

John Jay College of Criminal Justice
The City University of New York

New Course Proposal

When completed, this proposal should be submitted to the Office of the Associate Provost for consideration by the College Curriculum Committee.

1. Department (s) proposing this course: **English**
2. Title of the course: **Topics in Early Modern Literature**

Abbreviated title (up to 20 characters): **TPCS LIT Early Mod**

3. Level of this course:
 100 Level 200 Level 300 Level 400 Level

4. Course description as it is to appear in the College bulletin:
(Write in complete sentences except for prerequisites, hours and credits.)

Topics in Early Modern Literature will examine major and minor literary movements, authors, or ideas at work in sixteenth and seventeenth century literature with an eye to the formal features of texts as well as the social, historical, and political contexts in which they appeared. The course will approach the canon for this period not as a fixed entity but as a body of work consistently open to reevaluation and critique; alternative texts, voices, and subject positions relevant to the topic(s) will be included. As a means of understanding the literature of the period, the course may focus on a literary genre or convention (e.g., drama, sonnet) or an important theme (e.g., the Other in literature, hierarchy, literature of love, monarchy in crisis). The specific focus of the course will be determined by the individual professor and may be concerned exclusively with English literature, Western Literature more broadly, or Western and nonWestern literature.

Pre-requisite: ENG 102/201

Co-requisite: LIT 2XX (Introduction to Literary Study) or permission of the instructor. 3 hours, 3 credits.

5. Has this course been taught on an experimental basis?

No

Yes: Semester (s) and year (s):

Teacher (s):

Enrollment (s):

Prerequisites (s):

6. Prerequisites:

Pre-requisite: ENG 102/201

Co-requisite: Literature 2XX (Introduction to Literary Study) or permission of instructor.

7. Number of: class hours 3 lab hours 0 credits 3

8. Brief rationale for the course:

Topics in Early Modern Literature is one of six historically specific Topics courses; students majoring in English are required to take four. The Topics courses give students an awareness of the ways that literature is shaped in and through specific historical periods. By taking several of these courses, students gain understanding of the development of literary forms and concerns. Topics in the Early Modern Period gives students insight into some of the major literary ideas and authors of the Renaissance and how historical events shaped or were shaped by literature of the period. It may focus on English literature, Western literature more broadly, or on Western and Nonwestern literature. By taking these and the other Topics courses, students continue to build skills crucial for majoring in English such as close reading, analysis, organized thought, and effective writing.

9a. Knowledge and performance objectives of this course:

(What knowledge will the student be expected to acquire and what conceptual and applied skills will be learned in this course?)

KNOWLEDGE

- **Students will gain familiarity with one or more of the major ideas, literary genres, and authors of the early modern period.**
- **Students will understand one or more of the literary genres popular in early modern period.**
- **Students will understand the role of literary, legal, religious, scientific and political discourses in shaping early modern literature.**

PERFORMANCE

- **By close reading of primary texts, class discussion, and writing response papers, students will develop critical reading and analytical skills.**
- **Through a series of graduated writing assignments students will sharpen their rhetorical and argumentative skills and their ability to incorporate textual evidence.**
- **By completing a term paper students will learn to perform basic, supporting research that contextualizes an author or literary idea within a larger discourse of the period studied.**

9b. Information literacy:

(Indicate what sorts of information seeking skills will be enhanced by this course,

e.g., use of the internet, access to specialized data bases, literature search skills, etc.)

Students will be required to locate primary and secondary sources germane to the topic of the course through specialized databases such as the MLA Bibliography or Gale's Literary Index on the Web as well as perform library catalogue searches for books.

10. Recommended writing assignments:
(Indicate types of writing assignments and number of pages of each type. Writing assignments should satisfy the College's requirements for writing across the curriculum.)

In any particular occurrence of the course, a challenging selection of the following:

- **informal writing in class; response papers; analytical reading journals (10-25 pages)**
- **one or more formal essays culminating in a term paper (10-20 pages)**
- **essay exam(s) (5-10 pages)**

11. Will this course be part of any major (s) or program (s)?

No

Yes. Major or program: **English**

What part of the major? (Prerequisite, core, skills, etc.)

Topics in Early Modern Literature is one of six historically specific Topics courses; students majoring in English are required to take four.

12. Is this course related to other specific courses?

No

Yes. Indicate which course (s) and what the relationship will be (e.g., prerequisite, sequel, etc.).

Co-requisite: LIT 2xx Introduction to Literary Study

13. It is strongly advised to meet with a member of the library faculty before answering question 14.

If this course was taught on an experimental basis, were the existing library, computer, lab or other resources adequate for this course?

Yes

No. With whom has this been discussed? What has been recommended?

If this course was not taught on an experimental basis, are library, computer, lab or other resources necessary for this course?

Yes

No.

With whom has this been discussed? What has been recommended?

Ellen Sexton, Feb. 26 2007

The English Department is engaged in an ongoing dialogue regarding improving the collection to adequately support the proposed English major and the associated new courses. Money in addition to the regular Library budget is being provided by the College to fund new acquisitions. The Library subscribes to many relevant serial titles already, thanks to the collaborative resource sharing of electronic materials with other CUNY libraries. However, the monograph (and other book) collections in

this subject area do need to be augmented. The English Department is providing the Library with lists of titles for acquisition.

14. Syllabus and bibliography:

Attach a sample syllabus for this course. It should be based on the College's model syllabus. The sample syllabus must include a week by week or class by class listing of topics, readings, other assignments, tests, papers due, or other scheduled parts of the course. It must also include proposed texts. It should indicate how much various assignments or tests will count towards final grades. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

In addition, a bibliography in APA format for this course must be attached to this proposal.

Attached.

15. This section is to be completed by the chair (s) of the department (s) proposing the course.

Name (s) of the Chairperson (s): Jon-Christian Suggs

Has this proposal been approved at a meeting of the department curriculum committee?

No Yes: Meeting date: 3/12/07

When will this course be taught?

Every semester, starting _____

One semester each year, starting __spring 2008_____

Once every two years, starting _____

How many sections of this course will be offered? __01_____

Who will be assigned to teach this course?

Professor Allen, Huse, Staines, Tabb, or Tung

Is this proposed course similar to or related to any course or major offered by any other department (s)?

No

Yes. What course (s) or major (s) is this course similar or related to?

Did you consult with department (s) offering similar or related courses or majors?

Not applicable No Yes

If yes, give a short summary of the consultation process and results.

Will any course be withdrawn if this course is approved?

No

Yes, namely:

Signature (s) of chair of Department (s) proposing this course:

Date: __3/26/07_____

Sample Syllabus: Lit xxx: Topics in Early Modern Literature: Hierarchy

Sec. 01-02, Spring 20--

Margaret Tabb

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Office hours: Monday & Wednesday, 2:00-3:00, 5:15-6:15 and by appointment

Class times: Monday & Wednesday, periods 4 (12:30-1:45) & 8 (6:25-7:40), room 2507N

Course Description:

Topics in Early Modern Literature will focus this semester on hierarchy in English literature. Hierarchy -- the tendency to rank all living arrangements, be they psychological, familial, social, political, or religious -- is basic to the mindset of the early modern period (ca. 1500 - 1650). This is not to say that all people heeded the imperatives of hierarchy, or "degree," as it was often called then. Far from it. But whether they obeyed, defied, or interrogated the hierarchical strata of which they were a part, their consciousness of the obligations and rewards of hierarchy pervades early modern English literature. This course will examine different kinds of literature from this period to understand not only the complex ideology and aesthetic conventions of hierarchy as it permeates the texts, but also to better understand the texts themselves and how literature made meaning at this time.

Pre-requisite: ENG 102/201

Co-requisite: *Lit 2xx, Introduction to Literary Study* or permission of instructor.

1. Texts: Online Reserve [for shorter and out-of-print readings]

Elizabeth Cary, Tragedy of Miriam

John Milton, Paradise Lost

William Shakespeare, King Lear

2. Attendance Requirements: Class is important; no cuts are permitted except for illness or emergency. Do not schedule medical appointments or job interviews during class time. Arrange your work and child care schedules so that you can come to every class on time. If you must miss more than two classes for any reason, contact me. Please do not leave the room during class, and turn off phones and beepers.

3. Assignments (all work written at home to be doubly submitted, to me and to turnitin.com):

* Daily journal assignments. These analytical reading journals will strengthen a variety of academic skills that are essential for the English major: close textual analysis, application of theory to texts; learning to read difficult passages (through paraphrase and summary); constructing an argument and providing evidence.

Each class, I will pick up and grade journals from two or three people. By term end, I will have read about six daily journals. In addition, all journals (both read and unread) will be collected twice, at the middle and end of the semester. Thus there are 3 parts to your journal grade (classroom pickups, Journal I and Journal II) (30%).

* Class Discussion: once during the semester you will lead class discussion for ten minutes, helping your fellow students focus on the appearance, function, and literary use of hierarchy in the day's reading assignment. The challenge is not only to analyze for yourself how hierarchy works in the reading, but to figure out how to coach the class, helping them make the same discoveries for themselves. For the discussion, prepare a pedagogical outline or discussion guide to help you organize your teaching. Turn that outline in on the day you lead the class; after the class, write a short paragraph (or 2 or 3) assessing your teaching. What went well? What needs work? What more did you learn about the literature from the discussion? You need not hand in journals on the day you lead the discussion nor on the class following it (when your assessment paragraph is due). The purpose of leading a class: to gain social assurance and leadership skills required to make an oral presentation and (harder) orchestrate a class discussion. 10%

* For one of the units you will write a brief research essay of 7-10 pages on the works discussed in that unit, choosing from set topics or developing your own topic (after consultation with me). The papers will include two outside sources. They will be due on the last day of the unit, when people who have chosen to write on that unit will lead a closure seminar which will involve a 4 minute presentation of their findings and taking a dominant role in the discussion that follows. 30%

* Final exam: open book, part take-home, part in-class. 30%

4. Learning objectives:

- to gain familiarity with some of the major texts, literary genres and conventions of the early modern period and consider the literary and ideological representation of hierarchy in these texts;
- to understand how early modern ideologies, preoccupations, material culture, and social practice are represented in literature;
- to advance your thinking about how closely social values and “justice” are inter-connected and represented in literature;
- to begin the acquisition of advanced skills of literary analysis through assigned reading journals and by leading a class discussion;
- to sharpen your rhetorical and argumentative skills and your ability to incorporate textual evidence to support your claims by writing a brief research essay and final exam;
- to gain experience in basic research by writing a brief term paper. [over]

Statement of College Policy on Plagiarism: plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (From the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36)

Calendar

Week 1.1 Introduction to the course and lecture/workshop on early modern English hierarchy

1.2 **Part I. Gender Hierarchy:** readings by Juan Luis Vives, Margaret Tyler, Desiderius Erasmus, Rachel Speght, Swetnam, Elizabeth I
Journal #1

2.1 Gender readings, cont’d.
Journal #2

2.2 Elizabeth Cary, Tragedy of Miriam, Act 1 *The Power of Women*
Journal #3

3.1 Miriam, Acts 2-4 *Patriarchal Power Reinstated*
Journal #4

3.2 Miriam, Act 5 *Miriam vs. Salome and the Literary Representation of Women*
Journal #5

4.1 Miriam *Cary’s Play and Gender Hierarchy*
Journal #6
Essay due (1st of 4 choices)

4.2 **Part II. Romantic Love and Hierarchy:** readings by Castiglione; poetry of Wyatt, Surrey, Donne, Lovelace, Marville *Courting Conventions in Early Modern Love Poetry*
Journal #7

5.1 Love poetry, contd. *Gender and Agency in Love Poetry*
Journal #8

5.2 Lady Mary Wroth, The Countess of Montgomerie's Urania (excerpts) *Gender and Agency in Urania*
Journal #9

6.1 Urania *Representation of Males and Masculinity in Urania*
Journal #10

6.2 Urania *Representation of Females and Fertility in Urania*
Journal #11

7.1 Urania *Gendering Hierarchy in Love Literature*
Journal #12; Journal I due (#1-12)
Essay due (2nd of 4 choices)

7.2 **Part III. Political Hierarchy:** readings by William Tyndale, Sir Thomas Elyot, Richard Hooker, James I, Homilies on "Good Order and Obedience to Rulers" and "Against Obedience"
Journal #13

8.1 Political readings, cont'd. [over]
Journal #14

8.2 Shakespeare, King Lear, Act 1.1-1.2 *King Lear: King, Father, and Male -- Hierarchal Responsibilities*
Journal #15

9.1 King Lear, 1.3 - Act 3 *Obedience*
Journal #16

9.1 King Lear, Act 4.1-4.5 *Violations of Hierarchy*
Journal #17

4.1 King Lear, 4.6 - Act 5 *Hierarchy and Social Equity*
Journal #18

4.2 King Lear *Politics and Hierarchy*
Journal #19
Essay due (3rd of 4 choices)

11.1 **Part IV. Spiritual Hierarchy:** readings by Lady Falkland, Alice Thornton, Josselin
Journal #20

11.2 John Donne, Holy Sonnets *Language of Spiritual Hierarchy*
Journal #21

12.1 Holy Sonnets *Human Agency and Spiritual Hierarchy*
Journal #22

12.2 John Milton, Paradise Lost, Books I & II *Demonic Defiance*
Journal #23

13.1 Paradise Lost, Book IV *Pre-Lapsarian Divine and Human Hierarchy*
Journal #24

13.2 Paradise Lost, Books IX & X *The Fall and the Post-Lapsarian World*
Journal #25

14.1 Paradise Lost *The Fall and the Post-Lapsarian World*
Journal #26
Essay due (4th of 4 choices)

14.2 Paradise Lost *Spiritual Hierarchy and Mundane Order*
Journal #27; Journal II due (13-27)

Final exam: take home, in class (on assigned date)

Bibliography: Topics in Early Modern Literature

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