

Southeast Missouri State University

Department of English

Course No. **LI 577**

Title of Course Studies in Early English Literature

Revision

New x

- I. Catalog Description and Credit Hours of Course: A course which focuses on the study of early modern English literature from 1450-1785. It addresses issues, periods, or genre studies in the literature of England not addressed in the regular course listings. May be repeated for elective credit. (3 cr.)
- II. Prerequisites: EN140 or equivalent and any 200 level literature course.
- III. Purposes or Objectives of the Course will vary, but may include the following:
- A. To offer a range of early modern English literature not offered in the regular catalog listings which could study a period, a genre, a single author, a combination of authors, the intersections between texts and cultural issues
 - B. To provide experiences in close reading and analysis.
 - C. To provide writing experiences which combine close reading with individual interpretation and which also provide opportunities for synthesis of both primary and critical readings.
 - D. To provide opportunities for original interpretations and research.
- IV. Expectations of Students:
- A. To come prepared to discuss passages, scenes, and questions that are raised in their readings
 - B. To complete weekly journal responses
 - C. To demonstrate the ability to do literary research and to choose sources wisely
 - D. To produce their own interpretation of texts through close reading
 - E. To integrate and synthesize their own interpretations with other critical sources
 - G. To attend class regularly and to complete satisfactorily all work in the course
 - H. To take a midterm examination and a final examination
- V. Course content or outline will vary. Topics may include, for example, the study of individual authors, genres, or themes. The following is a sample topic:

Early Modern Women Writers

1. Poetry: 15 hours

Elizabeth I, "The doubt of future foes"; "On Monsieur's Departure"

Isabella Whitney, "I. W. To Her Unconstant Lover"; "The Manner of Her Will"

Rachel Speght, *Mortality's Memorandum*
 Mary Herbert, "To the Angel Spirit of the Most Excellent Sir Philip Sidney"; "Psalm 52"; "Psalm 139"
 Aemilia Lanyer, *Salve Deus Rex Judaeorum*; "The Description of Cookeham"
 Mary Wroth, *The Countess of Montgomery's Urania*; *Pamphilia to Amphilanthus*
 Katherine Philips, "A Married State"; "Upon the Double Murder of King Charles"; "On the Death of My First and Dearest Child, Hector Philips"
 Margaret Cavandish, *Poems and Fancies*; "The Hunting of the Hare"; "The Poetess's Hasty Resolution"
 Anne Finch, Countess of Winchilsea, "The Introduction"; "A Nocturnal Reverie"
 Aphra Behn, "The Disappointment"; "To Lysander, On Some Verses He Writ"; "To Lysander at the Music-Meeting"
 Lady Mary Wortley Montagu, "Epistle from Mrs. Yonge to her Husband"; "The Lover: A Ballad"

2. Drama: 12 hours

Elizabeth Carey, *The Tragedy of Miriam*
 Margaret Cavandish, *The Convent of Pleasure*
 Aphra Behn, *The Rover*

3. Fiction: 6 hours

Aphra Behn, *Oroonoko*

4. Essays, letters, diaries, memoirs, speeches: 12 hours

Anne Askew, *The First Examination of Anne Askew*
 Elizabeth I, "Speech to the Troops at Tilbury"; "Golden Speech"
 Isabella Whitney, "Will and Testament"
 Lucy Hutchinson, *Memoirs of Colonel Hutchinson*
 Lady Anne Halkett, *The Memoirs*
 Anna Trapnel, *Anna Trapnel's Report and Plea, or, a Narrative of Her Journey from London into Cornwall*
 Margaret Cavandish, *A True Relation of My Birth, Breeding, and Life*
 Mary Astell, "Some Reflections on Marriage"
 Mary Leapor, "An Essay on Woman"
 Frances Burney, *The Journal and Letters*
 Hester Salusbury Thrale Piozzi, *The Family Book*; *Thraliana*

VI. Textbooks:

The textbook(s) used will depend on the issue, author, or genre under study during a given semester. The following text(s) would be used for a study focusing on early modern English women writers.

The Norton Anthology of English Literature, ed. M. H. Abrams, vol. 1, 7th edition (or most current) would be the primary text. Paperback texts purchased from the University Bookstore would be used to supplement the primary text. Texts not available from either source would be placed on reserve in Kent Library.

VI. Basis for Student Evaluation:

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| A. | One 3-5 page close reading analysis of a primary text* | 10% |
| B. | One eight-page critically researched, interpretive essay** | 20% |
| C. | Reader response journal | 10% |
| D. | Midterm examination | 25% |
| E. | Final examination | 25% |
| F. | Class Participation | 10% |

* Students seeking graduate credit for the course will be expected to write 5-7 pages for this assignment.

** Students seeking graduate credit for the course will be expected to write 12-15 pages for this assignment as well as use more secondary sources.