

UNIVERSITY OF CYPRUS
DEPARTMENT OF ENGLISH STUDIES

ENG220 POETRY OF THE EARLY MODERN PERIOD A'
COURSE OUTLINE - FALL SEMESTER 2018/19
TUESDAY / FRIDAY, 12:00-13:30, ROOM 005 (XΩΔ01)

Instructor: Dr. Stella Achilleos

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Office Hours: Tuesday / Friday, 9:00-10:30 and 13:30-14:00 (B101 in XΩΔ02)

COURSE DESCRIPTION AND OBJECTIVES

This is a survey course that concentrates on the history and development of the English poem in the early modern period. Covering some of the major figures of sixteenth- and seventeenth-century England, students will consider the development of a variety of poetic genres and literary traditions (such as the appropriation of the Petrarchan sonnet and the subsequent transformation of the form by English poets; the tradition of the courtly lyric; Metaphysical poetry; the development of the epic). Through close reading of selected texts, students will be encouraged to consider a variety of elements, such as: the politics of manuscript circulation and the shift from a manuscript to a print culture; poetry in relation to court politics and the question of power; poetry and literary patronage; the use of the classics and classical allusions. Students will further be expected to consider the texts within the broader social, cultural, and historical context within which they were produced and to examine (among other things) the politics of the Reformation and Renaissance humanism; the politics of gender; colonization and England's expansion in the New World; the ideological context of the English Revolution.

LEARNING OUTCOMES

Students are expected to be able to demonstrate their familiarity with the texts they have studied and to develop the ability to engage critically not only with primary texts but also with the secondary material they have been introduced to during the semester. Further, students are expected to be able to demonstrate their ability to analyse the texts they have studied within the broader social, cultural, and political framework within which they were produced.

TEXTBOOK

The Norton Anthology of English Literature: The Sixteenth Century / The Early Seventeenth Century, 10th ed., ed. by Stephen Greenblatt et al. (W. W. Norton, 2018) - ISBN-10: 0393603032 - ISBN-13: 978-0393603033

Selected secondary material will be distributed to students during the course of the semester (either in class or electronically). Students will also be given a list of secondary material placed on reserve in the library and will further be encouraged to explore books on regular loan, as well as journals articles (many of which may be accessed electronically through the library).

ASSESSMENT

Midterm exam (take-home essay): 40%

Final examination (in class): 50%

Participation and attendance: 10%

Schedule of readings, lectures, exams and deadlines

Week:

1. **Sept.4/7** Introduction to the course

Sir Thomas Wyatt (especially: *They flee from me; Whoso list to hunt; Stand whoso list; Who list his wealth and ease retain; Mine own John Poins*)
2. **Sept.11/14** Sir Thomas Wyatt, continued

Selected Secondary Reading:
 - Stephen Greenblatt, *Renaissance Self-fashioning: from More to Shakespeare* (Chicago and London: University of Chicago Press, 1980), pp. 115-156 (Chapter 3, "Power, Sexuality, and Inwardness in Wyatt's Poetry")
3. **Sept.18/21** Sir Philip Sidney, *Astrophil and Stella*

Selected Secondary Reading:
 - Arthur Marotti, "'Love is not Love': Elizabethan Sonnet Sequences and the Social Order," *ELH* 49.2 (Summer 1982): 396-428.
 - Ann Rosalind Jones and Peter Stallybrass, "The Politics of *Astrophil and Stella*," *Studies in English Literature, 1500-1900*, 24.1 (1984): 53-68.
4. **Sept.25** Sir Philip Sidney, *Astrophil and Stella*, continued
- Sept.28** William Shakespeare, *Sonnets*
5. **Oct.2/5** William Shakespeare, *Sonnets*, continued

Selected Secondary Reading:
 - Michael Schoenfeldt, *The Cambridge Introduction to Shakespeare's Poetry* (Cambridge: Cambridge University Press, 2010), pp. 88-111 (Chapter 6, "Friendship and love, darkness and lust: Desire in the Sonnets")
 - Eve Kosofsky Sedgwick, *Between Men: English Literature and Male Homosocial Desire* (New York: Columbia University Press, 1985), pp. 28-48 (Chapter, "Swan in Love: The Example of Shakespeare's *Sonnets*")
6. **Oct.9/12** Edmund Spenser, extracts from *The Faerie Queene*

Selected Secondary Reading:
 - Elizabeth Heale, *The Faerie Queene: A Reader's Guide*, 2nd ed. (Cambridge: Cambridge University Press, pp. 1-44 (Introduction and Chapter 1, "Book 1")
 - David Norbrook, *Poetry and Politics in the English Renaissance* (Oxford: Oxford University Press, 2002), pp. 97-139 (Chapter 5, "The *Faerie Queene* and Elizabethan Politics")

7. Oct.16 Edmund Spenser, extracts from *The Faerie Queene*, continued

Oct.19 John Donne, *The Flea; The Canonization; The Sun Rising; A Valediction: Forbidding Mourning; The Good-Morrow; The Apparition; The Funeral;* from *Holy Sonnets* (Sonnet 14)

Selected Secondary Reading:

- Achsah Guibbory, "Erotic Poetry," in *The Cambridge Companion to John Donne*, ed. Achsah Guibbory (Cambridge: Cambridge University Press, 2006), pp. 133-148.

8. Oct.23/26 John Donne, continued

Tuesday, October 23: DEADLINE FOR MIDTERM EXAM

9. Oct.30/Nov.2 George Herbert, *The Temple* (especially, *The Altar, Easter Wings, Redemption* and *The Collar*)

Selected Secondary Reading:

- Michael Schoenfeldt, *Prayer and Power: George Herbert and Renaissance Courtship* (Chicago and London: University of Chicago Press, 1991), esp. pp. 57-116 (Chapter 2, "My God, My King: Socializing God")

10. Nov.6 Katherine Philips, *Friendship's Mystery, to my Dearest Lucasia*

Nov.9 Andrew Marvell, *Bermudas*

Suggested Background Reading:

- Sir Walter Raleigh, extract from *The discovery of the large, rich and beautiful Empire of Guyana* (Norton Anthology, pp. 533-536)
- Amadas and Barlowe's *Voyage to Virginia* (Norton Anthology, pp. 639-643)
- Hariot's *Report on Virginia* (Norton Anthology, pp. 643-649)

Selected Secondary Reading:

- D. K. Smith, *The Cartographic Imagination in Early Modern England: Rewriting the World in Marlowe, Spenser, Raleigh and Marvell* (Ashgate, 2008), pp. 157-188 (Chapter 5, "'Tis not, what once it was, the world': Andrew Marvell's Remapping of Old and New in *Bermudas* and *Upon Appleton House*")
- Tay Fizdale, "Irony in Marvell's *Bermudas*," *ELH* 42 (1975): 203-13

11. Nov.13/16 Ben Jonson, *To Penshurst*
Thomas Carew, *To Saxham*

Selected Secondary Reading:

- Raymond Williams, *The Country and the City* (New York: Oxford University Press, 1973), pp. 13-34 (Chapter 3, "Pastoral and Counter-Pastoral")

12. Nov.20/23

John Milton, excerpts from *Paradise Lost*

Selected Secondary Reading:

- David Norbrook, *Writing the English Republic: Poetry, Rhetoric and Politics, 1627-1660* (Cambridge: Cambridge University Press, 1999), pp. 433-495 (Chapter 10, "Paradise Lost and English republicanism")
- David Loewenstein, "The Radical Religious Politics of *Paradise Lost*," in *A Companion to Milton*, ed. Thomas N. Corns (Blackwell Publishing, 2001), pp. 348-362.

13. Nov.27/30

John Milton, excerpts from *Paradise Lost*
Revision

FINAL EXAM PERIOD: 7-21 December 2018

CLASS POLICIES

You are required to work systematically so as to keep pace with the material assigned for each session. Your active participation in class discussions is essential, so you need to make sure that you always read the relevant material before coming to class. Systematic failure to come to class prepared or contribute to discussions may have a negative impact on your final grade.

You are expected to attend all classes and scheduled exams, except in case of illness or any other exceptional circumstances. In that case, you need to inform me. Please keep in mind that missed in-class exams cannot be made up unless you present a valid medical certificate or other formal document justifying your absence.

All written work needs to be handed in by the deadline and no extensions will be given except in special circumstances. Assignments or exams handed in late will not be accepted.

Finally, you must come to class on time and always bring your textbook with you.

ACADEMIC DISHONESTY

Please keep in mind that any form of academic dishonesty (such as cheating in exams or plagiarism) is a very serious offence and will be penalized according to departmental regulations. Students who commit such offences may risk failing the entire course.

Plagiarism is the use of someone else's work (language and/or thoughts) as one's own original work.

All written work - whether produced in class or at home - needs to be the student's own work. In order to avoid plagiarism, you should always make sure that any sources used in your work (whether copied directly, summarized or paraphrased) are clearly acknowledged. You are expected to be familiar with the MLA citation format and to use that to cite your sources whenever that is required.