

Western University
Department of English & Writing Studies
English 3224E (001): Renaissance Literature

Monday 3.30-5.30, Wednesday 3.30-4.30

Physics & Astronomy Building, Rm. 150

INSTRUCTOR: James Purkis

CONTACT: Arts and Humanities 3G01; jpurkis@uwo.ca; ext. 85835.

OFFICE HOURS: Wed 1.30-2.30, Fri 12.30-1.30, and by appointment

EMAIL POLICY: Weekdays within 24 hours; weekends occasional. It is almost always better to discuss intellectual questions in person (see Office Hours).

TEACHING ASSISTANT: David Carlton

OFFICE HOUR: TBA

TEXTBOOK: *The Norton Anthology of English Literature: Volume B, The Sixteenth Century and the Early Seventeenth Century*, gen. ed. by Stephen Greenblatt, is available from the Campus Bookstore.

LEARNING OBJECTIVES: Students will learn to:

read the literature as participant in the culture in which it was first written, addressing matters of subjectivity, sexuality, nationality, “race”, revolt, gender, history, and literary tradition;
develop writing skills, including the formulation of arguments, the use of textual support and analysis, and the incorporation of critical work into essays;
improve oral communication skills through class discussion.

ASSIGNMENTS (see below for descriptions):

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|--------------------|-----|--|
| Essay One | 20% | due Dec 1 |
| Essay Two | 25% | due Apr 6 |
| Discussion points | 15% | 4 over the year |
| Commonplace book | 5% | compiled over the year; submitted Oct8, Feb 11, April 8 |
| Final Exam (3 hrs) | 35% | final exam period |

REQUISITES, PLAGIARISM, ACCOMMODATION, &C.:

Senior courses numbered 2200 and above require a 1.0 course in English at the first-year level.

Students must pass *both* term work and the final examination (in courses with final examinations) in order to pass the course. Students who fail the final examination (regardless of their term mark) automatically fail the course.

The Academic Calendar states: “Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.”

Senate Statement on Plagiarism: “Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offense Policy in the Western Academic Calendar). Plagiarism checking: The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their work in electronic form for plagiarism checking.”

Please attend to the statement on plagiarism on the “information for students” sheet.

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth (either alone or in combination) 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.

Documentation shall be submitted, as soon as possible, to the Office of the Dean of the student’s Faculty of registration, together with a request for relief specifying the nature of the accommodation being requested. The Student Medical Certificate (SMC) can be found at:

<http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf>.

The full policy is set out here:

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

Students who are in emotional/mental distress should refer to MentalHealth@Western:

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

PROGRAMME (WHICH MAY BE SUBJECT TO MINOR REVISION):

Sep 8 Introductory class.

▣ TUDOR AND ELIZABETHAN LOVE POETRY

◆ EARLY LYRIC AND SONNETS: WYATT AND HOWARD

Sep 10 **Wyatt**, 'They flee from me*', 'The Lover Showeth How He Is Forsaken...'; 'Who list his wealth and ease retain', 'Blame not my lute'*, 'My lute, awake!'*

Sep 15 **Wyatt**, 'The long love that in my thought doth harbour*', 'Whoso list to hunt*', 'I find no peace'

Spenser, 'Sonnet 34'

Howard (Surrey), 'The soote season*', 'Love, that doth reign and live within my thought*', 'So cruel prison how could betide'

Sep 17 *As above*

◆ EARLY LYRIC AND SONNETS: PHILIP SIDNEY

Sep 22 **Sidney**, from *Astrophil and Stella*: 1*, 2, 3*, 9*, 20, 27, 47, 52, 71*, 91, 108, 'Fourth Song'.

Sep 24 *As above*

◆ SHAKESPEARE'S SONNETS, AND OTHER DEVIATIONS AND DERIVATIVES

Sep 29 **Shakespeare**, Sonnets 1*, 3, 12, 15, 18, 19, 20*, 23, 29*, 30, 33, 35, 55, 60, 62, 65, 71, 73, 74, 80, 85, 87, 93, 94, 97, 98, 105, 106, 107, 110, 116, 126, 127, 128, 129*, 130*, 135, 138*, 144, 146*, 147, 152

Oct 1 *As above*

Oct 6 **DISCUSSION SESSION**

AND, **Campion**, 'I care not for these ladies'

Constable, from *Diana* 6.2

Daniel, from *Delia* 9*, 32, 33*

Davies, from *Gulling Sonnets* 5

Drayton, from *Idea* 6*, 8, 50, 61*

Oct 8 *As above*

{Oct 13 THANKSGIVING: NO CLASS}

◆ FURTHER DECLARATIONS OF LOVE

Oct 15 **Marlowe**, 'Hero and Leander'*

Oct 20 *As above*

Oct 22 **Barnfield**, from *Cynthia* 9*, 11*; 'The Affectionate Shepherd'*

▣ TUDOR AND ELIZABETHAN PROSE

◆ POLITICS

Oct 27 **More**, *Utopia**

Oct 29 *As above*

Nov 3 *As above* **DISCUSSION SESSION**

Nov 5 *As above*

◆ POETICS

Nov 10 **Sidney**, *The Defense of Poesy**

Nov 12 *As above*

◆ GENDER DEBATE LITERATURE (INTO THE STUART PERIOD)

Nov 17 **Juan Luis Vives**, from *The Instruction of a Christian Woman*

Gouge, from *Of Domestical Duties*I*

Swetnam, from *The Arraignment...II**

Speght, from *A Muzzele for Melastomus**

Nov 19 *As above*

Nov 24 **Lanyer**, from *Salve Deus Rex Judaeorum* 'To the Doubtful Reader*', 'To the Queen's Most Excellent Majesty', 'To the Virtuous Reader*', 'Eve's Apology in Defense of Women'*; 'The Description of Cookham'*

Nov 26 *As above*

Dec 1 *As above*

FIRST ESSAY DUE

Dec 3 Remainders and reminders

{VACATION (HAVE A GOOD ONE!)}

▣ THE SEVENTEENTH CENTURY

◆ DONNE

Jan 5 **Donne**, from *Songs and Sonnets*: 'The Flea*', 'The Good-Morrow*', 'The Undertaking', 'The Sun Rising*', 'The Indifferent*', 'The Canonization*', 'Break of Day*', 'Air and Angels', 'A Valediction: Forbidding Mourning*', 'Love's Alchemy*', 'The Ecstasy'*

Jan 7 *As above*

Jan 12 **Donne**, 'Elegy 16: On His Mistress*', 'Elegy 19: To His Mistress Going To Bed*', 'Sappho to Philaenis'*

Jan 14 *As above*

- ◆ OTHER 'METAPHYSICAL' POETS AND/OR NEO-PLATONIC LOVE
- Jan 19 **Marvell**, 'To His Coy Mistress*', 'The Bermudas', 'A Dialogue Between the Soul and Body*'.
Herrick, 'Corinna's Going A-Maying*', 'To the Virgins, to Make Much of Time', 'Upon the Nipples of Julia's Breast',
Carew, 'A Rapture*'
Vaughan, 'The Retreat*'
- Jan 21 *As above*
 ◆ COUNTRY HOUSES, AGRICULTURE, HOSPITALITY
- Jan 26 **Carew**, 'To Saxham*'
Cavendish, 'The Hunting of the Hare*'
Herrick, 'The Hock-Cart, or Harvest Home*', 'Fresh Cheese and Cream'
Jonson, 'To Penshurst*', 'Inviting a Friend to Supper*', 'The Praises of a Country Life'.
Marvell, 'The Mower Against Gardens*', 'The Nymph Complaining for the Death of Her Fawn'
- Jan 28 *As above*
- Feb 2 *As above* **DISCUSSION SESSION**
 ◆ FAITH AND DEVOTION
- Feb 4 **Herbert**, 'The Pilgrimage*', 'The Holdfast', 'The Flower*'
Vaughan, 'Regeneration*', 'The Retreat'
- Feb 9 **Herbert**, 'Easter Wings*', 'The Alter*', 'Jordan (I)', 'The Windows'
Donne, Holy Sonnets: 1*, 5*, 7, 9, 10*, 11, 13, 14*, 17*, 18*, 19*
- Feb 11 *As above*
 {Feb 16 – 20 READING WEEK. NO CLASSES}
 ◆ FEMALE AND FAMILIAL DEVOTION
- Feb 23 **Philips**, 'A Married State*', 'Upon the Double Murder of King Charles', 'Friendship's Mystery, To My Dearest *Lucasia**', 'To Mrs. M. A. at Parting*', 'Orinda to Lucasia*', 'Orinda to Lucasia Parting*', 'On the Death of My First and Dearest Child, Hector Philips'
Jonson, 'On My First Son*', 'On My First Daughter'
- Feb 25 *As above*

- Mar 2 **Wroth**, from *Pamphilia to Amphilanthus* 1*, 16*, 25, 28*, 39, 40*, 64, 68, 74 (Song)*. From *A Crown of Sonnets Dedicated to Love* 77*, 103*
- Mar 4 *As above*
 ◆ BACON
- Mar 9 **Bacon**, from *Essays*: 'Of Truth*', 'Of Marriage and Single Life*', 'Of Great Place*', 'Of Superstition*', 'Of Plantations', 'Of Negotiating', 'Of Studies*', 'Of Friendship*'
- Mar 11 *As above*
 ◆ MILTON
- Mar 16 **DISCUSSION SESSION**
 AND **Milton**, Sonnets 'How Soon Hath Time*', 'On the New Faces of Conscience under the Long Parliament', 'To the Lord General Cromwell, May 1652*', 'When I consider How My Light Is Spent*', 'On the Late Massacre in Piedmont', 'Methought I Saw My Late Espoused Saint*'
- Mar 18 **Milton**, *Paradise Lost* *
- Mar 23 *As above*
- Mar 25 *As above*
- Mar 30 *As above*
- Apr 1 *As above*
- Apr 6 *As above*
- Apr 8 Revision Class

SECOND ESSAY DUE

Coursework Assignments:

ESSAY ONE:

A 2,000 word essay. Questions will be given in class four weeks into the semester. Your essay must draw critically on one piece of secondary reading that is relevant to your topic of discussion. Spark notes and its equivalents on the market or internet may be consulted (and if consulted, should be included in your bibliography), but *do not* fulfil this assignment's secondary reading requirement. Please note the warning about plagiarism elsewhere in the course guide – if you're unsure about your scholarly practice, please come and discuss it with your instructor.

The essay must include a bibliography; don't forget to cite your primary reading. While demonstrating a knowledge of relevant criticism is important, formulating a cogent argument, supported with close readings of the text, is essential.

ESSAY TWO:

A 2,500 word essay. Requirements are as above except that your second essay must draw critically on TWO pieces of secondary reading that are relevant to your topic of discussion.

CLASS DISCUSSION:

On four occasions – October 6th, November 3rd, February 2nd, and March 16th – an hour of class time will be devoted to group discussion of written responses. A week before each discussion, I shall set a question arising from the assigned reading. Students will write a short (500 words) response for discussion the following week. In class, students will read their responses to one another and discuss them in a collegial and constructive manner. Students will submit their written response at the end of the class, and up to a page of comments that take on board points raised in discussion. The two elements will be graded 75%/25% respectively. Your best three responses will count.

COMMONPLACE BOOK:

[T]here scarcely can be a thing more useful, even to ancient, and popular sciences, than a solid and good aid to memory; that is a substantial and learned digest of common places...because it is a counterfeit thing in knowledge, to be forward and pregnant, unless you be withal deep and full; I hold that the diligence and pains in collecting common-places, is of great use and certainty in studying; as that which subministers copy to invention; and contracts the sight of judgement to a strength.

—Francis Bacon, *The Advancement of Learning*

The Commonplace book was a central Renaissance method of gathering and organizing material from reading for use in composition at a later date. While there were many variations in methods of commonplacing, they all involved the consistent practice of collecting excerpts while reading, either by marking the margins of text for later copying or by copying as one read. These quotations were then transferred to a commonplace book in which they were organized by topic. Indeed, the English word “topic” derives from the Greek term for place, *topos*.

The use of commonplaces is derived from the rhetorical practice of invention: the process of finding arguments to support your case in a formal speech. This method became generalized to include the collection of quotations, or *sententiae*, drawn from important authors which might be used for illustration or ornament. There are two important metaphors used to describe the process: bees gathering nectar from flowers and transforming it into honey; and the process of consuming and digesting books (thus *Reader's Digest*). As this tradition evolved during the Renaissance, the aim was to produce a style of writing marked by *copia*—a varied style, with frequent and subtle allusion to classical and scriptural authority, displaying the writer's familiarity with and command of learned and literary culture.

Use of the commonplace book is intended to be a central part of the course, and of each student's reading. During the course you should compile a collection of quotations from the poems that you find interesting or pleasing. You should aim to gather around five quotations each week, for a total of around 120 for the whole year. Each quotation should be assigned to an appropriate topical heading.

The practice of assigning quotations to different headings is an important part of the exercise, because it accustoms you to think in terms of the categories which organized knowledge in the Early Modern period, and, in doing so, guides your reading in the future. You should make your collection either in an exercise book, with separate pages assigned to each topic, or electronically, printed out for submission on the due dates. In either case, you should cite for each commonplace the poem from which it comes. No individual commonplace should be longer than four lines.

Here are a series of basic topics for your commonplace book. Feel free to add to or change the list that you use in order to reflect your own interests.

Faith; Kingship; Virtue; Vice; Love; Nature; Science; Time; Conscience; Reading and Writing; Marriage; Beauty; Fortune; Reason; Truth; Travel; Liberty; Nobility; Family; Single Life; Education; Discipline; Desire; the Body; Doubt; Justice; Friendship; Masculinity; Grief

It is appropriate to list the same quotation under different topical headings if it is relevant to more than one, but that quotation does not count twice towards the total number of quotations you are expected to gather.

You must submit your commonplace book for evaluation October 8th, February 11th and April 8th. The commonplace exercise is worth 5% of your final grade. You will be assessed based upon the number and variety of your quotations and their appropriateness to their assigned topic. I will return your commonplace book at the final exam, where it may be used as a memory aid, quotation reference, etc. Please remember: no individual commonplace should be longer than four lines.

SUBMISSION OF ASSIGNMENTS:

Essays and commonplace books may be submitted in class, given to me in person, sent to me (at the Department) by post or courier, or may be submitted in the Department of English office (Arts and Humanities Building, 2G02). Note that items submitted before 8:30 a.m. in the essay box are stamped with the previous day's date and I accept those datings.

Do *not* put assignments under my office door or email or fax assignments. Assignments submitted in these ways will not be accepted.

Please keep a copy of all assignments submitted.

GRACE DAYS:

You are each given THREE grace days, which you can use all at once, or allocate between your assignments. *PLEASE NOTE, HOWEVER, THAT I AM UNABLE TO ACCEPT ANY ASSIGNMENTS AFTER WEDNESDAY, APRIL 8TH.*

When your grace days are gone, they are gone, and you are faced with a late assignment (see next section).

In view of these days and of the advance notice given for each assignment, further extensions will only be given in accordance with the statement on academic accommodation on the first page of this guide.

LATE ASSIGNMENTS.

If you submit an assignment after the due date (plus whatever grace days you have remaining) but within two weeks of it, the grade will be reduced by a penalty of two marks (2%) for each calendar day that it is late. The arrangements for date-stamping essays in the Department of English essay box are accepted for late essays.

PAPERS SUBMITTED MORE THAN TWO WEEKS AFTER THE DUE DATE WILL NOT BE ACCEPTED UNLESS ACADEMIC ACCOMMODATION HAS BEEN AGREED IN ACCORDANCE WITH THE STATEMENT ON PAGE 1. *AGAIN, PLEASE NOTE THAT I AM UNABLE TO ACCEPT ANY ASSIGNMENTS AFTER WEDNESDAY, APRIL 8TH.*