STUDIES IN EARLY MODERN LITERATURE
ENG 430/530
4 Credits
No Prerequisites

Rational for conversion: The conversion will give students greater opportunity to practice critical thinking and writing about early modern literature by requiring students to read a significant number of additional primary and secondary texts, by increasing the length and complexity of writing assignments, and by raising research expectations.

The 4 credit version will:
• add a primary and secondary text;
• add instruction in research using digital and print sources;
• increase the length and complexity of writing assignments to incorporate digital scholarship appropriate to advanced study in early modern literature.
The core syllabus is the 3 credit version proposed.

[ N.B. This ENG 430/530 proposal is an augmented version of one under concurrent review at the 3 credit level in a Catalog II proposal.]

Catalog Description:
Literature and culture of the Tudor, early Stuart, and Interregnum periods, 1485-1660. Content and genres will vary and may include non-English writers who influenced the English Renaissance. Upon departmental approval, may be repeated up to 9 units.

Specific Course Content: Sixteenth century poetry and prose
This class examines non-dramatic texts of the mid to late Tudor period (1520s-1603), an age fissured by high idealism and deep cynicism about the uses of literature and the relations between literacy and power. Studying the contradictions between early Humanist aspiration and the disillusionment of Elizabeth’s late years, the course examines the nation-building efforts of English writers to make their mother tongue into a literary language and to improve the world, while advancing themselves, by reading and writing. Wyatt, Sidney, Spenser, Marlowe, and women authors including Queen Elizabeth figure importantly in the readings, which include lyric and epic poetry, essay, and prose narrative.

430 Student Learning Outcomes:
• identify key authors and texts of this period.
• account for and explain inter-relations among literature, culture, religion, and politics in Elizabethan England.
• demonstrate highly developed critical reading, thinking, and writing skills necessary for advanced work in the Humanities.
Additional 530 Student Learning Outcomes:
- Analyze and appraise contemporary critical discourses and theories concerning the study of early modern literature and culture.
- Demonstrate mastery of various research methods.

Evaluation of 430 Student Performance:
Students will demonstrate learning through:
- participation (10%), oral presentation (10%), critical essay, 5 pages (20%), final examination (25%), research paper, 10 pages on two of the readings and their relation to early modern literature culture (35%). This paper must incorporate at least four outside sources. [The research assignment reflects an increase in length and requires the use of additional secondary sources.]

Further Evaluation of 530 Student Performance:
Students will demonstrate learning through:
- participation (10%), oral presentation (20%), critical essay, 8 pages (30%), research paper, 12-15 pages incorporating at least six outside sources and addressing a contemporary critical issue related to early modern literature and culture (40%). [This paper assignment reflects an increase in length and requires the use of additional secondary sources.]

Learning Resources:
The following texts are required for both 430 and 530
Clarke, ed. Renaissance Women Poets (Penguin)
Salzman, ed. An Anthology of Elizabethan Prose Fiction (Oxford)
Sidney, A Defence of Poetry, ed. Van Dorsten (Oxford)
Course Packet with writings by Francesco Petrarca (Petrarch), Queen Elizabeth I, Phillip Stubbes’ Anatomy of Abuses, and selected recent criticism.
Additional scholarly studies (optional) on reserve

Statement Regarding Disability Access Services:
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

Link to Statement of Expectations for Student Conduct:
http://oregonstate.edu/admin/stucon/achon.htm
**Weekly Outline of Required Readings and Assignments:**

**Week One:** Historical Introduction; Petrarch (Packet); Skelton

**Week Two:** Sir Thomas Wyatt; Henry Howard, Earl of Surrey; John Thompson (Packet)

**Week Three:** George Gascoigne; Isabella Whitney; Wendy Wall (Packet)


**Week Five:** Sir Philip Sidney, *Defense of Poetry*; Ron Levao (Packet) CRITICAL ESSAY DUE

**Week Six:** Mary Sidney; Queen Elizabeth; Sir Walter Raleigh; Susan Frye (Packet)

**Week Seven:** Sir Philip Sidney, *Astrophil & Stella*; David Kalstone (Packet)

**Week Eight:** Edmund Spenser, *Faerie Queene I*; Paul Alpers (Packet)

**Week Nine:** Spenser, *FQ I*; Jeffrey Knapp (Packet)

**Week Ten:** Christopher Marlowe, John Donne RESEARCH PAPER DUE

430 Final exam during exam week, 530 Research paper due by end of exam week

**Extra Required Text for 530 (optional for 430):** Louis Montrose, *The Subject of Elizabeth. Authority, Gender, and Representation* (Univ. Chicago P, 2006)