Spring 1-15-2015

ENG 5003-001: Studies in Seventeenth-Century English Literature

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5003-001—Studies in Seventeenth-Century English Literature
Spring 2015

Dr. Julie Campbell       W. 7:00pm-9:30pm
CH 3572                   CH 3159
Office hours TTH 9am-11am, 1:45pm-2:15pm   jdcampbell@eiu.edu
and by appointment

Texts
Cerasano & Wynne-Davies. Renaissance Drama by Women
Shakespeare, Othello, Tempest
Sidney, The Countess of Pembroke’s Arcadia (New Arcadia),
http://darkwing.uoregon.edu/~rbear/arcadia1.html
Wroth, Countess of Montgomery’s Urania
Weamys, A Continuation... (Text provided in class)
A selection of pamphlets (Texts/web sites provided)
Behn, Oroonoko (optional)

Note:
Possible secondary source readings are listed under class dates below. We will discuss which
ones to find—or discuss alternate ones to find, depending on our readings and discussion—on a
week-by-week basis.

Course Focus
This seminar, Renaissance Forms and Reformation Concerns: Ritual and Resistance in English
Literature, will focus on a selection of texts from the English Renaissance to the Civil Wars,
with emphasis on the earlier part of the period. We will be especially interested in literature
produced from the beginning of the century through the reign of Charles I.

An overview of rule in the century is as follows:

The historical backdrop to the literature of this period involves the death of Queen Elizabeth
(1533-1603, ruled 1558-1603), whose forty-five year reign continued to resonate; the accession
of King James I (1566-1625, ruled 1603-1625); the accession and beheading of his son Charles I
(1600-1649, ruled 1625-1649); two civil wars (1642-1645 and 1648-1649). This period is
followed by the Interregnum (1649-1660), which was divided as follows: Commonwealth (1649-
1653), Protectorate under Oliver Cromwell (1599-1658; ruled 1653-1658), Protectorate under his
son Richard Cromwell (1626-1712, ruled 1658-abdicated 1659), and Commonwealth (1659-
1660). The next part of the century includes the accession of King Charles II (1630-1685, ruled
1660-1685); the accession of his brother James II (1633-1701, ruled 1685-abdicated 1688); and,
finally, the accession of James II’s daughter Mary II (1662-1694, ruled 1689-1694) and her
husband/first cousin William III (1650-1702, ruled 1689-1702).
Familiarity with key facets of these chaotic periods of rule is critical to understanding the literary climate of the times. Broadly considered, issues of religion and fears of tyranny served as catalysts for England’s instability and figured largely in the literature of writers who wrote to please patrons of particular religious and political persuasions. The conflicts between Catholic and Protestant Reform thought of the sixteenth century intensified during the seventeenth century as Puritans pressed for further reformation of the English Church that they feared was growing ever more Catholic. Moreover, issues of gender in general and the ways in which gender was performed by nobles and royals were intensely debated in society and duly appeared in the literature of the times. Finally, court cultures and the systems of patronage inherent to each were matrices for much literary production.

We find that writers during this tumultuous period both cling to ritual of various kinds (including forms and styles of the earlier Renaissance period) and resist traditions with equal vehemence. During the semester, we will explore this pattern of ritual and resistance in poetry, prose, drama, and masques from the period.

Policies
--The English Department statement on plagiarism stipulates that any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author and representation of them as one's original work" (Random House Dictionary of the English Language)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the assigned essay and a grade of NC for the course, and to report the incident to the Judicial Affairs Office.
--Hand papers in on time. If you're having problems, let me know. Papers a week or more late will not be accepted at all. Also plan to show up for exams. Again, if you have problems, let me know. You will have no more than one week to make up an exam, and the make-up exam will be different from the one given during class.
--If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.
--Be prepared for class. You'll get a lot more out of class discussions if you are participating in them, and I'll notice if you do not seem prepared to participate.

Requirements

2 exams: 20% each of final grade 40%
5 article reports (5% each of final grade) 25%
1 seminar paper 25%
Seminar paper proposal with annotated bib. 5%
Presentation of seminar paper 5%

Total: 100%

The exams will be short answer and essay, written outside of class. They are to be word-processed.
The article reports will be based on your reading of secondary materials pertaining to our course topics. In class you will present your report (approximately 10 minutes) to open our discussion. You will turn in a one-page, word-processed summary of your report.

The paper proposal and annotated bibliography will be due around mid-term. Its purpose is to be a starting point for seminar paper research.

The paper topic will be chosen from subjects that arise in class, regarding the assigned authors and texts. You will use MLA Parenthetical Style with Works Cited. It will be a 10-15 page study that utilizes well-researched secondary sources and demonstrates good understanding of your primary sources.

The paper will be presented for discussion at the end of the semester.

**Tentative Schedule**

**Note:** Readings may be shifted around or changed during the semester to accommodate the class discussion.

**Poetry: Sixteenth-Century Influence/Seventeenth-Century Incarnations/Innovations**

**Jan. 14**— Introduction to the course: background on the period. Discuss and assign reports. For more background, read “The Early Seventeenth Century” in *Norton* (1209).

Begin with sonnet handouts; in *Norton*, Shakespeare (1028-1043); background on Philip Sidney (909-911) and a few sonnets (917-919); Mary Wroth (1422-1423; 1428-1432). Here we are interested in beginning to observe Renaissance style and content adapted in the early seventeenth century.

Possible secondary readings:

**Jan. 21**— Poetry, Patronage, and Religion: Mary Sidney Herbert (957-964); Aemilia Lanyer (1281-1292); Ben Jonson (1397-1402, 1408); John Donne (1236, 1240-1248, 1254-1256; 1271); Rachel Speght (1556-1560); George Herbert (1597-1599); Henry Vaughan (1622-1623).

Possible secondary readings:


**Drama: Popular Culture and Cultural Conflicts**

**Jan. 28**—Shakespeare, *Othello*

**Possible secondary readings:**

**Feb. 4**—Cary, *The Tragedy of Mariam*; Wroth, *Love’s Victory*—in *Renaissance Drama by Women*

**Possible secondary readings:**
-- Jenny Roth, “‘She, Was Now Disgraced’: Doris and the Critique of Law in Elizabeth Cary’s The Tragedy of Mariam, the Faire Queene of Jewry,” *Women’s Writing*. 2012 (4), 487-506.

**Feb. 11**—Shakespeare, *Twelfth Night (Norton)*

**Possible secondary readings:**

Feb. 18—Shakespeare, *Tempest*

**Possible secondary readings:**


**Possible secondary readings:**
--Maggie Vinter, “‘This is Called Mortifying of a Fox’: Volpone and How to Get Rich Quick By Dying Slowly,” *Shakespeare Quarterly*, 2014 (65.2), 140-163.

**Pamphlets: A Look at Gender Wars in Popular Culture**

Mar. 4 —Joseph Swetnam, “The Arraignment….” ; Ester Sowernam, “Ester hath hang’d Haman…” – I will provide copies.

“Hic Mulier…” (Find at UCSB: http://www.english.ucsb.edu/teaching/resources/reading_lists/renaissance/hic_mulier.asp);


**Possible secondary readings:**

Mar. 11 — Exam One (due at next meeting).
Mar. 18—Spring Break

Read: Review Sidney background in Norton and see The Countess of Pembroke’s Arcadia (New Arcadia), http://darkwing.uoregon.edu/~rbear/arcadia1.html, reading dedicatory letter and at least book I.

**Fiction: The Romance Revisited**

Mar. 25 — Sidney’s Arcadia as the groundwork for Urania and Anna Weamys’ Continuation. Read parts of Weamys’s Continuation together in class. (Copies will be provided)

**Possible secondary readings:**

Apr. 1 — Mary Wroth’s Urania

**Possible secondary readings:**
-- Julie Campbell, “Masque Scenery and the Tradition of Immobilization in The First part of The Countess of Montgomery’s Urania,” Renaissance Studies, 2008 (2), 221-239.

April 8 — Wrap up Arcadia, Urania, and consider parts of Weamys’ Continuation. (Copies will be provided)

**Possible secondary readings:**

The Seventeenth-Century Court Scene

Apr. 15 — The court of Queen Anne and Ben Jonson’s Masque of Blackness (Norton)

**Possible secondary readings:**

**Apr. 22**—The court of Henrietta Maria and John Milton’s *Arcades* and *Comus / A Maske* (copies will be provided).

**Possible secondary readings:**

**Apr. 29**—Seminar Paper Presentations

**Exam Two** (Due at final exam time)

**Final:** Wed., May 6, 7:30-9:30pm

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**Optional Late 17th-Century Text**

*Behn, Oroonoko.*

**Possible secondary readings:**