

**Western University**  
**Department of English and Writing Studies, Winter 2018**  
**English 9159B: Ways of Reading in Early Modern England:**  
**Places, Practices, Processes**  
**Friday, 9:30-12:30, Room: LWH2210**

**Instructor:** Dr. Scott Schofield  
**Phone:** 519-438-7224 ext. 221  
**Office:** Huron University College, V129  
**Office Hours:** Thurs. 12:30-2:30, or by appointment  
**Email:** [sschofi4@uwo.ca](mailto:sschofi4@uwo.ca)

What might we learn from a more focused study of readers and their books in early modern England? How might contemporary reading practices such as commonplacing, interleaving, and annotating influence the way we analyze and conceptualize even the most familiar of literary genres? How might early modern conceptions of physical space and the body shape our understanding of how books were experienced? What might a closer study of the early page, both in manuscript and print, teach us about how literature is organized and navigated? Finally, how have recent digital initiatives attempted to illustrate and reconstruct the places, practices and processes of early modern reading?

These are just some of the questions we will consider in a course that surveys a range of literary and non-literary works produced between 1580-1650. Literary authors to be studied include: Donne, Lanyer, Jonson, Milton, Shakespeare and Wroth. In order to better understand early modern media, students will work with a number of digital archives as well as the rare books and manuscripts at Western Library's Special Collections. Students will also be given the opportunity to emulate early modern reading practices.

**Texts (available in the bookstore):**

Anon. *Eikon Basilike*, ed. Jim Daems and Holly Faith Nelson (Peterborough: Broadview, 2005).  
 William Shakespeare, *Hamlet*, ed. Ann Thompson and Neil Taylor (London: Arden-Bloomsbury, rev. ed., 2016)  
 William Shakespeare, *Richard II*, ed. Anthony B. Dawson and Paul Yachnin (Oxford: Oxford UP, 2011).  
 William Shakespeare, *The Complete Sonnets and Poems*, ed. Colin Burrow (Oxford: Oxford UP, rev. ed. 2008).

**All other primary and secondary readings are either PDFs or digital links. See Syllabus and OWL.**

## Assignments:

**Participation: 10%**

**Seminar 1: (20 minutes) 15%**

**Seminar 2: (20 minutes) 15%**

**Rare Book Assignment: (1000-1500 words) 10%**

**Commonplace Book and Write-up: (Write-up 1000 words) 15%**

**Final paper proposal/bibliography: (500-750 words) 5%**

**Final Research Paper: (4000-4500 words) 30%**

### **Participation: (10%)**

This grade is based on your ongoing participation in class discussions. Come prepared to discuss and examine both primary and secondary texts in detail. Please be sure to bring both primary and secondary texts, and when we're looking at online texts, bring along your laptop.

**Note:** Repeated absences (i.e., more than 3 missed classes without legitimate medical or personal reasons) means that you will forfeit this portion of your grade.

### **Seminar Presentation/Moderation (15% each)**

**Due Date: Sign up- varied due dates.**

Each seminar participant will be responsible for two different presentations: one will focus on one or more of the week's readings, while the other will be on a larger historical theme, concept or genre. These second presentations, what I am calling Early Modern Contexts, will be discussed in more detail during the first class. Sign up for the presentations will take place during the first week. For both presentations, students will produce a 20-minute talk with a clear argument based on close analysis of textual evidence as found in both primary and secondary readings. Presenters should produce a handout to the class with key concepts, quotations, images and a short bibliography of five works (articles, chapters, sites etc. not found on the syllabus). The handout should also contain a central, preliminary question for us to consider as we listen to the presentation.

### **Rare Book Assignment: Materiality and Reading (10%)**

**Due Date: January 26th**

For this assignment, each student will work at the Western Archives with a different English rare book published between 1580-1650. In particular, students will produce an argument on how aspects of the material book (e.g. typography, notes, headings, illustrations, indexes etc.) inform/shape how the book could be navigated, used, and read. More details to follow.

### **Commonplace Book and Write-up (15%)**

**Due Date: March 2nd**

Over the first six weeks of the course, students will produce their own commonplace book with handwritten notes. Each week they will record 6 excerpts from the week's primary and secondary readings under various heads (i.e. subjects), and at the end of the six-week period they will produce a short comparative argument centred on one of their heads. A more detailed version of the assignment will be posted on OWL.

**Research Paper Proposal 5% (500-750 words)****Due Date: March 16<sup>th</sup>**

Proposals for the final research paper should explain what (i.e. primary works) you plan to write on, how (i.e. your methodology) you plan to design your argument, and some indication of why (i.e. significance) what you plan to write on matters. The proposal should be seen as an informed gesture to what you will write on as you are likely to modify your trajectory in the period between the proposal and the final paper. In addition to providing the what/how/why of your paper, please include three secondary sources you plan to consult for the paper.

**Research Paper 30% (4000-4500 words)****Due Date: April 6<sup>th</sup>**

The final, well-argued research paper should concentrate on one or more of the primary readings from the course and be grounded in significant secondary research (10 or more sources). Students may use one of their seminar papers as the *basis* for their final paper so long as they attempt to revise and elaborate on their earlier investigation.

**Weekly Readings (All Required):****Jan. 12: Introduction**

**Note:** The second and third hours to be held at Western Archives and read. More details to follow.

**Jan 19:****Primary Readings:**

William Shakespeare, *Sonnets* (1609). (**Oxford edition – bookstore**)

**Secondary Readings:**

Bruce R. Smith. “How Should One Read a Shakespeare Sonnet?” in *Phenomenal Shakespeare* (Wiley-Blackwell, 2010) pp. 32-81. **Online and Reserve (Huron).**

Faith Acker. “John Benson’s 1640 Poems and its Literary Precedents.” in *Canonising Shakespeare: Stationers and the Book Trade*, ed. Emma Depledge and Peter Kirwan. Cambridge: Cambridge University Press, 2017, 89-106. **Online and Reserve (Huron).**

Sonnet Project NYC (selections)

<http://sonnetprojectnyc.com>

**Jan 26: Rare Book Assignment Due (10%). Upload on OWL.****Primary Readings:**

Mary Wroth, *Pamphilia to Amphilanthus* (ms. version c. 1602-1613). **Online**

Latrobe Electronic edition: <http://wroth.latrobe.edu.au/row-001.html>

**Secondary Readings:**

Iiona Bell. "The Autograph Manuscript of Mary Wroth's *Pamphilia to Amphilanthus*" in *Re-reading Mary Wroth*, ed. Katherine Larson and Naomi J. Miller with Andrew Strycharski. New York: Palgrave-Macmillan, 2015, 171-192. **PDF and Reserve (Huron).**

**February 2:****Primary Readings:**

John Donne, *Songs and Sonnets* (1633) Online

Full digitized text at Digital Donne Variorum: <http://donne.dh.tamu.edu>

**Secondary Readings:**

Ramie Targoff. "Ch. 2 "Songs and Sonnets" in *John Donne: Body and Soul*. Chicago: University of Chicago Press, 2008, 49-78. **PDF and Reserve (Huron).**

**February 9:****Primary Readings:**

Aemilia Lanyer, *Salve Deus Rex Judaeorum* (1611) Online.

Digitized selections from first edition:

<https://www.bl.uk/collection-items/emilia-laniers-salve-deus-rex-judaeorum-1611>

Full encoded text:

<http://www.luminarium.org/renascence-editions/lanyer1.html>

**Secondary Readings:**

Erin A. McCarthy. "Speculation and Multiple Dedications in *Salve Deus Rex Judaeorum*." *SEL Studies in English Literature 1500-1900* 55, no. 1 (2015): 45-72.

<https://muse.jhu.edu/article/576109>

**February 16:****Primary Readings:**

William Shakespeare, *Richard II* (1)(**Oxford edition – bookstore**)

**Secondary Readings:**

Laura Estill. "*Richard II* and the Book of Life." *SEL Studies in English Literature 1500-1900* 51, no. 2 (2011): 283-303. <https://muse.jhu.edu/article/435190/pdf>

Adrian Streete. "Shakespeare on Golgotha: Political Typology in *Richard II*" in *Protestantism and Drama in Early Modern England*. Cambridge: Cambridge University Press, 2009, 162-199. Online.

<http://books1.scholarsportal.info/viewdoc.html?id=/ebooks/ebooks2/cambridge/2010-09-30/9780521760171&page=174>

**February 19-23: Reading Week****March 2: Commonplace Book and Write-Up (15%) due in class.****Primary Readings:**

William Shakespeare, *Richard II* (2)

**Secondary Readings:**

Cyndia Susan Clegg. "'By the Choise and Inuitation of Al the Realme": Richard II and Elizabethan Press Censorship." *Shakespeare Quarterly* 48, no. 4 (1997): 432-48. doi:10.2307/2871253.

Paul E. J. Hammer. "Shakespeare's *Richard II*, the Play of 7 February 1601, and the Essex Rising." *Shakespeare Quarterly* 59, no. 1 (2008): 1 - 35. <https://muse.jhu.edu/article/233441/summary>

**March 9:**

**Primary Readings:**

William Shakespeare, *Hamlet* (1) (**Arden edition – bookstore**).

**Secondary Readings:**

Zachary Lesser and Peter Stallybrass, "The First Literary *Hamlet* and the Commonplacing of Professional Plays." *Shakespeare Quarterly*, 59, no. 4 (2008): 371-420. [www.jstor.org/stable/40210297](http://www.jstor.org/stable/40210297).

Laura Estill, "Commonplace Markers and Quotation Marks"  
<http://drc.usask.ca/projects/archbook/commonplace.php>

**March 16: Final Research Paper Proposal Due (5%). Upload on OWL.**

**Primary Readings:**

William Shakespeare, *Hamlet* (2)

**Secondary Readings:**

From Margreta De Grazia, "Ch. 4: Generation and Degeneracy" in *Hamlet without Hamlet* Cambridge: Cambridge University Press, 2007. 81-128. **PDF**

**March 23:**

**Primary Readings:**

Anon. *Eikon Basilike* (1649) (**Broadview edition – bookstore**).

**Secondary Readings:**

Laura Lunger Knoppers, "Chapter 3: Material legacies: Family Matters in *Eikon Basilike* and *Eikonoklastes*" in *Politicizing Domesticity from Henrietta to Maria to Milton's Eve*. Cambridge: Cambridge University Press, 2011. 68-93. **PDF**.

Robert Wilcher, "*Eikon Basilike*: The Printing, Composition, Strategy, and Impact of 'The King's Book'." In *The Oxford Handbook of Literature and the English Revolution*: Oxford: Oxford University Press, 2012. <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199560608.001.0001/oxfordhb-9780199560608-e-16>. **Online**.

**March 30: Good Friday – no class**

**April 6: Final Paper Due (30%). Upload on OWL.****Primary Readings:**

John Milton, *Eikonoklastes* (1649) selections (**Broadview edition – bookstore**).

**Secondary Readings:**

Bianca F.-C. Clabresi, "His idoliz'd book": Milton, Blood, and Rubrication" in *The Book in History, the Book as History : New Intersections of the Material Text: Essays in Honor of David Scott Kastan*, ed. Heidi Brayman, Jesse M. Lander, and Zachary Lesser. (Yale University Press, 2016) 207-231.

**PDF and Reserve (Huron).**

**Note: Additional recommended readings will be posted and/or discussed throughout the course.**

**Statement on 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 the following Website: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

**Graduate Course Health and Wellness**

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. for example, please check out the Faculty of Music web page <http://www.music.uwo.ca/>, and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>. Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>. Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at [http://www.health.uwo.ca/mental\\_health/resources.html](http://www.health.uwo.ca/mental_health/resources.html).