

**San Jose State University
English Department
English 217 Seminar in English Renaissance
Spring 2013**

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Office Hours:	T/Th: 1:00-2:30
Class Days/Time:	Tuesdays 7-9:45
Classroom Location:	HB 405

Course Description

From the Catalog: Study of selected writers from the sixteenth century.

From the Department Newsletter: In a recent review of Hilary Mantel’s Booker Prize-winning novel, Larissa MacFarquhar wrote, “Historical fiction is a hybrid form, halfway between fiction and nonfiction. It is pioneer country, without fixed laws. To some, if it is fiction, anything is permitted. To others, wanton invention when facts are to be found, or, worse, contradiction of well-known facts, is a horror: a violation of an implicit contract with the reader, and a betrayal of the people written about. Ironically, it is when those stricter standards of truth are applied that historical fiction looks most like lying.” The great literary flowering under Queen Elizabeth the First also explored questions of fact and fiction. In this seminar, we’ll read broadly in the literature of the sixteenth century, pursuing a number of concepts and themes, but we’ll focus especially on the Elizabethan engagement with history, looking at the history and chronicle plays of Shakespeare’s contemporary playwrights, the prose fiction that gave rise to the modern novel, and the historical verse of Spenser and others. Why did historical canvases matter so significantly to the writers of the sixteenth century? How did they paint on these backgrounds? What can this fascination tell us about the Elizabethan Golden Age and about our own age?

Credit Hour Definition

SJSU's Academic Senate (in Policy 12-3) reminds us all that courses should require two hours of work outside of the classroom for every hour in the classroom. On average, this means that you should expect to devote at least six hours per week outside of class to completing the readings, research, and writing that this class requires.

Electronic Materials and MySJSU

This greensheet is being distributed electronically to save paper. If you require a hard copy of the syllabus, please let me know. Updates and assignments may be distributed through MySJSU. Please be sure to check the email account linked to your MySJSU account frequently.

Intellectual Property

To protect instructors' intellectual property, SJSU's Academic Senate (in Policy 12-7) reminds students that no one may record instructors' lectures nor distribute class materials without the explicit permission of the instructor.

Required Texts

The following books should be available through the Spartan Bookstore:

1. *An Anthology of Elizabethan Prose Fiction*. ed. Paul Salzman. Oxford World's Classics. Oxford: Oxford University Press, 1987. ISBN 0-19-283901-2
2. Dekker, Thomas. *Shoemaker's Holiday*. ed. Jonathan Gil Harris. London: Methuen, 2008. ISBN 978-0-7136-7378-4
3. Marlowe, Christopher. *Edward II*. ed. Mathew R. Martin. Peterborough: Broadview, 2010. ISBN 978-1-55111-910-6
4. Shakespeare, William. *Sonnets*. ed. John Hollander. New York: Penguin, 2001. ISBN 9780140714531
5. Shakespeare, William. *Narrative Poems*. ed. Jonathan Crewe. New York: Penguin, 1999. ISBN 0-14-071481-2
6. Spenser, Edmund. *The Faerie Queene*. ed. Thomas Roche. New York: Penguin, 1979. ISBN 9780140422078

In addition, there will be **two course packs** available from Maple Press. One will contain *primary sources* that are not easily found in modern editions and the other will contain *scholarly essays* assigned with our readings.

Library Liaison

The university library has a faculty librarian, Toby Matoush, who will gladly help students in English Department classes as they make use of the library's resources. She can be reached at Toby.Matoush@sjsu.edu or by phone at (408) 808-2096

Dropping and Adding

Especially in this age of tight budgets for California higher education, it is important to know SJSU's policies for dropping and adding. The policies can be found online. The last day to drop a class is February 4. The last day to add is February 11.

Program Learning Outcomes (PLOs)

Our department has five primary goals and objectives. In this course, you will be assessed in parts of four of those objectives:

1. Students will demonstrate an appropriate level of expertise in literary history, literary theory, and rhetoric. (Assignment #4)
2. Students will demonstrate high-level proficiency in literary research and in the synthesis of research. (Assignment #5)
3. Students will demonstrate critical and analytical skills in the interpretation and evaluation of literary texts (Assignment #2)
4. Students will demonstrate a command of written academic English, including the abilities to a) organize and present material in a cogent fashion, b) formulate and defend original arguments, c) employ effectively the language of their discipline and d) write under time constraints (Assignments 2, 4, 5)

Classroom Protocol and Student Conduct

You are expected to arrive at our classroom on time, having completed all of the assigned reading or other tasks. Bring the assigned primary and secondary texts with you to class, as well as the notes you have taken on the reading so you can refer to specific passages as we discuss them. Please **turn off your phones** and other electronic devices and put them away before the start of class. Texting, emailing, or other distracting behavior should be avoided so that we can devote our time together to serious intellectual inquiry. This is a graduate seminar, so please remember that the success of the class depends heavily on your preparation and participation in the evening's discussions. Please join in that discussion and remember to participate in it civilly. We may disagree about ideas that arise in these discussions, but let us try respect each others' opinions. **Please note: Behavior that disrupts the learning of the seminar will not be tolerated.** Disruptive students will be asked to leave. It may be useful to review the Student Conduct Code.

Assignments and Grading Policy

Grades

The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System"). Grades must represent a full range of student performance: A=excellent; B=above average; C=average; D=below average; F=failure. Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC (no credit) shall replace D or F. In such classes, NC shall also substitute for withdrawal (W) because neither grade (NC or W) affects a student's GPA.

Your grade will be based on the following 1000-point scale (think of it as an expanded version of a 100-point scale):

930-1000=A 870-899=B+ 770-799=C+ 670-699=D+ below 600=F
900-929=A- 830-869=B 730-769=C 630-669=D
 800-829=B- 700-729=C- 600-629=D-

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

Assignments

1. *Weekly Critical Response and Participation* (200 points). Every week, students will write up a one-page response to the week's readings. The response should begin by describing some point in the secondary readings that the student found persuasive or unpersuasive and explain that reaction. It should also try to include a line from the primary sources that the student wanted to be sure we discuss in class and explain what interested the student about that line.
2. *Explication* (200 points). [PLO 3, 4] To practice close reading, students will write a 1200 word explication of one of the sonnets we will encounter at the start of the term. We

will discuss how to write an explication, but in essence, the focus of this exercise is a coherent analysis of the formal qualities of a short poem.

3. *Presentation and Discussion Leading* (100 points). Every week, one or two people will be assigned to start the discussion by reading a short paper responding to the secondary readings assigned for the day. The student will write a 1500 word essay in which she or he critically responds to the argument of the assigned scholarship. The student could take a key point and extend it, or explain part of the argument and offer a critique of it, or take the scholarship as a jumping off point for something else. The student's essay should have a clear argument of its own and would, ideally, provide the class an entry point for further discussion.

4. *Historical Note* (100 points). [PLO 1, 4] Each student will write a brief, 1200 word essay, on the relationship between historical material and the literary texts we have read this semester. The student will focus on a key moment in a poem, play, or novella and describe how the author uses his historical materials at that point. We will discuss this assignment in greater detail as the due date approaches.

5. *Seminar Paper* (400 points). [PLO 2, 4] Each student will write a 4000 word seminar paper on a topic of his or her own devising. The student should focus primarily on one of the texts we have encountered this semester, although a paper dealing with a common theme or trope found in multiple texts might also succeed. The essay should demonstrate a solid grounding in scholarship on the topic. A preliminary proposal and working bibliography will be due in advance of the final paper. At the final class meeting, the student will give a brief report on this paper to other members of the seminar.

Late Work:

When you turn in work late, it causes all sorts of problems. If you have a legitimate medical excuse, late work will not be penalized. In all other instances (with the exception of assignments in your participation grade) work may be turned in up to one week late, but it will be penalized a full letter grade. Work will not be accepted more than one week late.

University Policies

Academic Integrity (S07-2)

The university's academic integrity policy can be found online by searching the SJSU website for "S07-2." Violations of academic integrity, especially plagiarism or cheating on tests, will not be tolerated. Students who violate the Academic Integrity policy will receive a failing grade for the course and may be subject to further disciplinary action.

Compliance with the ADA

If you need any special accommodation, please contact me right away. If you register with the university's DRC, they will be happy to help me find ways to accommodate your special needs.

English 217

Seminar in Renaissance, Spring 2013

Course Schedule

This is the schedule of readings and assignments we will follow. If we need to make any adjustments to the schedule, I will send an email to everyone through MySJSU. Please be sure to check the email account you provided to MySJSU. Readings marked PRIMARY will either be in the books on our book list or in the “Primary Sources Reader.” Readings marked SECONDARY will be found in the materials included in the “Secondary Sources Reader.”

Week	Date	Topics, Readings, Assignments, Deadlines
1	Tues 1/29	Introduction to Course; Setting up assignments; Getting our bearings
2	Tues 2/5	PRIMARY: Shakespeare’s <i>Sonnets</i> SECONDARY: 1. Bruce Smith, “I, You, He, She and We: The Sexual Politics...”; 2. F. J. Levy, “The Great Chronicle Tradition.”
3	Tues 2/12	PRIMARY: Aesthetics and The Elizabethan Sonnet Sequence Selections from Sidney’s <i>Apology for Poetry</i> (prose). Verse selections from Wyatt, Howard; Spenser, <i>Amoretti</i> (complete); Sidney, <i>Astrophil and Stella</i> (selections); Daniel, Drayton, Barnfield (selections). SECONDARY: Christine Hutchins, “English Anti-Petrarchism”
4	Tues 2/19	PRIMARY: The Epyllion: Shakespeare, <i>Venus and Adonis</i> . Marlowe, <i>Hero and Leander</i> . Nashe, “Choice of Valentines.” SECONDARY: Catherine Belsey, “The Myth of Venus in Early Modern Culture” SONNET EXPLICATION DUE [PLO 3, 4]
5	Tues 2/26	PRIMARY: Historical Writing: Hall (selections); Foxe (selections); Stow (selections); Holinshed (selections); <i>Mirror for Magistrates</i> (selections); Daniel, <i>Civil Warres</i> (selections). SECONDARY: 1. Annabel Patterson, “Intentions.”; 2. Annabel Patterson, “Protocols”; 3. Evenden and Freeman “The Making of the First Edition”; 4. Archer, “The Nostalgia of John Stow” USEFUL WEB EDITIONS: http://www.cems.ox.ac.uk/holinshed/ http://www.johnfoxe.org/
6	Tues 3/5	PRIMARY: Thomas Nashe, <i>The Unfortunate Traveller</i> . SECONDARY: Allyna Ward, “An Outlandish Travel Chronicle”
7	Tues 3/12	PRIMARY: Thomas Deloney, <i>Jack of Newbury</i> SECONDARY: Andrew Fleck, “Conveyance of History.”
8	Tues 3/19	PRIMARY: Edmund Spenser, <i>Faerie Queene</i> Books 1 and 2 SECONDARY: Jennifer Summit, “Reading Reformation”
9	Tues 3/26	Spring Break

Week	Date	Topics, Readings, Assignments, Deadlines
10	Tues 4/2	PRIMARY: Edmund Spenser, <i>Faerie Queene</i> Book 5 SECONDARY: Tobias Gregory, "Shadowing Intervention"
11	Tues 4/9	PRIMARY: Christopher Marlowe, <i>Edward II</i> SECONDARY: Wilbur Sanders, "History without Morality"
12	Tues 4/16	PRIMARY: Thomas Dekker, <i>Shoemakers Holiday</i> SECONDARY: Brian Walsh, "Performing Historicity" HISTORICAL NOTE DUE [PLO 1, 4]
13	Tues 4/23	PRIMARY: <i>The Famous Victories of Henry V</i> SECONDARY: Karen Oberer, "Appropriations of the Popular Tradition"
14	Tues 4/30	PRIMARY: Thomas Heywood, <i>The Second part of Edward IV</i> SECONDARY: Richard Brown, "A Talkative Wench..." PAPER PROPOSAL DUE
15	Tues 5/7	PRIMARY: A Selection of Elizabethan Verse: Elizabeth I; Henry Howard "So Cruel Prison"; Isabella Whitney "The Maner of her Wyll"; George Gascoigne, "Gascoigne's Woodmanship"; Richard Barnfield, "Affectionate Shepherd." PRELIMINARY BIBLIOGRAPHY DUE
Final	Tues 5/21	SEMINAR PAPERS DUE [PLO 2, 4]; PRESENTATIONS

