

DEREE COLLEGE SYLLABUS FOR: EN 3426 THE ENGLISH RENAISSANCE			3/0/3										
(Updated: Fall 2023)			UK LEVEL: 5 UK CREDITS: 15										
PREREQUISITES:	WP 1010 Introduction to Academic Writing WP 1111 Integrated Academic Writing and Ethics WP 1212 Academic Writing and Research EN 2220 Exploring Traditions in English Literature I												
CATALOG DESCRIPTION:	Representative Renaissance English prose, poetry and drama examined within the cultural contexts of Tudor, Jacobean, and Caroline England.												
RATIONALE:	This course concentrates on major writers and works of the English Renaissance as well as of the seventeenth century up to the Restoration in the context of the social, political, philosophical and scientific developments of the age.												
LEARNING OUTCOMES:	<i>As a result of taking this course, the student should be able to:</i> 1. Identify the influence of major social, philosophical, and political ideas of the Renaissance, especially of Humanism and the Reformation, on the literature of the period; 2. Analyze the development of sixteenth and seventeenth-century English literature (poetry, drama, and prose) in relation to representative texts; 3. Display understanding of the contribution of individual authors to the development of literary forms through close reading of representative texts of the Renaissance and early seventeenth-century periods; 4. Demonstrate ability to discuss secondary material in relation to representative works of the literature of the period.												
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"><li>• Lectures and class discussions.</li><li>• Homework assignments.</li><li>• Office hours held by the instructor to provide further assistance to students.</li><li>• Use of library facilities for further study and preparation for the exams</li><li>• Use of the Blackboard course management platform to further support communication, by posting lecture notes, assignment instruction, timely announcements, formative quizzes and online submission of assignments.</li></ul>												
ASSESSMENT:	<table><tr><td colspan="2">Summative:</td></tr><tr><td>1<sup>st</sup> assessment: <b>Portfolio of Critical Responses (2500-3000 words)</b> At least two critical analyses of works developed through close reading; a Literature Review of selected critical material.</td><td>50%</td></tr><tr><td>Final assessment: <b>Examination (1200-1400 words)</b> Two essays (600-700 words each); or, one explication (300-400 words) and one essay (900-1000 words).</td><td>50%</td></tr><tr><td colspan="2">Formative:</td></tr><tr><td>Active engagement</td><td>0</td></tr></table>			Summative:		1 <sup>st</sup> assessment: <b>Portfolio of Critical Responses (2500-3000 words)</b> At least two critical analyses of works developed through close reading; a Literature Review of selected critical material.	50%	Final assessment: <b>Examination (1200-1400 words)</b> Two essays (600-700 words each); or, one explication (300-400 words) and one essay (900-1000 words).	50%	Formative:		Active engagement	0
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	<p>The formative coursework aims to prepare students for the summative assessments.</p> <p>The Portfolio of Critical Responses tests Learning Outcomes 3 and 4. The Final Examination tests Learning Outcomes 1 and 2.</p> <p>Students are required to resit failed assessments in this module.</p>
<b>INDICATIVE READING:</b>	<p><b>REQUIRED READING:</b> Greenblatt, Stephen, ed. The Norton Anthology of English Literature, Volume B. New York: Norton, latest edition.</p> <p><b>RECOMMENDED READING:</b> Roland H. Bainton. The Reformation of the Sixteenth Century. Beacon, 1985. P. Cheney, ed. The Cambridge Companion to Shakespeare's Poetry. 2007 P. Cheney, ed. The Cambridge Companion to Christopher Marlowe. 2004. R. Harp, ed. The Cambridge Companion to Ben Jonson. 2000. Michael Hattaway. Renaissance and Reformations. Blackwell, 2005. J. Kraye, ed. The Cambridge Companion to Renaissance Humanism. 1996. Robert Matz. The World of Shakespeare's Sonnets: An Introduction. McFarland, 2008. Andrew Murphy, ed. The Renaissance Text: Theory, Editing, Textuality. Manchester UP, 2000. Helen Phillips. An Introduction to the Canterbury Tales: Reading, Fiction, Context. Macmillan, 2000.</p>
<b>INDICATIVE MATERIAL:</b> (e.g. audiovisual, digital material, etc.)	<p><b>REQUIRED MATERIAL:</b> <a href="#">Click or tap here to enter text.</a></p> <p><b>RECOMMENDED MATERIAL:</b> Supplementary material used to facilitate contextual understanding of the literary works (documentaries, films, online resources, etc.)</p>
<b>COMMUNICATION REQUIREMENTS:</b>	With the exception of the in-class examination, all written work must be word-processed on Word and adhere to MLA guidelines for manuscript format and documentation.
<b>SOFTWARE REQUIREMENTS:</b>	MS Office and Blackboard CMS Enter any additional s/w requirements.
<b>WWW RESOURCES:</b>	www.luminarium.org www.vos.ucsb.edu
<b>INDICATIVE CONTENT:</b>	<p>In addition to the primary texts studied during the semester, students will also read introductory material for each unit.</p> <p>Through the close reading of texts, emphasis is placed on the ways in which master narratives construct ideological perspectives and identities. Through connections between texts and cultural context the canon is problematized so that students realize how literary traditions are created but also how they can be interrogated and deconstructed.</p> <p>Instructors discuss select material from at least seven of the following units:</p> <p><b>1) Renaissance Humanism &amp; The Reformation (three selections):</b> Roger Ascham, The Schoolmaster OR John Lyly, Euphues: The Anatomy</p>

of Wit

The English Bible, 1 Corinthians 13 (All versions)

William Tyndale, The Obedience of a Christian Man

One of the following:

John Calvin, The Institution of Christian Religion, from Book 3, Chapter 21

Anne Askew, from The First Examination of Anne Askew

John Foxe, Acts and Monuments [The Death of Anne Askew]

Thomas More, A Dialogue Concerning Heresies, from Chapter 28

**2) Elizabethan & Jacobean Drama (two plays):**

Christopher Marlowe, The Jew of Malta OR Dr. Faustus

John Webster, The Duchess of Malfi OR Ben Jonson, Volpone

**3) Renaissance Neoplatonism:**

Thomas Hobbes, from Castiglione's The Courtier (must cover: Book 4, Sections 49-73 [The Ladder of Love])

**4) Renaissance Poetic Theory:**

Philip Sidney, The Defense of Poesy (excerpts)

**5) Courtly Love & The Development of the English Sonnet (at least five poets):**

Thomas Wyatt, at least two of the following: "Whoso list to hunt," "My Galley," "They flee from me"

Surrey, "The soote season," "Love, that doth reign and live within my thought"

Edmund Spenser, from Amoretti (1, 34, 79)

Philip Sidney, from Astrophil and Stella (at least four sonnets out of the following: 1, 6, 15, 31, 49, 71)

Mary Wroth, from Pamphilia to Amphilanthus (1, 39, 64)

William Shakespeare, from Sonnets (at least five sonnets out of the following: 15, 18, 20, 73, 116, 129, 138, 144)

**6) Cavalier Poets (two poets):**

Ben Jonson, at least two out of the following: "To Penshurst," "On My First Son," "Inviting a Friend to Supper"

Robert Herrick, at least two out of the following: "Corinna's Going A-Maying," "The Vine," "Delight in Disorder"

**7) Metaphysical Poets (three poets):**

John Donne, at least three poems from the following: "The Flea," "The Sun Rising," "A Valediction: Forbidding Mourning," "Holy Sonnet 14"

George Herbert, at least two poems from the following: "The Altar," "Redemption," "Love (3)"

Andrew Marvell, "To His Coy Mistress," "The Mower Against Gardens"

**8) Pastoral Poetry (one selection):**

Edmund Spenser, from The Shepheardes Calender (both To His Booke and October) OR John Milton, Lycidas

**9) Epic Poetry (one selection):**

Edmund Spenser from The Faerie Queene (Book I, Canto 1) OR John Milton, from Paradise Lost (either Books 1 & 2 or Books 5 & 6)