

Department of English & Writing Studies
Pain and Suffering in Renaissance Literature
English 3329G (001)
Winter 2019

Instructor: Dr. J. Johnston
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Office Hrs: Wed. 9:30-12:30 (UC 2429)

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Office Hrs: Mon. 1-2 (UC 3401)

Course Times and Location: Mon. 2:30-4:30, Wed. 2:30-3:30 in AHB 2B04

Antirequisite(s): The former English 2304E.

Prerequisite(s): At least 60% in 1.0 of English 1020E or English 1022E or English 1024E or English 1035E or English 1036E or English 1042E or both of English 1027 F/G and English 1028 F/G, or by permission of the Department.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course, and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Description

Must one suffer to create? This course explores various and recurrent ways in which pain and suffering presented early modern writers with compelling ways of defining, understanding, and mediating one's relationship to others, whether that relationship was political, amorous, or confessional in nature. Elaine Scarry's now thirty-year old book *The Body in Pain* offers a seminal discussion of how pain is something both fundamentally resistant to and powerfully productive of language. With some of Scarry's most important insights as a starting point, this course surveys a variety of key sixteenth and early seventeenth-century writers and literary forms to identify and interrogate varied, often fraught relationships between the profoundly private experience of suffering and the inherently public nature of the language that documents such an experience.

In terms of broader historical context, our engagements with and discussions of early modern texts will necessarily take into account the nature of those texts as culturally embedded artefacts. To that end, we will come to see how they almost invariably (and often self-consciously) register tensions and anxieties that reproduce, contribute to, and comment on aspects of various social, political, scientific, and religious upheavals that defined the later sixteenth and early seventeenth centuries.

Objectives:

By the end of this course, successful students should be able to:

- Offer an understanding of the importance of historical/national perspectives, and how the construction and consumption of material culture are products of time, events and context;

- Explain how the dominant representational/imaginative material in a historical period (here the early modern period) may be used to signify social status, subjectivity, cultural identity, gender and sexuality, race and ethnicity, political power, and state nationalism;
- Describe and explain the literary and aesthetic expectations of a variety of early modern genres;
- Continue developing research skills with a view both to augmenting their knowledge of early modern literature and culture and to incorporating the results of their research into essays and other assignments;
- Develop a capacity to engage critically with relevant scholarly literature, assessing the relative merits of published arguments in essays and other written/oral assignments, and articulating their own complex arguments within the context of a particular, ongoing scholarly and theoretical discussion

Course Texts

Black, Joseph et al, eds. *The Broadview Anthology of British Literature: The Renaissance and the Early Seventeenth Century*. 3rd ed. Vol. 2. Peterborough: Broadview, 2017. (BA)

[Note: you will also need access to the *Broadview Anthology of British Literature* website (www.broadviewpress.com/BABL), a passcode for which is provided when you purchase the anthology.]

Crashaw, Richard. "The Flaming Heart." 1646.

[online: http://www.gutenberg.org/files/38549/38549-h/38549-h.htm#THE_FLAMING_HEART]

Donne, John. "Meditation 4." *Devotions Upon Emergent Occasions*. 1624.

[online: <http://www.luminarium.org/sevenlit/donne/meditation4.htm>]

Munday, Anthony. *The English Romayne Lyfe*. 1582. [via EEBO through Western Libraries]

Nashe, Thomas. *The Unfortunate Traveller and Other Works*. Ed. J.B. Steane. London: Penguin, 1985. (UT)

Per the schedule of readings below, from time to time there will also be some short poems assigned that I will upload to an "Additional Course Readings" folder under "Resources" on OWL.

Methods of Evaluation

The grade for the course will be arrived at as follows:

Learning Cell Assignment 1 (500 words)	10% (due Jan. 28)
Learning Cell Assignment 2 (750 words)	15% (due Feb. 11)
Research Proposal and Annotated Bibliography	10% (due Mar. 11)
Research Essay (2500 words)	25% (due Apr. 8)
Midterm Test	10% (Feb. 25)
Final Exam	30% (April; date TBA)

All written assignments are required to follow current MLA standards for citation, documentation, and formatting. **Assignments are due in-class (and uploaded to Turnitin through OWL) on the date specified.** Unless we have negotiated an extension, **late assignments will be penalized a full letter grade, if they are accepted at all.** You must approach me for extensions well ahead of the due date; they are not automatic.

If necessary, you may submit written assignments to the English Department Drop Box outside of UC 2401, making sure you include your instructor's name and your course/section number. However, do not email assignments or slide them under our office doors. Also, note that you are responsible for keeping copies of all assignments submitted.

A note on attendance: Obviously, attendance at lecture is necessary and expected. Excessive absenteeism is grounds for debarring a student from taking the final examination. Senate policy states the following: "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."

If you have good reasons for waiving an absence, discuss these with your instructor within one week of that absence. If your absence is extended and prolonged, then you should discuss it with your academic advisor in your home faculty, who may require documentation. Please refer to the section on Accommodation below.

A note on electronic devices in the classroom: While laptops or tablets are certainly encouraged for note-taking purposes, **cell phones are not permitted to be at hand or anywhere in view during class.** All phones must be turned off and kept in knapsacks/purses until class has concluded. If I feel that this classroom expectation regarding cell phones is not being respected, I reserve the right to ban all electronics from class for the remainder of term.

Students are fully responsible for looking at and being familiar with the information posted on the English Department website at <http://www.uwo.ca/english/undergraduate/Student%20Information.html>

Accommodation

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 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 UWO Policy on Accommodation for Medical Illness and further information regarding this policy can be found at http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Downloadable Student Medical Certificate (SMC):

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy,

specifically, the definition of what constitutes a Scholastic Offence, at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or passage 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 offence.

Plagiarism Checking:

All required papers will be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com <http://www.turnitin.com>.

All instances of plagiarism will be reported to the Chair of Undergraduate Studies. Proven cases of plagiarism will result in a grade of zero for the assignment. Subsequent offences will result in failure for the course.

Support Services

Registrarial Services <http://www.registrar.uwo.ca>

Student Support Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Services provided by the USC <http://westernusc.ca/services/>

Student Development Centre <http://www.sdc.uwo.ca/>

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.

Schedule of Lectures/Discussions and Assigned Readings

Jan. 7	Introduction to the course
Jan. 9	Definitions, Ideas, Historical Contexts
I. The Pain of Desire	
Jan. 14	Petrarch: Rima 134 (BA 128), Rima 140 (BA 129), Rima 190 (BA 130) Wyatt: "I find no peace...", "Whoso list to hunt..." (on OWL), "The long love ...", "Farewell, Love..." (BA 114), "They flee from me" (BA 115); Surrey: "Love, that doth reign ..." (BA 123) [Learning Cell 1 Assigned]
Jan. 16	Sidney: from <i>Astrophil and Stella</i> , Sonnet 1 (BA 332), Sonnet 6, 15 (on OWL), Sonnet 45 (BA 335)

Jan. 21	Sidney: Sonnet 52 (BA 336), Sonnet 61 (BA 337), Sonnet 108 (BA 341); Shakespeare: Sonnet 130 (BA 685); Campion: “There is a garden in her face” (on OWL)
Jan. 23	Wroth: from <i>Pamphilia to Amphilanthus</i> , Sonnet 6 (BA 890), Sonnet 14 (BA 891), Sonnet 77 (BA 892)
Jan. 28	Donne: from <i>Holy Sonnets</i> , Sonnet 13 (BA 830), Sonnet 14 and 19 (BA 832); Herbert: “Affliction” (BA 911), “Jordan (1)” (BA 912), “Jordan (2)” (BA 916), “The Collar” (BA 918) [Learning Cell 1 Due; Learning Cell 2 Assigned]
Jan. 30	Lock: from <i>A Meditation of a Penitent Sinner</i> , “The Preface, Expressing the Passioned Mind of the Penitent Sinner” (BA online), “Long have I heard ...” and “Look on me ...” (BA 133)
II. The Spectacle and Contemplation of Suffering	
Feb. 4	Southwell: “His Circumcision” (BA 572), “Christ’s Bloody Sweat” (BA 573), “The Burning Babe” (BA 575); Crashaw: “The Flaming Heart” (online); Donne: “Hymn to God, My God, in My Sickness” (BA 834)
Feb. 6	Donne: from <i>Devotions</i> , “Meditation 4” (online), “Meditation 17” (BA 835)
Feb. 11	Dekker: from “News from Graves-end: Sent to Nobody” (BA online), from “The Wonderful Year” (BA 798); Nashe: from <i>Summer’s Last Will</i> , “Adieu, farewell earth’s bliss” (UT 195); from <i>The Unfortunate Traveller</i> , “The Introduction...” (UT 252-4) and Wilton’s Roman narrative (326-70) [Learning Cell 2 Due; Research Essay Assigned]
Feb. 13	Nashe: <i>The Unfortunate Traveller</i> , cont. (UT 326-70)
Feb. 25	Midterm Test
III. The Heroism of Suffering	
Feb. 27	Lanyer: from <i>Salve Deus Rex Judaeorum</i> , “Invocation” and “Eve’s Apology” (BA 453)
Mar. 4	Askew: from “The First Examination of Anne Askew” (BA 89); Foxe: from <i>Acts and Monuments</i> (BA 90); Munday: from <i>The English Romaine Lyfe</i> , “A true Report, of the Christian suffering, and mercilesse martirdome, of one Richard Atkins” (online); Spenser: <i>The Faerie Queene</i> Book 1, Canto 1 (BA 194-202)
Mar. 6	Spenser: <i>The Faerie Queene</i> Book 1, Cantos 1-2 (BA 194-208)

Mar. 11	Spenser: <i>The Faerie Queene</i> Book 1, Cantos 3-7 (BA 208-42) [Research Proposal and Annotated Bibliography Due]
Mar. 13	Spenser: <i>The Faerie Queene</i> Book 1, Cantos 8-12 (BA 242-77)
IV. The Pain of Loss	
Mar. 18	Donne: "A Valediction: of Weeping" (BA 813), "A Valediction: Forbidding Mourning" (BA 816); Lanyer: "The Description of Cookeham" (BA 454); Surrey: "So Cruel Prison How Could Betide" (BA 124); Elizabeth I: "On Monsieur's Departure" (BA 400)
Mar. 20	Milton: "Lycidas" (BA 976); Jonson: "On My First Daughter" and "On My First Son" (BA 719)
Mar. 25	Jonson: "To the Memory of My Beloved..." (BA 723); Surrey: "Wyatt Resteth Here" (BA 125); Carew: "An Elegy upon the Death of the Dean of Paul's, Dr. John Donne" (BA 953)
Mar. 27	Herrick: "The Bad Season Makes the Poet Sad" (on OWL), "To the Virgins, to Make Much of Time" (BA 906); Lovelace: "The Grasshopper" (on OWL), "To Althea, From Prison" (BA 958)
Apr. 1	Phillips: Upon the Double Murder of King Charles (BA 948); Marvell: "The Mower against Gardens" (BA 927), "Damon the Mower" (BA 928), "The Mower's Song" (on OWL)
Apr. 3	TBA
Apr. 8	Concluding thoughts and exam review [Research Essay Due]

