

**English 325**  
**Literature of the English Renaissance**  
**Spring 2011**  
**T-Th, 9:30-10:50**  
**Hoover 004**

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This course on the English Renaissance represents a kaleidoscope of perspectives and interpretations. Even the *name* "Renaissance"--invented by the nineteenth-century Swiss historian Jacob Burckhardt--is itself an interpretation of what we now often call the "early modern" period. The *early modern period* introduced such cultural phenomena as the rise of nation states; the development of a stable monarchy; the Protestant and Catholic Reformations; the rise of literacy, a money economy, and a vastly expanded middle class. This period, dated roughly 1500 to 1660, is also the "age of exploration"--and the first truly *global* era. The *Renaissance* is an intellectual movement that took place at the very same time: the rise of Neo-Platonic Humanism and the reform of education along humanist lines; the shift from a courtly to a Neo-Platonic and Petrarchan model of romantic love; and a new interest in the natural world as a subject for study in and of itself. All of these perspectives, as we shall see, came into play in the works of such writers as Wyatt, Castiglione, the Sidney circle, Spenser, Marlowe, Raleigh, Shakespeare, Southwell, Jonson, Donne, Wroth, Philips, and Milton.

**Required Text:**

John C. Hunter, ed. *Renaissance Literature: An Anthology of Poetry and Prose*, second ed. London: Wiley-Blackwell, 2010.

In addition, this course will require a number of supplementary readings (*SR*). *On days for which you have an assignment from these readings, be sure to bring them to class.*

**Required Work:**

- (1) Prompt and regular attendance at all class sessions. If you must miss a class, you should get class notes from another student and return to class knowing what has taken place in your absence. (Roll will be taken, and final grades dropped one step--e.g. from a B to a C--for each absence after the first two. )
- (2) Reading assignments to be completed *before* the dates for which they are assigned (i.e. in time for class discussion).
- (3) Satisfactory completion of two exams: a midterm and a comprehensive final.
- (4) Two short (3-4-page) analysis and response papers, based entirely upon course readings.
- (5) One longer (6-8-page) synthetic paper, bringing several works together in some significant way.

**Grading Factors:**

(1) Attendance, preparation, and discussion	20
(2) Midterm	15
(3) Analysis and Response Papers (10% each)	20
(4) Longer Paper	20
(5) Final exam	<u>25</u>
	100%

**Grading Options:**

1. A - F
2. Credit/No Credit (non-majors only)

**Note:** *All work must be turned in, and of a passing quality (even if it is turned in so late as to have fallen--theoretically--to an F), in order to result in a passing grade in the course.*

Work will be regarded as "on time" if it appears in my mailbox by 5:00 on the day it is due. *Late work will be accepted*, but will be *marked down one third of a grade* (e.g. from a B to a B-) for each *school day* (not class day) after the due date. It is much better, however, to turn in a paper a bit late than to miss a class or arrive late in order to complete it.

Extensions without penalty are occasionally considered--provided (1) that I am consulted *in advance* and (2) that the circumstances seem serious enough to warrant such an extension. (A documented illness or three papers due on the same day are examples of such circumstances.) No penalty-free extensions will be granted after the fact or even at the last minute (e.g. by e-mail the night before). The point is to anticipate difficulties and make plans in advance to address them. This includes seeking help on papers (which I strongly encourage!) near the beginning of each assignment period.

### **Manuscript Style:**

Papers are to be typed double-space in a 12-point font (this syllabus is typed in 10-point Times), and printed on a laser-quality printer. They should be handed in on separate sheets of 8 1/2 X 11 paper (although using both sides is encouraged), which are *stapled* in the upper left-hand corner. *Margins* should be one inch; *paragraphs* are to be indented five spaces. Spaces should not be skipped between paragraphs. Any notes or bibliography you may want to use must follow the *MLA Handbook*, summarized on the Library's Website and in any handbook you might have purchased for your college writing seminar.

*Always keep hard-copies of all your work.* Documents can get lost--both from my desk and from your screen, disks, and thumb drives. Should this occur, I will expect you to be able to produce a copy *immediately*; otherwise, I will be forced to count the paper as late beginning with the original due date. (See above for general policy on late papers.)

**Note:** *Electronically submitted work will not be accepted in lieu of a printed copy.* It is your responsibility to leave enough time to submit a clean hard copy for evaluation. (I may ask you to submit your work via Moodle/Turn-it-in in *addition* to this hard copy—but not instead.)

### **Academic Honesty:**

*Plagiarism occurs whenever the true author of a piece of prose, of an idea, or of a line of thought is not the person who claims to be the author.* Plagiarism can occur in varying degrees, and will be penalized--in this class as in all others at the college--in proportion to its severity. *Papers in which plagiarism is sufficiently serious will receive an F*, and student's name will be turned in to the Dean of Students. *A repeated act of plagiarism will result in an automatic F in the entire course, in addition to any action taken by the Office of Student Life (which can include suspension from the College).* A number of such serious sanctions have been imposed in recent years.

*Please be aware that faculty have the tools to identify any work unfairly borrowed from the Web*, as well as other sources.

If you are in doubt about the need for documentation of borrowed material, please feel free to consult me or any other professor on campus. Also be sure that you have mastered the material in the 2009-2011 *College Catalog*, 28-30. Ignorance of this material will not be regarded as an excuse.

### **Classroom Policies and Etiquette:**

**Preparation and Participation:** Our class meetings are only as good as your preparation and your willingness to engage in mature, enthusiastic, and intelligent discussions about these challenging texts. You are expected to read all the materials for class, *to have your notebook and annotated text with you*, to have your own questions prepared, and to use class discussion as an opportunity to deepen your own understanding and that of others. While it is often valuable to express personal insights and opinions, those insights and opinions, in order to be of genuine use, *must be grounded in a close and careful reading of the text at hand*. If you have not done the reading, and done so carefully, you will serve the community better with your silence than with your speech.

**Punctuality and Maturity:** It is also essential to arrive to class *on time* and *to remain in the classroom until the end of the session*. Nothing is less conducive to concentration than people *wandering in and out of class* to check text messages, grab a bite, use the restroom, etc. Adults are generally capable of sitting in one place for ninety minutes. If this is not possible for you (barring a sudden case of food poisoning or something else of that magnitude and rarity), please speak to me in advance.

**Food and Drink:** Feel free to bring water or another non-alcoholic beverage to class. It should not be necessary to bring food into the classroom. But if you must bring breakfast with you on occasion, please bring something relatively odor-free and eat it with as little paper crumpling and other noise as possible.

**Electronic Devices:** *The use of laptops, cell phones, and other electronic equipment will not be tolerated*. Leave these items at home or turn them off and stow them entirely out of sight in the classroom. With the help of Disability Services, exceptions can be negotiated for students who require technology for help with learning or other disabilities. But these negotiations need to take place in advance of any classroom use.

**Office Hours and E-mail:** Whittier faculty set aside a remarkable number of hours per week to meet with students in their offices--and most of us much prefer such face-to-face interaction. Such interaction is not only more in keeping with our Quaker values, but is more efficient as well. I offer office hours by appointment in addition to my regularly scheduled hours, in order to make this interaction possible for students, and it is one of the "values added" of a Whittier education.

Nonetheless, a trend has developed lately toward e-mail as many students' preferred method of interaction with faculty, and sometimes work schedules, etc., make such interaction necessary. If you must use e-mail (preferably in addition to personal contact), *please consider your audience and treat your e-mails as the professional correspondence they actually are*. You can help your case immensely with a truly descriptive entry on the subject line (not just "Hello") and with an appropriate salutation (e.g. "Dear Professor Furman-Adams"). For most professors, either "Dr." or "Professor" is appropriate: one indicates rank, the other degree. "Hey there!" is never the way to address a professor (and "Mrs." "Miss" both have problems that I'd be happy to explain).

I will do my best to respond promptly to your requests, questions, and concerns. But I cannot guarantee a response over the week-end or after the end of the regular school day (about 5:00 p.m.). And, with the volume of e-mail I now receive each day, I cannot be expected to download and respond to drafts of a paper. *Drafts need to be brought in person during office hours*.

#### **ADA Policy:**

If you have any disabling condition that may require some special arrangements in order to meet course requirements, please begin by contacting the **Office of Disability Services**, located on the ground floor of the Library (extension 4825). I will be happy to provide any accommodations regarded by the Director as appropriate, but am not in a position to offer such accommodations independently. Short of actual accommodations, however, please feel welcome to talk with me about anything I can do to help you succeed in the course.

#### **The Final Exam:**

The final examination will be given only at the published time, so plan your departure for the summer accordingly. Plane tickets purchased by students not consulting the schedule (or not informing their families of the schedule) will

not be accepted as an excuse for missing (or rescheduling) the exam. If you should find yourself scheduled for three final exams on a single day, you are (as the *Catalog* notes) entitled to request an adjustment from your professors.

### **The Schedule:**

#### **January**

27 Introduction to the course.

#### **I. Backgrounds to the English Renaissance and Early Modern Period and Literature from the Court of Henry VIII**

#### **February**

1 The Tudor and Stuart Monarchs, Hunter, xxv-xxxii; Introduction to Renaissance English history and literature, 1-16; John Skelton, "Philip Sparrow," 17-34; Sir Thomas Elyot, *The Castell of Health*, 75-80; and William Tyndale, 81-102.

3 Introductions: Women in the Bible; Castiglione's *The Courtier*, selection from Book IV; and Francesco Petrarch's *Canzonere* (SR).

**Extra Credit Opportunity:** Julie Henderson's all-female production of Shakespeare's *Taming of the Shrew*, February 3 and 4 (8:00 p.m.); February 5 (4:00 p.m.). Free. *For attendance credit, write a one-page review.*

8 Sir Thomas Wyatt, Introduction, 119; Psalm 51, 122-24; Poems from *Tottel's Miscellany*, 125-30; and Henry Howard, Earl of Surrey, Introduction, 145-46; Psalm 55, 152-55; Poems, 153-56.

10 John Foxe, "The Martyrdom of Anne Askew" from *Acts and Monuments*, 160-76; Richard Mulcaster, "That young maidens are to be set to learning" from *Positions*, 177-83; and Selections from *The Book of Common Prayer*, 223-32.

#### **II. Literature from the Court of Elizabeth I**

15 Queen Elizabeth I, 189-97; Robert Southwell, 640-43; and George Gascoigne, Introduction, 198, and "Gascoigne's Goodnight," 202-203.

17 Sir Philip Sidney, Introduction, 508-509; *The Defense of Poesy*, 510-42.

22 Sidney, *Astrophil and Stella*, 542-73; Sonnets, 579-80; and Psalm 23, 582-83.

24 Mary Sidney Herbert, Countess of Pembroke, Introduction, 644; "To the Angel Spirit," 645-47; and Psalm 44, 647-48; Thomas Campion, 780-87. First analysis and response paper due.

#### **March**

1 Edmund Spenser, Introduction, 233-35; *The Amoretti*, 242-53, and *Epithalamion*, 253-65.

3 Spenser, "Aprill" from *The Shepheardes Calender*, 235-42; "Letter to Raleigh" from *The Faerie Queene*, 265-67; and *Faerie Queene*, Book II, Cantos 1 and 7, 267-300.

8 *Faerie Queene*, Book II, Cantos 9-10 and 12, 300-355; "Mutability Cantos," 355-83.

10 Christopher Marlowe, Introduction, 678-79; *Hero and Leander*, 679-98; "The Passionate Shepherd to his Love," 703; Sir Walter Raleigh, Introduction, 491-92; Poems, 492-95.

15 William Shakespeare, Introduction, 704-705; *The Rape of Lucrece*, 705-52.

17 Shakespeare, Sonnets, 752-79. Second analysis and response paper due.

### **III. Literature from the Court of James I**

22 Lady Mary (Sidney) Wroth, Introduction, 960-61; *Pamphila to Amphilanthus*, 961-85.

24 Midterm Exam.

### **Spring Break, March 26-April 3**

#### **April**

5 Sir Francis Bacon, Introduction, 597-98; from *The Advancement of Learning*, 598-604; "Of Truth," 604-606; "Of Nature in Men," "Of Studies," and "Of Vicissitude of Things," 611-16; *New Atlantis*, 616-39.

7 Aemilia Lanyer, Introduction, 814-15; *Salve Deus Rex Judaeorum*, 815-60; "To Cook-ham" (SR).

12 Ben Jonson, Introduction, 861-62; Epigrams xi-cxviii, 862-69; *The Forest*, 874-79; *Underwoods*, 879-84; "To the Memory of Shakespeare," 890-92.

14 John Donne, Introduction, 893-94; *Songs and Sonnets*, 894-907; Elegies 8 and 9, 907-909; Holy Sonnets and "Good Friday, 1613," 920-22.

### **IV. Literature from the Court of Charles I**

19 Katherine Philips (SR); George Wither and Seventeenth-Century Emblems, 998-1006.

21 George Herbert, 1007-25; Richard Crashaw; and Henry Vaughan (SR).

26 Robert Herrick, Richard Lovelace, Edmund Waller (SR).

28 Andrew Marvell (SR).

#### **May**

3 John Milton (SR). Final Paper due.

4 (Wednesday) Reading Day.

7 (Saturday) 8:00-10:00 a.m. Final Exam.

