English 330A: The Sixteenth Century I

Section 1
TuTh 10-11:20; ML
Fall 2009
Office Hours: Tu 11:30-12, Th 11:30-1:30, or by appointment

Prof. Ken Graham
HH 246; ex.32124
k2graham@uwaterloo.ca

Greville, Selected Poems of Fulke Greville, ed. Thom Gunn (Chicago)
Petrarch, Selections from the Canzoniere and Other Works (Oxford-World’s Classics)
English 330A Course Readings (Courseware Solutions)

Aims of the Course
This class will introduce you to the short poetry written in sixteenth-century England. One aim will be to develop your ability to talk and write about how this poetry is written, as well as about what it says. A second will be to understand how the forms of lyric poetry contribute to the languages of love, politics, religion, and philosophy in early modern England.

Methods, Requirements, and Policies
The class will function primarily as a seminar. We will spend most class time discussing the readings, and regular contributions to the conversation will be encouraged from everyone. Graded work comprises:

1) Class participation. I will expect you to attend conscientiously and to participate in an informed and productive manner. You will need to be prepared for class—to arrive with perceptions and opinions about the assigned poems. Quality is generally more important than quantity, but I am impressed by a willingness to go out on a limb. I am also as interested in the courtesy and respect with which you listen and respond to what others say as in the sharpness of your own perceptions. Attendance and punctuality count. It is your responsibility to inform me promptly of the reasons for an absence if you wish it to be excused. Weight = 10%

2) Short writing assignments (5). Three will be poem analyses of approximately 600 words each. You will choose your favourite poem from those assigned in the three-week period ending on the due date and explain and defend your choice—that is, write an analysis that argues for the poem’s value. The other two will be poems modelled on the poems we read. The first will be modelled on a poem or poems in the first unit, and the second will be modelled on a poem or poems in the second unit. Your poems must be metrical and at least 12 lines long. You will receive credit for each assignment you turn in on time. Weight = 2% x 5 = 10%

3) Two sixty-minute tests. For each, I will assign four or five poems for you to study closely for a week. I will then choose one of these for you to write about in class. The instructions for these tests are on page 4 of this syllabus. Weight = 10% x 2 = 20%

3) A formal essay, 1800-2700 words. The assignment is on page 5 below. Weight = 30%

4) A cumulative final exam, two hours in length. Weight = 30%
Tentative Schedule

Sept. 15 Tu Introduction: Styles of 16th Century Poetry; Marlowe (310); Ralegh (229)

Unit 1: Love Poetry

17 Th Petrarch, “Ascent of Mount Ventoux,” Canzoniere 1, 5, 13, 16, 22, 61, 90
22 Tu Petrarch, Canzoniere 134, 189-90; Wyatt (29-30, 43; Reader, sonnets)
24 Th Wyatt (26-28, 31-36, 38-39; Reader, “Blame not my lute”)
29 Tu Harington (70-71); Gascoigne (116); Ralegh (226, 228, 231-32); Whitney (Reader, “An Admonition”)

Oct. 1 Th Campion (425, 428); Madrigals (437-50); Dowland (527); Ballads (Reader, p.24); poem analysis #1
6 Tu Donne (458, 461, 464-65, 468, 470-71)
8 Th Spenser (143-46); Sidney (154, 156, 159, 163, 168, 171, 176)
12 M Thanksgiving holiday
13 Tu Greville (1, 4, 7, 10, 12, 16, 22, 29, 38, 39, 40)
15 Th Greville (45, 52, 55, 56, 69, 84); poem #1
20 Tu Shakespeare
22 Th Shakespeare; poem analysis #2
27 Tu Shakespeare
29 Th Test #1

Unit 2: Religious, Political, and Philosophical Poetry

Nov. 3 Tu Wyatt (50); Versions of Psalm 32 (Reader)
5 Th Herbert (300-05)
10 Tu Greville (82, 85, 86, 88, 97-100, 103, 105)
12 Th Nashe (435); Donne (454, 469); poem analysis #3
17 Tu Wyatt (37, 40-42, 44, 49, 54); Vaux (78-79); Googe (84-85); Dyer (187)
19 Th Wyatt (51-53); Surrey (65); poem #2
24 Tu Askew (74); Whitney (113; Reader, “To her sister”); Crowley (Reader, all); Ballads (Reader, pp. 46, 78, 81, 228)
26 Th Gascoigne (114-115, 117-120); Certayne notes of Instruction (Reader); Essays due 10 a.m.

Dec. 1 Tu Ralegh (224-25, 227, 230, 233, 240-41); Queen Elizabeth I (107)
3 Th Test #2

Final exam TBA (Exam period begins Dec. 9 and ends Dec. 22)
Class and University Policies

Although in rare cases an electronic submission may show that an assignment has been completed (e.g. a late essay completed on a Saturday), you must turn in a paper copy of all written assignments to receive credit. Late papers will be accepted without penalty only if prior permission has been granted. Otherwise, the penalty will be 2% per day, including weekends. They should be turned in either directly to me or to the English Department’s drop box on the second floor of Hagey Hall.

The Fall semester final exam period is December 9-22. Missed exams may be made up only with a valid medical excuse.

I will normally reply to email messages within 24 hours, weekends excepted. In the case of emails requiring lengthy replies, I may indicate to you that you should see me in person.

Laptop computers and other portable electronic devices may become distractions and so may not normally be used in class.

Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Academic Integrity: in order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, http://www.adm.uwaterloo.ca/insec/Policies/policy70.htm.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, http://www.adm.uwaterloo.ca/insec/Policies/policy71.htm.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, http://www.adm.uwaterloo.ca/insec/Policies/policy72.htm.

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html
Academic Integrity Office (UW): http://uwaterloo.ca/academicintegrity/

All sources of information that you use in your written work in this class must be cited fully and scrupulously. If I suspect that you have committed an academic offense, including plagiarism, I will report it to the Associate Dean; if the offense is confirmed, the normal result is a failing grade on the assignment and academic probation.
English 330A--Test Instructions
Time = 60 minutes

Write a well-organized essay about the assigned poem. Describe it, analyze it, evaluate it. That is, say what you think needs to be said about it, organizing your response in the form of an argument. Considering some or all of the following questions may provide support for your argument:

--what is the poem's subject?
--what appears to be the author's attitude toward his subject?
--who appears to be speaking? If it isn't the author, does the speaker's perspective seem to be different from the author's? Is there more than one speaker?
--is a particular audience implied?
--is a dramatic situation implied?
--how is the poem organized? Is there an argument?
--what sort or sorts of language are used in the poem?
--what is the syntax, or word order, like?
--is there figurative language in the poem?
--what is the poem's metre? Its rhyme? Of what importance are these? Are there significant metrical variations?
--what is the poem's tone? what gives it this tone? does the tone change?

If it will support your argument, you may also consider interpretive questions of an historical nature, whether biographical, political, religious, or literary historical.
English 330A—Essay Assignment

Write an essay on one of the topics below. Your essay must argue a clear thesis, and it must take the form of a unified and well-structured defence of your thesis. It will be judged on the strength and originality of its thesis, on the quality, clarity, and coherence of its supporting arguments, and on the felicity and correctness of its expression. The essay must be 1800–2700 words, typed, and double-spaced, and follow a consistent documentation format (e.g. MLA, Chicago). Late essays will be accepted without penalty only if prior permission has been granted. Otherwise, the penalty will be 2% per day, including weekends.

It is not necessary to consult secondary sources to write this essay, and doing so could hinder your creativity. If you do make use of such sources, however, be sure that they do not control or determine your argument; rather, your critical engagement with them, whether it takes the form of agreement or disagreement, must serve to advance, and must be clearly subordinate to, your own original thesis. Also be sure to cite all use of such sources fully and scrupulously.

Topic 1: the goals, methods, and success (or lack of it) of one sixteenth-century English psalm translator.

Topic 2: the representation of the material world in Gascoigne, Crowley, Whitney, or another poet.

Topic 3: the significance given to the contest between plain and pleasant styles by Greville or Ralegh.

Topic 4: language as a theme in sixteenth-century verse.

Topic 5: iambic tetrameter—or any other metre—in sixteenth-century verse.

Topic 6: political satire in sixteenth-century court poets.

Topic 7: the causes and effects of poetic pleasure in Spenser or Campion.

Topic 8: the representation of masculine strength and/or weakness by one or two poets

Topic 9: the use of the sonnet form or the sonnet sequence by Wyatt, Sidney, Spenser, Greville, or Shakespeare

Topic 10: a topic of your own. You must discuss this topic with me and receive my approval by November 12.

DUE DATE: NOVEMBER 26, 10 A.M.