

## English 320: The Age of Elizabeth

Spring 2014, WF 12:30–1:45 in Fenwick 208

Christine Coch

Office hours: T 1:00–2:00, W 10:30–11:30, Th 2:00–3:00, & by appointment,  
in Fenwick 224

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### Description:

This course explores the “golden age” of English Renaissance literature during the reign of Elizabeth I. We will be reading poetry, prose, and drama from across the second half of the sixteenth century, asking how texts interacted with the Queen, her court, the city of London, the English nation, and ultimately the New World. In this great era of literary experiment, how were texts shaped by the rule of a Queen who had the “body but of a weak and feeble woman,” yet the “heart and stomach of a king”? How did new Renaissance ideas about the individual intersect with concepts of community, from household to state and beyond?

### Goals:

- To read and enjoy some of the major writers and genres of the English Renaissance
- To understand how Elizabeth Tudor influenced and was influenced by her era
- To investigate how texts interacted with their cultural contexts
- To consider what qualities give a text literary value
- To hone close reading skills by learning to ask and answer interesting questions

### Texts:

Please use the listed editions so we can refer to passages quickly and easily in class. Always bring the assigned text with you to our meetings.

- William Shakespeare, *Four Comedies: The Taming of the Shrew, etc.*, eds. David Bevington and David Scott Kastan (Bantam)
- Elizabeth Tudor, *Elizabeth I: Collected Works*, eds. Leah Marcus, Janel Mueller, and Mary Beth Rose (U of Chicago P)
- William Shakespeare, *The Sonnets*, ed. Stephen Orgel (Pelican)
- Thomas Nashe, *The Unfortunate Traveller and Other Works*, ed. J.B. Steane (Penguin)

- ☛ Thomas Harriot, *A Briefe and True Report of the New Found Land of Virginia* (Dover)
- ☛ Diana Hacker, *A Pocket Style Manual*, 6<sup>th</sup> Edition (Bedford)
- ☛ a number of shorter texts available on Moodle
- ☛ *Luminarium* <<http://www.luminarium.org/renlit/>>

## Expectations:

**Class participation, reading responses, and quizzes (10%):** this is a discussion-based course. Plan to read all material closely and be ready to participate actively and thoughtfully in class discussion. More than three absences will lower your final grade. If you must miss a class, it is your responsibility to borrow the notes from another student, acquire any materials that were handed out, and learn if changes have been made to the syllabus.

To help you think critically about our readings, for many sessions I will assign questions or ask you to write on questions of your own. Sometimes I will collect the responses, sometimes not. Since the writing in these short exercises is informal and exploratory, collected reading responses will receive general marks (✓, ✓-, or ✓+) based on how thorough and thoughtful they are. For legibility's sake, I ask that reading responses be typed. Reading responses must be on time to receive credit.

Quizzes will be given as needed to ensure that everyone is keeping up. There will be no make-up quizzes.

**Launching discussion (5%):** once during the term, you will be responsible for opening class discussion on a text of your choice. Begin by bringing us to a passage (or two closely related passages) you find intriguing, and lead us through a close reading of it. End with a discussion question that will help us think about the passage in a larger context, either in relation to its parent text or in relation to other texts we've read. Be sure your question is an open one rather than one for which you feel you already have an answer. Plan to speak for about five minutes.

**Film review (5%):** you will write a short review of Shekhar Kapur's *Elizabeth*, commenting on how successfully the film portrays the queen's character and situation, based on your readings of her letters, speeches, and poems. There will be an evening screening of the film on Wednesday, March 19th, in Stein 102.

**Papers (45%):** one 5–7pp paper (15%) and one 8–10pp paper (30%), each due *at the beginning of class* on the dates specified in the Schedule. We will discuss specific requirements for each paper in advance. For the second paper, which we will workshop in class, grades will be based on completion of first drafts, thoughtfulness of peer reviews, and quality of revision work as well as final drafts.

I am delighted to meet with you to discuss your papers as you develop them. I find that email is not an effective medium for substantive discussion, so I ask that you come to talk with me in person, either in office hours or by other arrangement. To ensure that I can be

helpful to you, please come in well before a paper is due. I will gladly sit down with you anytime up until two days before a final due date. Please plan your drafting schedule with this timetable in mind.

If you foresee needing an extension on a final draft, please talk to me well in advance. No extension of deadlines will be granted without prior permission or a dean's letter. Late papers will be accepted only at my discretion. If I accept one, it will drop 1/3 of a grade for each class period or part of a class period it is overdue. For example, if a paper is due at the beginning of class on Tuesday, an A- essay submitted after Wednesday 12:30 and before Friday 12:30 will receive a B+. I will not accept papers more than two class periods late.

Papers must be printed in a conventional twelve-point text font (like Times) and double-spaced, with one-inch margins on all sides. In the upper left corner of the first page, list your name, my name, the course number, and the date on separate lines. At the center of the next line, please provide a title designed to prepare your reader for your argument. Remember to proofread carefully for spelling and mechanical errors before you print. I will not read papers whose pages are not numbered and stapled.

**Midterm exam (15%):** there will be an in-class exam on the date specified in the Schedule.

**Final exam (20%):** a cumulative final exam will be given during exam period.

**Academic Honesty:** Your work must be your own and must be prepared exclusively for this class. Whenever you make use of language **or ideas** from outside sources (**including web sites**, books, other classes, roommates, etc.), you must acknowledge the sources in formal citations, formatted according to MLA guidelines. You'll find an overview of MLA format in *A Pocket Style Manual*. For issues the overview doesn't address, consult the *MLA Handbook for Writers of Research Papers* in the Dinand Library reference room.

Failure to acknowledge sources constitutes plagiarism, a serious violation of academic honesty. Other violations include cheating and collusion. Just as you need to be able to trust that I will evaluate your work fairly, I must be able to trust that the work you present as your own is, in fact, your own. Therefore any violation of academic honesty will incur a zero on the assignment and academic probation, suspension, or dismissal from the College, as determined by the college-wide academic honesty policy described on pages 17–19 of the College Catalog (<http://www.holycross.edu/catalog/>).

The process of learning which sources need to be cited and how takes time. I am always happy to field questions about acknowledging sources before you submit an assignment. Afterwards is too late. Always err on the side of giving credit where credit may be due.

Schedule:

This schedule offers a tentative outline of the course; it may change as the course progresses.

Wed. 1/22: Introductions

☛ **EDUCATION AND HOUSEHOLD STUFF**

Fri. 1/24: Norton introduction: opening, “Renaissance Humanism,” and table of texts and contexts, pp. 469–70, 472–74, and 497–8 (Moodle)  
Juan Luis Vives, selections from *The Instruction of a Christian Woman*, trans. Richard Hyrde, and *The Duty of Husbands*, trans. Thomas Paynell (Moodle, 29pp)  
Roger Ascham, selections from *The Schoolmaster* (Moodle, 16pp)

Wed. 1/29: William Shakespeare, *The Taming of the Shrew* (all)  
Norton introduction, “The Elizabethan Theater,” pp. 490–95 (Moodle)  
Discussion of Paper 1

Fri. 1/31: *The Taming of the Shrew* cont’d  
*Luminarium*: William Shakespeare

- ☛ For each *Luminarium* reading on the syllabus, please do the following:
1. Go to <<http://www.luminarium.org/replit/>>
  2. Select the relevant writer’s name
  3. Select the “Life of” link and read what appears. It will be limited, but usually a good start.
  4. Select the link variously labelled “Additional sources” or “Links” or “More” to read around in additional biographical material. You will need this to supplement (and often update) the limited material in the “Life of” link.

Wed. 2/5: Frances E. Dolan, “An Ideal and Its Contradictions,” introduction to a chapter on marriage in *The Taming of the Shrew: Texts and Contexts*, pp. 160–169 (Moodle)  
*A Homily of the State of Matrimony* (Moodle, 16pp)  
Robert Snawsel, selection from *A Looking Glass for Married Folks* (Moodle, 9pp)  
T.E., selection from *The Law’s Resolution of Women’s Rights* (Moodle, 7pp)  
Diana Hacker, “Integrating literary quotations,” “Using the ellipsis mark,” “Using brackets,” and “MLA in-text citations: Verse plays and poems,” *A Pocket Style Manual*, pp. 111–112, 118–121, 129. Please also look at “MLA list of works cited” pp. 138–140 and “MLA manuscript format; sample pages” pp. 155–162. For those using a different style manual, these readings are available on Moodle. Please bring either the full *Manual* or the Moodle print-outs to class today.  
Please bring *A Pocket Style Manual* to class today.

Quick review of thesis and paragraph points

## 🌹 ELIZABETHAN SETTLEMENTS

- Fri. 2/7: Norton introduction: “The Court and the City,” pp. 470–72 (Moodle)  
Stephen Greenblatt, “Elizabeth I,” *Encyclopedia Britannica* (Moodle, 8pp plus notes)  
*The Quene’s Majestie’s passage* (Moodle, 28 pp)
- Wed. 2/12: Norton introduction, “The Reformation,” pp. 474–77 (Moodle)  
Norton headnote, “Mary (Sidney) Herbert, Countess of Pembroke” (Moodle, 2pp)  
Mary Sidney, “Even now that Care” and Psalms 51, 52, 71, 89, 139, 142 (Moodle, 21 pp plus notes). To make sense of one of Sidney’s psalms, start by reading the original biblical text (Moodle, “Geneva Bible Psalms”). Then read Sidney’s version, alongside its notes at the end of Moodle packet. Once you have a grasp of what’s being said and why in the psalm, read Sidney’s version several more times, attending to how it transforms the biblical text and also how the content relates to the music and artfulness of Sidney’s verse. Take detailed notes on what you observe.

## PAPER 1 DUE

- Fri. 2/14: Norton introduction, “A Female Monarch in a Male World” and “The Kingdom in Danger,” pp. 479–83 (Moodle)  
Elizabeth Tudor: Accession to Armada  
Accession speech (1558), pp. 51–52  
Speeches concerning the reign and the succession (1559–76), pp. 56–58, 70–77, 79–86, 93–8, 167–71  
“The Doubt of Future Foes” (c. 1571), pp. 133–34  
Speech to the troops at Tilbury after the initial attack of the Spanish Armada (1588), pp. 325–26  
Prayer after the Armada’s defeat (1588), pp. 424–25

## 🌹 COURTSHIP

- Wed. 2/19: Norton introduction, “Writers, Printers, and Patrons” and “Tudor Style: Ornament, Plainness, and Wonder,” pp. 483–90 (Moodle)  
*Luminarium*: Philip Sidney  
Philip Sidney, sonnets from *Astrophil and Stella*: 1, 2, 5, 9, 28 (Moodle)
- Fri. 2/21: Sonnets and songs from *Astrophil and Stella*: 21, 37, 41, 49, 61, 69, 71, 81, Fourth Song, 87, 91, Eleventh Song, 108 (Moodle)
- Wed. 2/26: *Luminarium*: Edmund Spenser  
Edmund Spenser, sonnets from *Amoretti*: 1, 3, 21, 35, 43, 54, 65, 68, 74, 75, 78, 85, 88 (Moodle)  
Spenser, *Epithalamion* (Moodle, 12pp plus notes)

Fri. 2/28: William Shakespeare, sonnets, especially 3, 15, 20, 35, 42, 46, 55, 80, 82, 110, 116, 129, 130, 138, 144

Discussion of Sonnet Contest

Discussion of Paper 2

Wed. 3/5–

Fri. 3/7

Spring break. No class.

**Mon. 3/10 Use Moodle to email your sonnet to the class (including me!) by noon**

Wed. 3/12: Sonnet sequence essays (Moodle)

Working with secondary sources and online bibliographies

### **SONNET CONTEST**

Fri. 3/14: Elizabeth Tudor: Monsieur and last words

Letters to and about “Monsieur,” a prospective husband (1579–1584), pp. 237–56, 258–61

“On Monsieur’s Departure” (c. 1582), pp. 302–3

Golden Speech (1601), pp. 342–44

Last speech (1601), pp. 346–51

Norton introduction, “Surprised by Time,” pp. 495–96 (Moodle)

Portraits of Elizabeth I

Discussion of film and film review

Wed. 3/19: **MIDTERM EXAM**

**7:00 screening of Kapur’s *Elizabeth* in Stein 102 (124 minutes)**

Fri. 3/21: *Luminarium*: Walter Raleigh

Sir Walter Raleigh, “To the Queen,” “[Praisd be Dianas faire and harmless light],” selection from “Fortune hath taken the away my love,” Elizabeth Tudor’s “[Ah silly puggle wert thou so sore afraid],” and “The 21<sup>st</sup> (and last) Book of the Ocean to Cynthia” (Moodle, 17pp)

Wed. 3/26: *Luminarium*: Christopher Marlowe

Christopher Marlowe, *Hero and Leander* (Moodle, 20pp)

### **FILM REVIEW DUE**

## **COUNTRY AND CITY**

Fri. 3/28: Marlowe, “The Passionate Shepherd to His Love” (Moodle, 1p)

Raleigh, “The Nymph’s Reply to the Shepherd” (Moodle, 1p)

Spenser, *The Shepheardes Calender*: editor's introduction, "To His Booke," and *Januarye* eclogue (Moodle, 20pp)

Wed. 4/2: Spenser, *Aprill* and *October* eclogues from *The Shepheardes Calender*; also editor's introduction to *November* eclogue (Moodle, 37pp)

Fri. 4/4: *Luminarium*: John Donne (listed in "Early 17<sup>th</sup> Century" section of site)  
John Donne, Satires 1 and 4. On your first time through these poems, please read the endnotes as you go. Then read the poems again without interruption. (Moodle, 10pp)  
Headnote for Isabella Whitney (Moodle, 3pp)  
Isabella Whitney, "The Manner of Her Will." For this poem too, please read the endnotes during your first pass through. (Moodle, 11pp)

## ☺ NEW WORLDS

Wed. 4/9: *Luminarium*: Thomas Nashe  
Thomas Nashe, *The Unfortunate Traveller*, pp. 251–312

Fri. 4/11: *The Unfortunate Traveller* cont'd, pp. 312–370

Wed. 4/16: *Unfortunate Traveller* essays (Moodle)  
Diana Hacker, "Avoiding plagiarism," "Integrating nonfiction sources," and "Integrating literary quotations," *A Pocket Style Manual*, pp. 107–121.  
Please also skim through "MLA documentation style," especially pages 121–124 and 131ff. For those using a different style manual, these readings are also available on Moodle. Please bring either the full *Manual* or the Moodle print-outs to class today.

Fri. 4/18: Easter break. No classes.

Wed. 4/23: Writing workshop – peer reviews

### **FULL DRAFT OF PAPER 2 DUE**

Fri. 4/25: Please begin preparing for Wednesday's discussion by reading Norton introduction, "The English and Otherness," pp. 477–79 (Moodle) and Thomas Harriot, *A Briefe and True Report of the New Found Land of Virginia*, introduction and pp. 1–33.

### **Paper conferences**

Wed. 4/30: *A Briefe and True Report* cont'd, pp. 36–85

Fri. 5/2: Conclusions

### **PAPER 2 DUE**