ENGLISH 330A: SIXTEENTH-CENTURY LITERATURE I

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Office Hours: Tues/Thurs. 1:30-3:30 (or by appointment).

COURSE DESCRIPTION:

A survey of the major prose and poetry of the sixteenth century, the Renaissance, or early modern period as it is now called, in the wider context of historical and cultural concerns. Some of the topics we might discuss are the role of the Tudor and Elizabethan courts in fashioning subjects and culture, patronage and the problem of literary authority, the relationship between subjectivity, gender and power, the link between culture and colonization. Since this literature was produced at the time of England's cultural and political ascendancy in both Europe and the "New World," we will keep in the foreground the relevance of sixteenth-century British culture to a post-colonial world, a question that will shape our readings of texts, many of which are considered to be the bedrock upon which literature in the English language is founded.

COURSE STRUCTURE AND REQUIREMENTS:

The course will consist of lectures and seminar presentations on selected topics, issues, and/or texts. Students are expected to attend class regularly, to have read the assigned texts in advance, and to be prepared to participate in class discussion and debate. While no marks are specifically allotted for attendance and participation, students who do attend and participate may earn extra marks towards their final grade.

Seminar Presentation:

At the beginning of term (second class), students will choose a topic, text, or issue for a brief (10 minute) presentation during the Thursday class of each week and may, if they wish, collaborate. A written summary and annotated bibliography of sources is to be handed in immediately following the seminar, or no later than one week later. The presentation need not be conclusive or exhaustive; it should be approached as a "work in progress," one that focuses on a specific problem or issue that will be extended in the term paper. It should conclude with questions that will provoke class discussion or debate that may well provide some valuable ideas for the final project. The oral and written portion of the presentation will be graded, and returned with comments and suggestions for further directions or research possibilities.

Term Paper and Examination:

There will be a three hour final examination during the regular examination period that covers the whole course and one major research paper (2000-2500 words, 8-10 pages) arising from the preliminary research for the seminar presentation, although students are certainly free to consider a second topic of their preference but in either case there must be clear evidence that the paper is the result of a term's work. The essay must be documented in MLA style; this format is in The Little, Brown Compact Handbook as well as in the MLA Handbook for Writers of Research Papers available in the bookstore or in the library. Since the oral presentation and term paper require secondary sources, students are advised to read the summary of the Student Academic Discipline Policy in the Undergraduate Calendar which states in part:
A University is a community of people--faculty, students and staff who are committed to scholarship, i.e. the generation of sharing knowledge through research and teaching. All members of this community are expected to conduct themselves with honesty, integrity, fairness, and a concern for others. Any such action which violates these principles is viewed as a serious offence because it undermines the trust on which such a community is built. Together with cheating, theft and falsification, academic offences include plagiarism, the act of taking ideas of writings from another person and presenting them as one's own. While it is completely acceptable to use ideas, and even quote passages from other scholars, their work must be completely and unambiguously acknowledged and referenced. If you are unsure about what is considered acceptable practice in this regard, you should seek guidance from the professor teaching the course.

ASSIGNMENTS AND GRADING CRITERIA

1. Seminar Presentation
2. Research essay  
due Nov. 27th.
3. Final examination

LATE PAPER POLICY:

Papers are due on the due date. Extensions must be granted by me in advance of the due date. If you must hand the paper late, have it initialed with the date and time, by a department secretary and deposited in my mailbox in the English department mailroom. Never slip a paper under my office door. Always keep a copy of any paper you hand in. Papers handed in late without prior permission will incur a penalty of 2% per day. Papers handed in late more than two weeks late without prior permission may not be accepted.

PERSONAL CONSULTATION:

I need to be consulted and informed on an on-going basis (at least once or twice) about your seminar presentation and term paper. My regular office hours are listed at the top of the syllabus. If these times are inconvenient because of a conflict with your own class schedule, I am available at other times--providing you let me know in advance when you want to meet with me. If you need to get in touch with me, and I am not in my office, leave a detailed message on my voice-mail which I check frequently or by email: bcantar@watarts.uwaterloo.ca

REQUIRED TEXTS


Greene, Robert. Menaphon: Camilla's Alarm to slumbering Euphues in his melancholy cell at Silexendra. Edited by Brenda Cantar, Dovehouse, 1996.

Nb. All royalties derived from the sale of this text will be donated to the University of Waterloo, English department scholarship fund.


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TENTATIVE READING SCHEDULE and Seminar Topics

NB. There are too many titles to be listed here. Specific selections will be announced well in advance.

**Tues. Sept 9**
- Preliminaries, expectations, general introduction

**Thurs. Sept 11**
- Henry VIII, the Tudor Court and its Poets: Sir Thomas Wyatt, the Elder, Henry Howard, Earl of Surrey (Birth of a Nation)

**Tues. Sept. 16**
- Tudor poets Wyatt & Surrey cont.

**Thurs. Sept 18**
- Imagining alternative nations: Thomas More's *Utopia*

**Tues. Sept. 23**
- More's *Utopia*, cont'd.

**Thurs. Sept. 25**

**Tues. Sept. 30**
- Fashioning authority/constructing culture: Sir Philip Sidney, *A Defense of Poetry*

**Thurs. Oct. 2**
- Self/other-fashioning, from Sidney's "Astrophil and Stella"

**Tues. Oct. 7**
- The poet's poet: Edmund Spenser: from "Amoretti"

**Thurs. Oct. 9**
- Desire and Sexuality: Elizabethan (Homo)erotic Poetry, Marlowe's "Hero and Leander"

**Tues. Oct. 14**
- "Hero and Leander" cont. & Shakespeare's sonnets: Patrons and poets

**Thurs. Oct. 16**
- Shakespeare sonnets cont.

**Tues. Oct. 21**
- Romance as gender and genre: Margaret Tyler and Anne Dowriche "Prefaces"

**Thurs. Oct. 23**
- Robert Greene, *Menaphon*

**Tues. Oct. 28**
- *Menaphon* cont.

**Thurs. Oct. 30**
- The woman's sharp revenge: *Jane Anger her Protection for Women*

**Tues. Nov. 4**
- New Worlds: Raleigh and Hariot (voyage narratives in *Norton Anthology*)

**Thurs. Nov. 6**
- Genre, gender, and discovery: Drayton's "Ode. To the Virginian Voyage" & Donne's Elegy 19, "To His Mistress Going to Bed"

**Tues. Nov. 11**
- At home in the Wilton Circle: Samuel Daniel, "To the Right Honorable . . ." & "Ulysses and the Siren"

**Thurs. Nov. 13**
- Mary Sidney, Countess of Pembroke, "A Dialogue between Two Shepherds . . ."

**Tues. Nov. 18**
- Raising their voices: Isabella Whitney's "The Manner of Her Will . . ."

**Thurs. Nov. 20**
- Whitney cont.

**Tues. Nov. 25**
- "The Paradise of Women" The Homily on Marriage (handout); & "The Diary of Margaret, Lady Hoby"

**Thurs. Nov. 27**
- possible class cancellation (will discuss) ESSAYS DUE

**Tues. Dec. 2**
- Review, Conclusions, 400 years later.
SELECTED BIBLIOGRAPHY

This list is neither exhaustive, prescriptive, nor as up-to-date as it might be. It is designed primarily as a "starter package" to stimulate your own ideas and to provide some resources for your seminars and essays. Each of the titles listed below will lead you into the specific area of the library where you can browse to your heart's content among what might well seem an overwhelming multitude of possibilities. Also, many of the books and articles have bibliographies of their own. The Journals listed are particularly useful because this is where current ideas first appear long before they are expanded into books. A quick glance at the table of contents of either a book or a journal issue will give you an idea of what might be useful or relevant to your project. So, before you even enter the library stacks, it's good to have a rough idea of what you might want to focus on. I will be happy to arrange a group session for the class with Erin Murphy, Library representative for English, to help guide you through Porter's many available resources for research (including CD-ROM and Internet searches).

General Cultural and Historical Background

Bush, Douglas. The Renaissance and English Humanism (1939)

Literary Studies

Mainly the works which have been called New Historicism to give you an idea of the latest concerns in Renaissance, or early modern, studies. There are also many books and articles on single authors. Be sure to select the most recent publications (last ten or fifteen years or so).

Ferguson, Margaret W., Maureen Quilligan and Nancy Walker, eds. Rewriting the Renaissance: The Discourse of Sexual Difference in Early Modern Europe (1986)
Fienberg, Nora. Elizabeth, Her Poets, and the Creation of the Courtly Manner (1988)
Parker, Patricia and David Quint, eds. Literary Theory/Renaissance Texts (1986)
Rose, Mary Beth, ed. Women in the Middle Ages and the Renaissance (1986)
Sinfield, Alan. Literature in Protestant England (1560-1660)

Periodicals: again only a brief selection