

English 470

Seventeenth Century Literature (3)

CLASS:

Winter 2013

T Th 1:00-2:15pm

Room L2082

Office Hours: W F 2:00-3:00pm

INSTRUCTOR:

Dr J. Goossen

Office: L2062

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DESCRIPTION

From the course catalogue: "In terms of variety and quality, seventeenth-century literature is one of the richest periods in English literature. This course gives special attention to the period's key figures such as Ben Jonson, John Donne, George Herbert, Mary Wroth, Aemelia Lanyer, and Anna Trapnel. The poetry of John Donne and George Herbert will provide the opportunity for students to study the blossoming of religious poetry that is both sincerely devout and artistically excellent."

This year's iteration of the course will begin by looking back to the late sixteenth century to discover the rhetorical and literary principles that crucially shaped seventeenth century writers. We will conclude in the 1660s with Milton, generally considered to belong to the Renaissance rather than Restoration period of literature. Our approach will be one that (most often) values depth over breadth: we will spend at least a week on most authors, and in the case of Donne and Jonson, even more. Shakespeare and Milton will receive outrageously brief treatment only because Ambrose offers full courses on their writings.

This is an advanced seminar course. As such, it requires regular attendance and active, thoughtful participation from each member. It goes without saying that intelligent participation requires thorough and careful reading of the assigned texts; given the small size of the class, all of us will suffer if even one member is not keeping up. While these works are without exception difficult, they are also some of the most rewarding things written in English, evincing an unsurpassed synthesis of intellectual complexity, emotional sensitivity, and spiritual perspicuity.

REQUIRED TEXTS

Greenblatt, Stephen, et al, eds. *The Norton Anthology of English Literature, Volume B: The Sixteenth Century & The Early Seventeenth Century*. 9th ed. New York: Norton, 2012.

Various photocopied and digital texts, as per course calendar.

COURSE REQUIREMENTS

- **Primary readings** must be completed before the class for which they are assigned. Additional secondary reading may be assigned at the instructor's discretion.
- **Extensions** may be granted on essay assignments in exceptional circumstances, but must be arranged in advance. **Late papers** will be marked down one refined letter grade per class day late.
- **All** assignments must be submitted to receive a passing final grade.

- You are responsible not only for assignments and readings, but for everything discussed **in class**, including any **changes** announced to our course schedule. Such changes will always be noted in the official syllabus available on Moodle.

Reading Responses – 4 x 5% = 20%

Write a **two-page** response to the assigned author and critical essay. These reports are not meant for presentation in class; rather, bring what you have written to bear on the day's discussion. You will be graded on the degree to which your response demonstrates comprehension of important aspects of the texts in question. **Five** response dates are noted on the course calendar; choose any **four**. You may **not** submit a reading response for an author on whom you present. **Due via email at 10:00 am on date assigned.**

Presentation – 15%

Choose one author whom we study for at least two classes and make a 20-minute presentation on an important aspect of his or her work. Presentations should incorporate both explication of primary texts and discussion of critical opinion. The aim of the presentation is to initiate, not stifle, class discussion; to this end, you must conclude with at least two well-considered questions that you must circulate the evening prior to your presentation.

Commonplace Book – 10%

Keeping a commonplace book – a topically organized volume of notes gleaned from and inspired by one's reading – was standard practice for any educated person in the Renaissance. This assignment requires you to do the same, quoting from and musing on your readings for this course and in your life more broadly under a variety of topical headings. **Due March 26.**

Term Paper – 30%

Write a **12-15 page** research paper on the topic of your choice. You must submit your tentative thesis statement and list of sources on **March 28 via email**; the essay is due **April 9 in hardcopy only**.

Final examination – 25%

The exam will be comprehensive of the entire course. **April 18.**

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

To guide your study in this course:

“...the one thing that is indispensable for the study of literature is intimate familiarity with texts – familiarity of such a kind that the student cannot open any text at random and read more than ten lines without being reminded of a second passage, in some other text, which is relevant, and therefore illuminatory, in form and context. It is this kind of recollection which makes it possible to interpret literature without confinement to paths trodden by previous communications. It does not always come...as a result of deliberate efforts at memorization, it comes rather from the constant reading of texts for different purposes, with different questions in mind.” *K. J. Dover*

CLASSROOM ETIQUETTE

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

- 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 class is barbaric; don't do it. Unslurped beverages are fine.
- Students may not use any device more technologically complex than a pen in our classroom. Beeping mobile phones are also barbaric, and will be confiscated.

GRADING SCALE

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

AMBROSE UNIVERSITY COLLEGE ACADEMIC POLICIES

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected 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.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline (as listed in the Academic Calendar; online). Course extensions are only granted for serious issues that arise due to circumstances beyond the student's control.

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 College 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 give credit 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 college.** Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook 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.

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

Course Schedule

(* = handout/digital text; all other readings in Norton Anthology)

Tuesday	Thursday
	<p>January 10 Course Introduction <i>Norton Anthology</i>, Introduction to 16th century (pp. 531-555) Brian Vickers, "Introduction"* pp. 1-6</p>
<p>January 15 Renaissance Literary Theory and Practice I Thomas Wilson, <i>The Art of Rhetoric</i>* George Puttenham, <i>The Art of English Poesy</i>* Vickers, 7-22; 39-46*</p>	<p>January 17 Renaissance Literary Theory and Practice II Sir Philip Sidney, <i>The Defence of Poetry</i> (selections) Vickers, 46-55* <p style="text-align: right;">Response (by 10am, via email)</p></p>
<p>January 22 Renaissance Literary Theory and Practice III William Shakespeare, <i>Sonnets</i> 1, 2,* 3, 11,* 12, 13*, 15, 16*, 17* Vickers, pp. 22-39*</p>	<p>January 24 Shakespeare, <i>Sonnets</i> 18, 29-30, 31-32,* 82-84,* 127-30, 138, 147</p>
<p>January 29 John Donne <i>Norton Anthology</i>, Introduction to 17th century (pp. 1341-60) <i>Songs & Sonnets</i>: "The Good Morrow," "Song," "The Canonization," "Air & Angels," "A Valediction: Forbidding Mourning," "The Ecstasy"</p>	<p>January 31 <p style="text-align: center;">Community Day – No Class</p></p>
<p>February 5 Donne, <i>Elegy</i> 19; <i>Verse Letters</i>: "To Sir Henry Goodyer"* Ben Jonson, "To Sir Henry Goodyere"*</p>	<p>February 7 Donne, <i>Holy Sonnets</i>; "Good Friday, 1613"</p>
<p>February 12 Donne, <i>Sermons</i>: "Death's Duel" (complete)*</p>	<p>February 14 Thomas Carew, "An Elegy upon...John Donne" (Norton 1769) <p style="text-align: right;">Response (by 10am, via email)</p></p>
<i>TERM</i>	<i>BREAK</i>

Tuesday	Thursday
<p>February 26 Ben Jonson <i>Epigrams</i>: “To My Book,” “On Something,” “Inviting a Friend to Supper,” “On Gut,” “Still to be Neat”* <i>The Forest</i>: “Song: To Celia”</p>	<p>February 28 Jonson, <i>Underwood</i>: “An Elegy”*; “My Picture Left in Scotland” <i>Discoveries</i> (selections)*</p>
<p>March 5 Jonson, <i>The Forest</i>: “To Penshurst” Amelia Lanyer, “The Description of Cookham” (Norton 1436)</p>	<p>March 7 Jonson, “Ode to Himself” Carew, “To Ben Jonson” (Norton 1771) Response (by 10am, via email)</p>
<p>March 12 Richard Hooker, <i>Of the Laws of Ecclesiastical Polity</i> (selections*)</p>	<p>March 14 Sir Francis Bacon, <i>The New Organon</i> (selections)*</p>
<p>March 19 George Herbert <i>The Temple</i></p>	<p>March 21 Herbert, <i>The Temple</i> Response (by 10am, via email)</p>
<p>March 26 John Milton <i>Norton Anthology</i>, Introduction to 17th century (pp. 1660-67) <i>Samson Agonistes</i>* Commonplace Book due</p>	<p>March 28 (Dr Goossen away; guest professor Dr Heath) Milton, <i>Samson Agonistes</i>* Essay thesis / Sources list due (via email)</p>
<p>April 2 Andrew Marvell “The Coronet,” “An Horatian Ode”</p>	<p>April 4 Marvell, “Mower” poems Response (by 10am, via email)</p>
<p>April 9 Final Class: Course Review Essay due (hardcopy)</p>	
Final Examination: Thursday, April 18, 9:00am-12:00pm	