph, that unifies the essay and expresses in a clear and forceful manner the case you are arguing. You must advance a specific argument about the topic you have chosen to address. Your argument may take as its point of departure ideas from class, but it must not be a mere summary of lecture material. It should help to think of your essay prompts not as inviting you to answer a question but rather as inviting you to construct an argument about the texts and problems under examination.
3. For essays that demand attention to two or more authors or texts, be sure that your essay does not become a catalogue of similarities and differences. Instead, create a structure that will allow you to consider the implications of those similarities and differences that you take to be significant. These comparisons must be integrated into your central argument.
4. Be aware of the implications of your statements; develop those implications over the course of the essay.
5. Always support your arguments with evidence from the text. Quotations must be integrated into proper sentence structure to form a full sentence.
6. Always cite the strongest evidence for your claims. If there are details that might seem to undermine your thesis be sure to explain why they don't utterly disprove your argument.
7. Focus your argument and analysis on the language of the text. Do not base your argument on personal opinions or generalizations not supported by the text. Your arguments need to arise directly from close engagements with the language of the text at hand.
8. Proofread your essay more than once. Write in complete, grammatically correct sentences.
9. Do not transform poetry into prose when you quote it in your essay. Indent longer passages of verse (four or more lines) and preserve the form in which they appear in the text from which you are citing. Show line-breaks for shorter passages that will not be indented: "Abashed the Devil stood, / And felt how awful goodness is, and saw / Virtue in her shape how lovely" (4.846-8).
10. Choose a title that will serve as a guide to your reader.
11. Leave time to rewrite and revise your argument. Revision is the key to effective writing.

12. Cite your secondary sources. Plagiarism is a serious offence. Please see the course syllabus and the Undergraduate Calendar for a definition of plagiarism and a discussion of its consequences.

13. Papers must be typewritten, double-spaced, and written in formal English. Avoid colloquial language. Avoid contractions (e.g., write “Shakespeare could not” instead of “Shakespeare couldn’t”). Use standard paper (8 1/2 x 11 inches).

14. Use 1-inch margins and a standard font. You should have approximately 20 lines per page. The paper should be stapled—no folders, no separate title pages. Be sure to keep a copy of the paper.

15. Use MLA style for quotations. A helpful guide for MLA style conventions is available at: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html.

The **Close Reading Assignment** and **Course Essay** will be submitted electronically via Brightspace.