

MARLOWE AND MILTON 9183

Mondays 3.30-6.20 UC 4401

John Leonard, FRSC, Distinguished University Professor

jleonard@uwo.ca Office Hours TBA

NB. I shall do my best to answer emails promptly, but I do not answer emails in the evenings or weekends.

The course will follow this sequence of classes. It can be tweaked to accommodate student interest, but I anticipate the class schedule will follow this outline fairly closely.

FALL TERM

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| September 12 | Introduction. Marlowe's life. "Come Live with Me." Milton's life. |
| September 19 | Milton. <i>Nativity Ode</i> , "L'Allegro" and "Il Penseroso," "Sonnet 7," "Lycidas." |
| September 26 | Marlowe, <i>Hero and Leander</i> . |
| October 3 | Milton, <i>A Masque Presented at Ludlow Castle</i> . |
| October 10 | Thanksgiving. |
| October 17 | Blank Verse. Marlowe: <i>Tamburlaine Part I</i> , <i>Lucan's First Book</i> . Milton: <i>Paradise Lost books I and II</i> . |
| October 15 | Tamburlaine and Satan. "To entertain divine Zenocrate", "To entertain you two." Cruelty and Mercy. Milton's "Sonnet 8" |
| October 24 | Epic sublimity in <i>Tamburlaine</i> and <i>Paradise Lost</i> , with a special focus on encyclopaedic geography and the epic simile. |
| October 31 | READING WEEK |
| November 7 | Epic or Mock Epic? The War in Heaven and Tamburlaine's chariots. |
| November 14 | Some interpretative problems in Milton's Sonnets. |
| November 21 | Free Will vs Predestination in <i>Doctor Faustus</i> and <i>Paradise Lost</i> . |
| November 28 | Astronomy and Cosmology in <i>Doctor Faustus</i> and <i>Paradise Lost</i> . |
| December 5 | "Let me have a wife." Adam and Faustus, Eve and Helen of Troy. Milton's "Sonnet 19." Short Essay due. |

WINTER TERM

January 9	<i>Paradise Lost</i> . The temptation and fall of Eve.
January 16	<i>Paradise Lost</i> . The temptation and fall of Adam.
January 23	Fortunate Falls? William Empson on Milton and Marlowe. Does Mephistopheles save Faustus? Do Adam and Eve make the right choice?
January 30	Satan in <i>Paradise Regained</i> : “shabby and transparent” or refined gentleman?
February 6	Marlowe, <i>The Jew of Malta</i> . Barabbas as “Son of the Father”.
February 13	<i>Paradise Regained</i> . Jesus as “Son of God.”
February 20	READING WEEK
February 27	Marlowe, Milton and Machiavelli. Is it better to be feared than loved? Was religion invented “to keep men in awe?” Is God the ultimate Machiavellian?
March 6	Marlowe <i>The Massacre at Paris</i> (not in our text). Milton, “Sonnet XV” (“On the late massacre in Piedmont”). Milton <i>Samson Agonistes</i> .
March 13	<i>Samson Agonistes</i> . Modern readers vs old plays. Tragedy, Terror, Terrorism.
March 20	Marlowe, <i>Edward II</i> . “To frolic with my dearest Gaveston.”
March 27	Marlowe, <i>Edward II</i> (conclusion).
April 3	Women in Marlowe and Milton: She-wolves, hyenas and femmes fatales?
April 10.	Conclusions. Long Essay Due

Course Materials

1. John Milton, *Complete Poems*, ed. John Leonard, Penguin 1998 (rev. ed. 2003)
2. Christopher Marlowe, *Doctor Faustus and Other Plays*, ed. David Bevington, Oxford University Press, 1995
3. Christopher Marlowe, *The Complete Poems and Translations*, ed. Stephen Orgel, Penguin, 2007
4. Other secondary essays to be posted on OWL or made available through Leanne’s office

Methods of Evaluation

Each student will be expected to give TWO twenty-minute seminars (one per term). **One week** after the oral delivery, each student will submit a written version (approx. 8 pages double space, the standard length for most conference papers). Each student will also write two essays, one about 3,000 words in length, the other 5,000 words. The essays and seminar papers should all be on different topics. Not necessarily different texts, but different topics. In the course as a whole, you should write on both Marlowe and Milton.

Oral seminar presentation 1:	10%.
Written version of seminar paper 1 (due one week later):	10%.
Oral seminar presentation 2:	10%.
Written version of seminar paper 2 (due one week later):	10%.
Short Essay (approx. 3,000 words, due 5 December):	20%
Long Essay (approx. 5,000 words, due 10 April):	30%
Class participation:	10%

Late assignments will be subject to a late penalty (one mark per day, including weekends).

Learning Outcomes

Marlowe and Milton knew all about those. Doctor Faustus and Eve both trusted instructors who promised spectacular “learning outcomes”: “Go forward, Faustus, in that famous art / Wherein all nature’s treasure is contained / Be thou on earth as Jove is in the sky, / Lord and commander of these elements” (*Doctor Faustus*, B Text, 1.1.73-6); “ye shall be as gods, / Knowing both good and evil as they know” (*Paradise Lost*, 9.708-9). “Learning outcomes” don’t get any better than that, and both will be in this course! (There is the minor detail of a contract to be signed in blood, and some alleged differences between promised and actual outcomes, but we’ll deal with those matters when we come to them.)

SPGS regulation:

“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

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.