

**San José State University**  
**Department of English and Comparative Literature**  
**ENGL 224: Studies in Early Modern English Literature**

**Spring 2017**

**Course and Contact Information**

<b>Course Title:</b>	“Representations of Elizabeth I”
<b>Instructor:</b>	Dr. Adrienne Eastwood
<b>Office Location:</b>	FOB 116
<b>Telephone:</b>	(408) 924-4509
<b>Email:</b>	Adrienne.Eastwood@sjsu.edu
<b>Office Hours:</b>	Mondays and Wednesdays, 12:00 noon- 1:15 p.m., Mondays, 3:00-4:00 p.m., and by appointment.
<b>Class Days/Time:</b>	Mondays 4:00 – 6:45 p.m.
<b>Classroom:</b>	FOB 104
<b>Prerequisites:</b>	N/A

**GWAR:** This course satisfies SJSU’s Graduation Writing Assessment Requirement (GWAR)

**Course Format**

Seminar

**Faculty Web Page and MYSJSU Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page [www.sjsu.edu/faculty/eastwood](http://www.sjsu.edu/faculty/eastwood).

Some course content may be put up on Canvas. Make sure your SJSU One account is up and running and check it regularly.

**Course Description**

Elizabeth I had an enormous impact on early modern English culture. Although she proved herself a capable, efficient, and politically shrewd monarch, Elizabeth’s reign was fraught with struggles and tensions due to her status as an unmarried (and therefore heirless), female ruler in an emergently patriarchal culture. This seminar

provides students with the opportunity to explore representations of this fascinating and controversial figure in a variety of early modern texts. Students will examine and discuss the deft manner in which the Virgin Queen represented herself to her people in her speeches, portraits, and court entertainments, analyzing the ways in which she turned her culture's assumptions about gender to her advantage (or was unable to do so as was sometimes the case). We will also explore the more complex ways in which Elizabeth I was represented by the major poets and playwrights of her day including Philip Sidney, Edmund Spenser, and William Shakespeare. Secondary texts will include biographical material, some historical essays, and a variety of criticism on the topic of Elizabeth's representation.

### **Course Goals and Student Learning Objectives**

The primary goal of this course is to give you the opportunity to read, study, and discuss a number of canonical and non-canonical texts from the Elizabethan era. You will be working within the mode of a new historicist critical methodology—one that uses both historical information and an assortment of cultural artifacts to arrive at a nuanced sense of the political, social, and psychological complexities of the culture under study.

Mission Statement for M.A. program:

The written word grounds the Master of Arts in English and Comparative Literature. Its students learn to analyze literature and to write on literary topics at an advanced level. Students complete a rigorous program of courses that introduce them to cutting-edge research while training them to understand a range of theoretical and literary-historical frameworks for understanding literature. Before students earn a Master of Arts in English, they pass a two-part comprehensive exam. They also may choose to write a thesis. Students have the option to engage in graduate study in rhetoric and to train as college-level writing teachers. The program also offers students pathways to prepare for doctoral work.

The five learning outcomes for the MA program:

Students will demonstrate

1. An appropriate level of expertise in literary history, literary theory, and rhetoric.
2. High-level proficiency in literary research and in the synthesis of research.
3. Critical and analytical skills in the interpretation and evaluation of literary texts.
4. 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.
5. A reading knowledge of at least one foreign language. Required Texts/Reading

ENGL 224 will directly engage learning objectives 1 through 4.

### **Required Texts/Readings**

Course Reader (available from Maple Press)

Haigh, Christopher. *Elizabeth I*. Second Edition. Longman, 1998. ISBN 9780582437548

Shakespeare. *Love's Labour's Lost*. Oxford World's Classics.\*

Shakespeare. *A Midsummer Night's Dream*. Oxford World's Classics.\*

Sidney, Philip. *The Old Arcadia*. Oxford World's Classics. ISBN 9780192839565

Spenser, Edmund, *The Faerie Queene*. Edited by A. C. Hamilton. Longman. 2<sup>nd</sup> Edition.

Frye, Susan. *Elizabeth I. The Competition for Representation*. ISBN 9780195113839

Elizabeth I. *Collected Works*. Ed. Leah Marcus and Mary Beth Rose. ISBN 0780226504650

\*Any scholarly version of Shakespeare's playtexts will do.

\*Online MLA guidelines available here: <https://owl.english.purdue.edu/owl/resource/747/01/>

**Recommended:** Levin, Carole. *The Reign of Elizabeth I*. Palgrave. ISBN 9780333658666

## Course Requirements and Assignments (Required)

**Course Requirements:** This is a seminar, and as such, each of us is responsible for the quality and usefulness of our meetings. I expect that you will find the readings both interesting and valuable, and I encourage you to express and explore your particular interests as we work through the material. Students are required to come to class having read the materials and prepared to discuss what they have read.

**Discussion Leaders:** Each week a student (or students) will be assigned to lead the discussion regarding a particular text. It will be that student's responsibility to ask leading questions and to point to specific passages and scenes in the readings to stimulate meaningful class discussion. You will be asked to do a cursory review of the leading scholarly sources on your text (3 recent articles) and provide a handout with citations and questions for your classmates. I also expect you to engage in close reading and analyses of primary sources.

**Discussion Posts:** Each week, students will be required to post a response to the readings on the Discussion board for the class located on Canvas (SJSU's online teaching resource). You will need to activate your SJSU One account in order to access Canvas. Your posts should be insightful and they should reveal your interests about the readings. Post by noon on Mondays so that your classmates and I can read the responses and prepare for our discussion.

**Written Work:** You will be asked to write one 15-20 page scholarly essay for this class, using both primary and secondary texts. This essay will allow you to more thoroughly develop a line of thinking inspired by the reading and discussions. Your success on this paper will be directly proportional to your knowledge and understanding of the texts.

All written work will be formatted in accordance with the MLA guidelines.

## Final Examination or Evaluation

N/A

## Grading Information (Required)

*Specify your grading policy here. Provide rubrics and explain how grades are assessed and assigned. Allow multiple opportunities to give feedback on student learning. Use rubrics or examples to explain and show students how they can assess themselves or check their own learning. More guidelines on grading information and class attendance can be found from the following two university policies:*

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- [University policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

## Determination of Grades

### Grading Breakdown:

Contribution and Participation	20%	LO 1, LO3
Discussion Week	20%	LO1, LO3, LO4
Weekly Postings	10%	LO1, LO3
Seminar Paper	50%	LO1, LO2, LO3, LO4

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F = failure. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

### SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

### University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

*If applicable, include links to department and college-level policies, requirements and services.*

## ENGL 224 Reading Schedule: SUBJECT TO CHANGE

*List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.*

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/30	<b>Introductions:</b> Elizabeth's Family, Life, and Times. Portraits.
2	2/6	<b>Elizabeth's Early Years:</b> The Queen's Progress (Reader), Haigh, Intro and Chapter 1 (1-30), Susan Frye, Intro and Chapter 1 (3-55)
3	2/13	<b>Marriage and Succession:</b> Collected Works: Speeches & Letters, Homilies on Marriage and Obedience (Reader), Foreman's Dream (Reader), Haigh, Chapters 2-4 (31-89), Alison Heisch, "Queen Elizabeth I: Parliamentary Rhetoric and the Exercise of Power." (Reader)
4	2/20	<b>Entertainment and Influence:</b> Gasgoine, from <i>The Glasse of Government</i> (The Princely Pleasures at Kenilworth Castle) (Reader), Sidney, The Four Foster Children of Desire (Reader), Sidney, <i>The Lady of May</i> (Reader), Sidney's Letter to the Queen (Reader), Haigh Chapter 5 (90-110), Frye, Chapter 2 (56-96), Montrose, "Celebration and Insinuation" (Reader).

Week	Date	Topics, Readings, Assignments, Deadlines
5	2/27	<b>Sir Philip Sidney:</b> <i>The Old Arcadia</i> , Haigh, Chapters 6-7 (111-148)
6	3/6	<b>Ideology and Resistance:</b> Cardinal Allen's Admonition (Reader), Sir Walter Raleigh (Reader), Carole Levin from <i>Dissing Elizabeth</i> (Reader), Haigh (149-181)
7	3/13	<b>Drama:</b> Shakespeare, <i>Love's Labour's Lost</i> and <i>A Midsummer Night's Dream</i> , Maurice Hunt (Reader), Montrose, Chapter 10 from <i>The Purpose of Playing</i> (Reader).
8	3/20	<b>Drama Continued:</b> John Lyly, <i>Endymion or the Man in the Moon</i> <a href="http://www.elizabethanauthors.org/endmod1.htm">http://www.elizabethanauthors.org/endmod1.htm</a> Ben Jonson's <i>Cynthia's Revels</i> <a href="http://hollowaypages.com/jonson1692cynthia.htm">http://hollowaypages.com/jonson1692cynthia.htm</a> (Reader), Marcus "Jonson and the Court" (Reader)
9	3/27	SPRING BREAK – NO CLASS
10	4/3	Edmund Spenser: <i>The Faerie Queene</i> , Book I
11	4/10	NO CLASS
12	4/17	<i>The Faerie Queene</i> , Book II, Frye Chapter 3
13	4/24	<i>The Faerie Queene</i> , Book III
14	5/1	<i>The Faerie Queene</i> , Book IV
15	5/8	<i>The Faerie Queene</i> , Books V and VI
16	5/15	LAST DAY OF INSTRUCTION

Final seminar papers due to me in my office by noon on May 22<sup>nd</sup>