

Course ID:	Course Title:	Winter 2023
EN 338	The Renaissance Imagination	Prerequisite: 6 cr. EN or EN 130 & HUM 201
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Tues-Thurs	Instructor:	J. Goossen, PhD	First day of classes:	January 9, 2023
Time:	4:00-5:15 pm	Email:	jgoossen@ambrose.edu	Last day to add/drop, or change to audit:	January 22, 2023
Room:	L2084	Phone:	403-410-2000 x5960	Last day to withdraw from course:	March 31, 2023
Lab/ Tutorial:	N/A	Office:	L2065	Last day to apply for coursework extension:	April 3, 2023
Final Exam:	1:00 pm April 22 L2084	Office Hours:	11:15 am – 12:15 pm W/F	Last day of classes:	April 14, 2023

Course Description

From the calendar: A survey of the literature of the sixteenth and early seventeenth centuries. Situating this literature in its historical and theological contexts, this course will consider examples of poetry, drama, and prose that are by turns profound, beautiful, devout, and witty. Authors will include the Sidneys, Spenser, Donne, Jonson, Wroth, and Herbert, among others, and will exclude Shakespeare and Milton.

Learning Outcomes

Diligent students of the course will:

1. Demonstrate familiarity with and understanding of major literary authors, works, and movements of the English Renaissance.
2. Develop the skill of analyzing literature by learning formal literary concepts and critical theories of interpretation.
3. Develop the skill of writing clear, compelling, and correct prose in essays that logically argue a claim on the basis of literary-textual evidence.
4. Find and evaluate secondary critical writings, and use these writings to inform their own critical writing.
5. Weigh the meaning of Christianity's pervasive influence on literature in the English Renaissance.
6. Learn, in the words of the *Book of Common Prayer*, to “reverence truth, desire goodness, and rejoice in beauty,” particularly as these qualities are manifested in seventeenth-century literature.

Textbooks

Greenblatt, Stephen, et al, editors. *The Norton Anthology of English Literature, Volume B: The Sixteenth Century & The Early Seventeenth Century*. 10th ed. New York: Norton, 2018.

Requirements:

Participation – 10%

Participation is your visible engagement with the class and the readings: read the assigned texts deeply and repeatedly, not quickly and partially; look alert; ask questions, share your thoughts; and visit the professor's office in advance of major assignments for help in developing your ideas. It goes without saying that such participation requires **regular attendance**: skip classes and your grade will suffer. Occasional **pre-reading questions** and **Reading quizzes** may be inflicted if the situation warrants.

Explication Paper – 15%

Write a **four-page/1300 word** detailed literary analysis of an assigned poem or prose extract. **On or before February 4, schedule a meeting with the professor** to review a detailed outline of your essay, including your primary claims. **Essay due February 9** by Moodle and on paper.

Choose one of the following two options:

Option A: Presentation – 20%

Choose one of the assigned texts open for presentation. You will be responsible to **teach this text to the class** by setting it in its historical and theoretical context, explaining its organization and ideas, and accounting for critical opinion over the course of about **35 minutes**. Your grade will be based solely on your presentation; no written submission is required. **Dates as per schedule.**

Option B: Article Critique Essay – 20%

Choose one of the articles/book chapters listed on the course schedule for a particular author. Write a **five page / 1700 word paper** that describes and assesses the assigned article's argument. **Due one week after the article assignment date.**

Research paper – 35%

Write a **10 page / 3500 word** research paper on an important topic related to authors studied in the course. You must submit your tentative thesis statement and list of secondary sources to me **by email on April 5**; the essay is **due April 17 through Moodle.**

Final examination – 20%

The exam will be comprehensive of the entire course. **April 22.**

Further directions for these assignments will be given well before they are due.

Classroom Etiquette

In order for each of us to get the most out of this class, please observe the following:

- Arrive on time. Attendance will be taken.
- Do not talk compulsively. Be self-aware and leave space for others' voices.
- Do not be silent. Speaking is a crucial aid to formulating your thoughts on a topic.
- Eating in a formal venue like a classroom is brutish; since university education is meant to humanize you, don't do it. Unslurped beverages are fine.
- Despite frothy claims to the contrary by those too often addicted to it, technology rarely aids learning. Thus, students may not use any device more complex than pen and paper in our classroom.
- Having your phone beep, ring, or rumble during class is not quite brutish (animals don't use technology), but it is certainly barbaric. So too is texting during class. Since university education is meant not only to humanize but to civilize you, offenders will have their mobile devices confiscated.

Grade Summary:

Letter Grade	Percentage	Description
A+	96-100	Excellent
A	91-95	
A-	86-90	
B+	82-85	Good
B	75-81	
B-	72-74	
C+	68-71	Satisfactory
C	63-67	
C-	60-62	
D+	56-59	Poor
D	50-55	Minimum Pass
F	0-49	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed

and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Learning Services

Learning Services provides support with

- General study skills (e.g., time management, note-taking),
- Research and communication skills (e.g., writing a paper, researching, giving a presentation), and
- Subject-specific skills (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are free to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See

<https://ambrose.edu/student-life/crisissupport> for a list of staff members.

- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website— ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

Note: Students are strongly advised to retain this syllabus for their records.

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EN 338 Course Schedule – Winter 2023

Tuesday	Thursday
January 12 – Introduction I	January 14 – Introduction II “The Sixteenth Century” (pp. 3-21)
January 19 – Rhetoric and Poetics Thomas Wilson, from <i>The Art of Rhetoric</i> (Moodle) George Puttenham, from <i>The Art of English Poesy</i> (Moodle)	January 21 – The Plain Style Wyatt, “Mine own John Pains” (pp. 131-33) Queen Elizabeth, “The doubt of future foes” (p. 230) Sir Walter Raleigh, “What is our life?” (p. 527-8); “... to his Son” (p.528)
January 26 – The Ornate Style and the Sonnet Lodge, <i>Phyllis</i> 35 Constable, from <i>Diana</i> Michael Drayton, from <i>Idea</i> Sidney, <i>A&S</i> 72 Spenser, <i>Amoretti</i> 65	January 28 – Program Day: Classes Cancelled
February 2 – Edmund Spenser from <i>Amoretti</i>	February 4 – Sir Philip Sidney from <i>Astrophil and Stella</i> Article: Ryken, “The Drama of Choice in Sidney’s <i>A&S</i> ” Conversation about Explication Essay
February 9 – Sixteenth-Century Political Thought Desiderius Erasmus, from <i>The Education of a Christian Prince</i> (Moodle) Niccolo Machiavelli, from <i>The Prince</i> (Moodle) Presentation ___ Mac Zumwalt ___ Explication Essay due	February 11 – The English Reformation William Tyndale, “W. T. to the Reader” (Moodle); from <i>The Obedience of a Christian Man</i> Thomas More, from <i>A Dialogue Concerning Heresies</i> Anne Askew, “First Examination”; Foxe’s <i>Acts & Monuments</i>
February 16 – Elizabethan Tragedy I Christopher Marlowe, <i>Doctor Faustus</i> Presentation ___ Ellen Tiessen ___	February 18 – Elizabethan Tragedy II Marlowe, <i>Doctor Faustus</i> Article: Dollimore, “Subversion Through Transgression”
TERM	BREAK
February 28 – Seventeenth-Century Background Article: Williams, “Three Phases of Renaissance Poetry”	March 2 – Isabella Whitney & Amelia Lanyer Whitney, “Last Will and Testament” Lanyer, “The Description of Cookham” Presentation ___ Everitt Born ___

Tuesday	Thursday
<p>March 7 – John Donne I: Love Poetry “John Donne” (pp. 920-22) “The Good Morrow,” “Song (Go and catch),” “The Canonization,” “Air & Angels,” “A Valediction: Forbidding Mourning,” “The Ecstasy”</p>	<p>March 9 – John Donne II: Devotional Poetry Holy Sonnet 13; “A Hymn to Christ”; “Hymn to God My God...”; “Good Friday, 1613” Article: Post, “Irremediably Donne”</p>
<p>March 14 – John Donne III: Sermons “Death’s Duel” (Moodle) Presentation _____</p>	<p>March 16 – Laws Ecclesiastical and Natural Richard Hooker, from <i>Laws of Ecclesiastical Polity</i> I.1-3, 16 (Moodle) Sir Francis Bacon, from <i>The New Organon</i> (Moodle)</p>
<p>March 21 – Ben Jonson “Ben Jonson” (pp.) <i>Epigrams:</i> “To the Reader,” “To My Book,” “On Something,” “Inviting a Friend to Supper,” “On Gut” <i>Underwood:</i> “An Elegy”; “My Picture Left in Scotland”</p>	<p>March 23 – Lady Mary Wroth <i>Pamphilia to Amphilanthus</i> Presentation _____ Article: Lewalksi, “Revising Genres and Claiming the Woman’s Part” (excerpt, pp. 243-63)</p>
<p>March 28 – Jacobean Tragedy I John Webster, <i>The Duchess of Malfi</i> Acts 1-2</p>	<p>March 30 – Jacobean Tragedy II <i>The Duchess of Malfi</i> Acts 3-5</p>
<p>April 4 – Jacobean Tragedy III <i>The Duchess of Malfi</i> Article: Belsey, “Emblem and Antithesis” Presentation _____</p>	<p>April 6 – George Herbert I “George Herbert” (pp.) <i>The Temple:</i> “The Altar” – “Jordan (2)”</p> <p style="text-align: right;">Research Essay thesis and sources due via email</p>
<p>April 11 – George Herbert II <i>The Temple:</i> “Time” – “Love (3)” “Sacrifice”, “Thanksgiving”*</p>	<p>April 13 – Last Class Exam Review</p> <p style="text-align: right;">Research Essay due Friday, April 14</p>
Final Examination: 1:00 pm Saturday, April 22, Rm L2084	