

ENL 4220(Section 1H93): 16th-Century Literature
Spring 2018
MWF 7
TUR 2336

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Sixteenth-Century Poetry and Poetics

This course will introduce students to sixteenth-century English poetry and poetics. We will read closely poetry and poetic theory by such writers as Sir Thomas Wyatt, Henry Howard (Earl of Surrey), George Gascoigne, Isabella Whitney, Sir Philip Sidney, Mary Sidney (Countess of Pembroke), Edmund Spenser, George Puttenham, William Shakespeare, and Aemilia Lanyer. We will ask such questions as: How do writers in the period conceive of the activity of writing poetry? How do they understand the dynamics of reading and the function of poetry in society? What role does imitation of authoritative models play in the composition of poetry and in the social work of poetry? How is the imagination conceived? How do different kinds of poetry—sonnets, verse epistles, epitaphs, songs, translations of psalms, allegorical epic—allow for the emergence of different kinds of textual bodies and psyches?

Required Texts

The following texts have been posted as required—or, in the case of Shakespeare's Sonnets, recommended—at the UF textbook adoption website. Following each title, you will find the abbreviation I employ to designate the text in question on the projected schedule of classes at the end of this syllabus.

Gavin Alexander (ed.), *Sidney's "Defence of Poesy" and Selected Renaissance Literary Criticism* (Penguin, 2004)—*SRLC*
Danielle Clark (ed.), *Isabella Whitney, Mary Sidney and Aemilia Lanyer: Renaissance Women Poets* (Penguin, 2001)—*RWP*

Stephen Gosson, "The School of Abuse" (Xerox)

William Shakespeare, *The Sonnets*, ed. Stephen Orgel (Penguin, 2001)—*S*

Edmund Spenser, *The Faerie Queene, Book II*, ed. Erik Gray (Hackett, 2006)—*FQ II*

Richard S. Sylvester (ed.), *English Sixteenth-Century Verse: An Anthology* (W.W. Norton & Co., 1984)—*ESCV*

Office Hours

As the English Department's Coordinator of Student Affairs, one of my major responsibilities is advising undergraduate English majors. In order to fulfill this responsibility, I am available in my office most of the time when I am not teaching or preparing to teach. Although meetings or other appointments will sometimes take me out of my office, you should generally be able to find me in my office MWF 9:30am-11am, and TR 9:30am-12:30pm & 1:15pm-4:15pm, and you are welcome either to drop by or to make an appointment to see me. Please do not hesitate to come to talk with me about any questions you have regarding the course, the readings, or the assignments. I am more than happy to meet with you.

Instructor Expectations & Requirements

Attendance (5% of final grade)

Attendance is mandatory. During the course of the semester, the length of time that we will spend together will be approximately that of an average workweek. From class meeting to class meeting, we will, through our discussions, be attempting to develop a shared understanding of the materials we are reading. To miss any thread of this developing understanding is a considerable loss.

In order to be marked present for a class meeting, a student must arrive on time with the assigned texts. Students who are more than ten minutes late for class will be marked absent, as will students who come to class without the assigned texts.

Students will be allowed to miss three 50-minute class sessions without penalty. 10% will be deducted from the attendance grade for each of the following three unexcused absences. If students have more than six unexcused absences, they run the risk of failing the course.

Participation (15% of final grade)

All students must participate actively in class discussion. Active participation involves:

(a) Preparation

In order to be prepared for class discussion, students need to read the assigned materials carefully and develop thoughtful responses to them. Careful reading typically entails annotation of texts and taking notes about texts.

(b) Involvement in Discussion

Students should attempt to contribute to discussion on a consistent basis, and in a way that advances discussion. One can advance discussion in a variety of ways—for example, by answering questions about facts, by putting forth hypotheses or hazarding interpretations, by asking questions that try to clarify issues or questions that attempt to formulate problems for further discussion.

Students should keep in mind that some people are more sensitive about making contributions to class discussion than others. It certainly does not follow from this fact that students should not disagree with one another. Without disagreement, it is difficult to find one's way forward in an argument. However, students should pursue their disagreements with as much tact and discretion as possible, and be prepared to pursue the implications of their differences in a serious fashion.

A student who has a perfect attendance record, but only rarely contributes to class discussion, cannot expect a perfect participation score.

Close Reading(20%)

Students will write an argumentative essay advancing an interpretive claim about a sonnet by Wyatt or Surrey. The interpretation will be grounded in a close reading of the poem. The essay should be 4-6 pages in length. The close reading paper will be due on Friday, February 2.

Faerie Queene Essay (25%)

Students will write a paper on a canto of the second book of *The Faerie Queene*. The essay will attempt to analyze the relation between the poetic theory of Sidney and Puttenham and the poetic practice of Spenser. The essay should be 6-8 pages in length. It will be due Thursday, April 5.

Panel Discussion (15%)

Each student will be a member of a panel directing discussion for a class period. Students will be evaluated on the basis of both a plan that they submit prior to the discussion they direct and the discussion itself. The plan will outline the issues the class will discuss and identify passages from the text under discussion that raise the issues under discussion.

Final Exam (20%)

In the final examination period, students will sit an examination consisting of passages for identification. Students will be asked to identify authors, titles, and characters from texts drawn from across the length of the semester.

Essay Formatting

Unless an essay assignment requests a particular format, follow these specifications when you write your essays:

- All written work must be typed in a font no larger than 12 point.
- Page margins may not exceed 1.25 inches at left & right, 1 inch top and bottom.
- The type or print must be clearly legible.
- The paper must be of a quality that allows the instructor to write marginal comments in ink without those comments blotting and bleeding.

Citation Forms

Any essay assignment you submit must correctly employ either the MLA or Chicago Style Manual citation protocols. If it does not, it will be handed back to you without a grade. The paper should be resubmitted with correct citations at the class meeting following the class meeting at which it has been handed back to you. Once the paper has been resubmitted with appropriate citations, it will be graded. Five points will be deducted from the assigned grade for the initial failure to use correct citation form, and three further points will be deducted from the assigned grade for each day beyond the resubmission deadline that the paper is late.

Late Paper Policy

If you anticipate that circumstances will cause you to submit an assignment late, you must negotiate an extension with the instructor at least 24 hours in advance of the deadline. Any assignment submitted late without a negotiated extension will be subject to penalty. I will subtract 3 points from the assigned grade for each day the paper is late.

Grading Scale

A = 94-100; A- = 90-93; B+ = 87-89; B = 84-86; B- = 80-83; C+ = 77-79; C = 74-76;
C- = 70-73; D+ = 67-69; D = 64-66; D- = 60-63; E = 0-59

******ALL WRITTEN WORK MUST BE COMPLETED AND SUBMITTED IN ORDER FOR A STUDENT TO RECEIVE A GRADE FOR THE COURSE.******

Grade Appeals

If, at the end of the semester, you believe that your work for this course has not been evaluated fairly, you can appeal your grade by meeting with Professor John Cech, the Associate Chair and Undergraduate Coordinator for the English Department, and submitting to him your written work for the semester. He would assemble a committee to review your work. The committee can raise your grade, lower it, or leave it unchanged. The committee's decision is final.

Laptops & Cell Phones

During class meetings, students should focus exclusively on the work of the course. Cell phones must be turned off and students must refrain from checking for messages. Students may use laptops for the purpose of taking notes. Students caught using laptops for other reasons will be marked absent. Exceptions to this policy regarding laptops in class may be made if students present letters from the Disability Resource Center requesting accommodations that involve the use of laptops in class.

University Policies

Academic Honesty and Plagiarism

UF students are bound by the Honor Pledge, which states, "We the members of the University of Florida Community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Whenever you represent the work of someone else as your own, or employ words or ideas borrowed from another without full acknowledgement and correct documentation of the source, you have committed plagiarism. This is the most grave of academic offenses and will not be tolerated in this course.

The *MLA Handbook* asserts that "you should document everything that you borrow—not only direct quotations and paraphrases but also information and ideas. Of course, common sense as well as ethics should determine what you document. For example, you rarely need to give sources for familiar proverbs ('You can't judge a book by its cover'), well-known quotations ('We shall overcome'), or common knowledge ('George Washington was the first president of the United States'). But you must indicate the source of any

appropriated material that readers might otherwise mistake for your own. If you have any doubt about whether or not you are committing plagiarism, cite your source or sources” (33).

Disability Services

Students with disabilities requesting accommodations should first register with the Disability Resource Center by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. For more information about Student Disability Services, see: <http://www.ufl.edu/disability/>

Statement on Harassment

It is the policy of The University of Florida to provide an educational and working environment for its students, faculty and staff that is free from sex discrimination and sexual harassment. In accordance with federal and state law, the University prohibits discrimination on the basis of sex, including sexual harassment. Sex discrimination and sexual harassment will not be tolerated, and individuals who engage in such conduct will be subject to disciplinary action. The University encourages students, faculty, staff and visitors to promptly report sex discrimination and sexual harassment. For more about the University of Florida policies regarding harassment, see the University of Florida Student Conduct Code at <http://www.dso.ufl.edu/judicial/conductcode.php> and policies regarding harassment at <http://www.whr.ufl.edu/eo/sexharassment.htm>.

Contact Information for the Counseling and Wellness Center

Website: <http://www.counseling.ufl.edu/cwc/Default.aspx>
Phone: 392-1575

Contact information for the University Police Department:

Phone: 392-1111 or 9-1-1 for emergencies

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Projected Schedule of Classes

The schedule below is designed to give students an outline of the due dates for reading and writing assignments. The instructor reserves the right to revise this schedule if it becomes necessary. Students will be given due warning of any such revisions.

Week 1

M 1/8: Introduction: Syllabus, policies, etc.; discussion of Petrarch's *Rime Sparse* 140, Sir Thomas Wyatt's "The longe love" in manuscript and in Tottel

W 1/10: Continued discussion of Petrarch, Wyatt, and Henry Howard, Earl of Surrey, "Love that doth raine and live"

F 1/12: Discussion of Petrarch's *Rime Sparse* 190 and Sir Thomas Wyatt's "Who so list to hount."

Week 2

M 1/15: Martin Luther King Jr. Holiday

W 1/17: Sir Thomas Wyatt, "What vaileth trouthe?," "Eche man me telleth," "Farewell Love and all thy laws for ever," "I fynde no peace and all my war is done," "My galy charged with forgetfulness," "How oft have I, my dere and cruell foo," "They fle from me that sometime did me seke."

F 1/19: Sir Thomas Wyatt, "Who hath herd of suche crueltye before," "My lute awake!" "Unstable dreame according to the place," "Dyvers dothe use as I have hard and kno," "Taglid I was yn loves snare," "The piller pearisht is whereto I lent."

Week 3

M 1/22: Sir Thomas Wyatt, "Mine owne John Poyntz," "My mothers maydes," "A spending hand."

W 1/24: Henry Howard, Earl of Surrey, "From Tuscan cam my ladies worthi race," "When Windesor walles sustain'd my wearied arme," "Thassiryans king, in peas with fowle desire," "Norfolk sprang thee, Lambeth holds thee dead,"

F 1/26: Henry Howard, Earl of Surrey, "So crewel prison, howe could betide, alas," "Wyat resteth here, that quicke could never rest," "Dyvers thy death doo dyverslye bemone"

Week 4

M 1/29: Thomas Sackville, Earl of Dorset, "To the Reader" and "Induction" to *A Mirror for Magistrates*, *ESCV*, 215-237

W 1/31: Selections by Isabella Whitney, *RWP*, 3-43

F 2/2: Continued discussion of Whitney ***Close Reading Paper due***

Week 5

M 2/5: George Gascoigne, "Dedicatory Epistle to *The Posies*," *ESCV*, 239-246; "Certayne notes of Instruction," *ESCV*, 317-328; selected poems, *ESCV*, 246-275

W 2/7: Continued discussion of Gascoigne

F 2/9: Stephen Gosson, "The School of Abuse" (Xerox)

Week 6

M 2/12: Sir Philip Sidney, "The Defence of Poesy," *SRLC*, 3-54

W 2/14: Continued discussion of Sidney's "Defence"

F 2/16: George Puttenham, *The Art of English Poesy*, *SRLC*, 55-204

Week 7

M 2/19: Continued discussion of Puttenham's *Art*

W 2/21: Sir Philip Sidney, *Astrophil and Stella*, *ESCV*, 417-495 Panel Discussion #1

F 2/23: Continued discussion of *Astrophil and Stella*

Week 8

M 2/26: Continued discussion of *Astrophil and Stella*

W 2/28: Edmund Spenser, *Amoretti*, *ESCV*, 343-389 Panel Discussion #2

F 3/2: Continued discussion of *Amoretti*

Week 9

M 3/5- F 3/9: Spring Break

Week 10

M 3/12: Edmund Spenser, *FQ II*, Letter to Raleigh, Proem and Cantos 1-2

W 3/14: Edmund Spenser, *FQ II*, Cantos 3-4

F 3/16: Edmund Spenser, *FQ II*, Cantos 5-6

Week 11

M 3/19: Edmund Spenser, *FQ II*, Cantos 7-8

W 3/21: Edmund Spenser, *FQ II*, Cantos 9-10

F 3/23: Edmund Spenser, *FQ II*, Cantos 11-12

Week 12

M 3/26: Mary Sidney, Countess of Pembroke, "To the Angell spirit of the most excellent Sir Phillip Sidney" *RWP*, 50-53; selections from translations of the Psalms, *RWP*, 53-190 Panel Discussion # 3

W 3/28: Continued discussion of translations of the Psalms

F 3/30: Continued discussion of translations of the Psalms

Week 13

M 4/2: Christopher Marlowe, "The passionate Sheeheard to his love," *ESCV*, 497-498; Sir Walter Raleigh, "The Nymphs reply to the Sheeheard," *ESCV*, 331-332

W 4/4: Christopher Marlowe, *Hero and Leander*, *ESCV*, 498-525 Panel Discussion #4

R 4/5: ****Faire Queene* essay due***

F 4/6: Continued discussion of *Hero and Leander*

Week 14

M 4/9: William Shakespeare, *Sonnets* Panel discussion # 5

W 4/11: Continued discussion of Shakespeare's *Sonnets*

F 4/13: Continued discussion of Shakespeare's *Sonnets*

Week 15

M 4/16: Continued discussion of Shakespeare's *Sonnets*

W 4/18: Aemilia Lanyer, *Salve Deus Rex Judaeorum*, and "The Description of Cooke-ham" *RWP*, 207-280

Panel discussion #6

F 4/20: Continued discussion of Lanyer

Week 16

M 4/23: Continued discussion of Lanyer

W 4/25: Conclusions

M 4/30: Identifications Exam