

English 4592: Renaissance Women Writers and Their Books
TuTh 3-4:20 p.m.; Ovalwood 120
Spring 2020

Professor Elizabeth Zeman Kolkovich

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Office Hours: TuTh 10:30-11 a.m., Tu 4:30-5 p.m., Th 12:20-1:20 p.m., and by appointment

Course Description: What were women's limitations and opportunities in Renaissance England? How did female authors express their desires and authority in a culture that urged women to be chaste, silent, and obedient? This course encourages you to examine these questions while studying English women's poetry, drama, and prose in the sixteenth and seventeenth centuries. We will experiment with various approaches to these texts: biographical, historicist, formalist, materialist, feminist, and queer. We will learn about manuscript culture and the early book trade, as well as try our hand at editing literary texts.

At the end of this course, you will be able to:

- Identify major women writers in the English Renaissance.
- Analyze representative genres and publication formats in Renaissance England.
- Appreciate the historical and cultural factors that defined gender and influenced women's writing in this early period.
- Read, research, and edit with greater confidence and skill.

English 4592 fulfills the diversity requirement ("Diversity in English Studies") for the English major. Alternately, with permission from an advisor, you can count this section as a pre-1800 or pre-1900 course. Prerequisites include English 1110 (or equivalent) and two English courses at the 2000 or 3000 level.

Required Texts:

On our Carmen page, I provide free, digital texts for all required reading. You are responsible for accessing these texts. Always bring the day's text(s) to class, either printed out or using an electronic device. You might want to read our two longest texts in paper books, so I ordered two recommended textbooks at the campus bookstore:

- Margaret Cavendish, *The Convent of Pleasure*, ed. Sharon L. Jansen (Saltar's Point Press, 2016), ISBN: 978-0692654620.
- Aphra Behn, *Oroonoko*, ed. Janet Todd (Penguin Classics, 2004), ISBN: 978-0140439885.

Course Requirements:

Participation and engagement	15%
Thinking journal	25%
Textual analysis essay	15%
Editing assignment	20%
Final project	25%

Participation and engagement: This course is a combination of lecture/discussion and tutorial formats. A tutorial is an extended dialogue among a small group of students and one instructor. In a tutorial, knowledge is not something you simply acquire, but something you create together. Topics are opened up for debate, and students are treated as academic equals. Tutorials are demanding, stimulating, and thought-provoking for student and teacher alike. Because they require students to participate at a high level, they help students gain confidence as thinkers, readers, and speakers.

But this course is not fully a tutorial; it will also include tiny lectures and activities arranged by the instructor in order to *give* you knowledge as well as challenge you to *produce* knowledge. I will contribute what I know about the latest research and thinking in this field, as well as a willingness to listen, experiment, and adapt. From you, I expect active listening and participation, as well as a willingness to share questions and half-formed ideas in a spirit of experimentation. I evaluate participation according to the following scale (including +/- grades):

A = Daily, thoughtful participation. Student attends regularly, comes to class prepared and with the text, comes to class on time and stays for the full class, stays alert, and visits my office hours or the Writing Center when needed or desired. Student ideally talks at least once a class.

B = Frequent to occasional participation. Student is partially engaged and alert but misses more classes and shows less dedication.

C = Participation only when called on, often distracted, some attendance problems.

D = Lack of preparation, refusal to participate even when called on, attendance problems.

E = No preparation for class, severe attendance problems.

Thinking journal: To develop ideas *before* class, you will keep a “thinking journal,” or a place where you use informal writing to play around with beginning ideas. Your journal might be a paper notebook or an electronic document—whichever suits you best. I will collect journals three times, and I will ask you to share from them in class on a regular basis.

Essays and research projects: To analyze and investigate women writers in greater detail *after* class, you will complete three major projects. Early in the course, you will write a short (3-4-page) essay that analyzes one passage. Halfway through the semester, you will choose a poem to edit yourself. The course culminates in a longer paper (7-10 pages) that can be an academic research paper or a reader’s guide to one of our texts. Choose whichever option is best suited to your strengths and goals, and make your selection early—soon after spring break.

I provide detailed instructions for all assignments, both in hard copy and on our Carmen page.

COURSE POLICIES:

Attendance: In order to do well in this course, you must attend regularly. I allow **four** absences without penalty, and it is your responsibility to use these absences if and when you need them. **Each subsequent absence will lower your course grade by 5%.** Exceptions to this policy include illness, emergency, and other special cases; let me know about such situations as soon as you can. If you are more than 10 minutes late or leave more than 10 minutes early, you will be

marked absent for half of a class. Just as it is your responsibility to decide how to use your allowed absences, it is also your responsibility to make up work after an absence. I expect you to get basic information from a classmate and then ask me any further questions.

In the unlikely event that I need to cancel class, I will notify you via your OSU email account and request that a note be placed on our classroom door. I will also contact you as soon as possible to let you know what will be expected of you for our next class meeting.

Classroom etiquette: Please arrive on time and silence all phones and noise-making devices *before* entering the classroom. Texting in class is prohibited. If you use a laptop or tablet in class, do so only for course-related activities. Tardiness and phone interruptions disrupt the class and will negatively affect your participation grade.

Essay policies: Please submit written work electronically via Carmen, and no emailed attachments unless it's an emergency. I can accept Word files (.docx or .doc) or PDFs. Please type essays in 12-pt. Times New Roman (or Garamond, Calibri, Arial, or similarly sized font), double-spaced, and with 1-inch margins. Follow MLA format and citation.

I am happy to help at any step in the writing process. Visit my office hours or seek feedback at the Writing Center (<http://english.mansfield.ohio-state.edu/writing>), which provides free individual consultation for students of all abilities. You can use its services on a walk-in basis or by appointment at the Conard Learning Center. If you anticipate a problem meeting a deadline, talk to me about the possibility of an extension. I will consider granting extensions to students who have established credibility by attending and participating in class and by completing prior assignments on time. Otherwise, I will deduct 1/3 letter grade for each day a paper is late. A "B" paper due on Tuesday, for example, becomes a "B-" paper if submitted Wednesday. Late papers might not be returned in a timely fashion and cannot be revised.

Academic misconduct: I am required to report to the Committee on Academic Misconduct all instances of "academic misconduct," including (but not limited to) cases of plagiarism. Plagiarism is the representation of someone else's ideas and/or words as your own. That "someone else" could be a book or article, a friend or classmate, or an online source. It is a serious offense that is easy to spot and never worth it. The severe penalties for plagiarism can damage a student's academic career: some examples include a zero for the paper, failure in the course, and academic censure or even expulsion. I must report such offenses to the Committee on Academic Misconduct via the Mansfield Associate Dean's Office. For additional information, see the Code of Student Conduct (<http://studentaffairs.osu.edu>), and if you are ever unsure when or how to cite something, just ask.

HOW TO PREPARE FOR CLASS

1. Read the introduction to the day's assignment on Carmen.
2. Read the assigned texts carefully. Early literature is not easy, so give yourself plenty of time. Read poems at least twice—first to get the gist and second to identify key images, tone, metric changes, and structural components. Some texts use footnotes sparingly, so you may need to look up unfamiliar words in the Oxford English Dictionary (OED). Take

notes in the margins or somewhere you can access during class. (You can use your thinking journal; just mark it “class preparation” or “my notes” or something like that.)

3. Each Carmen introduction includes 2-4 questions for journaling and discussion. Choose one of these questions, and take 5-15 minutes to respond to it in your thinking journal. Date your journal entry.
4. Bring the text(s) and your journal to class. Be ready to share your ideas and questions.

Class Schedule:

Please note: assignments and due dates are subject to change based on class needs. All texts available at our Carmen page at carmen.osu.edu.

Date and topics	Reading and assignments due
Tuesday, Jan. 7 Introduction to the course	
Thursday, Jan. 9 History and culture, part 1	Hull, “Introduction: Setting the Scene”; excerpts from conduct books.
Tuesday, Jan. 14 History and culture: part 2	Excerpt from Woolf, <i>A Room of One’s Own</i> ; North, “Women, the Material Book and Early Printing”; Burke, “Manuscript Miscellanies.”
Thursday, Jan. 16 Elizabeth I: nonfictional prose	Elizabeth I, “Speech to the Troops at Tilbury,” “Princess Elizabeth to Catherine Parr” and “Letter from Princess Elizabeth to Queen Mary”; browse biography, portraits, and works on Luminarium.
Tuesday, Jan. 21 Isabella Whitney: poetry and meter	Whitney, “I.W. To Her Inconstant Lover” and “The Admonition by the Author.”
Thursday, Jan. 23 Isabella Whitney: poetry and meter	Whitney, “An Order Prescribed, by Is.W., to Two of Her Younger Sisters Serving in London” and “Will and Testament.” Thinking journal due: initial check.
Tuesday, Jan. 28 Aemilia Lanyer: devotional verse	Lanyer, “To the Virtuous Reader,” “Eve’s Apology,” excerpts from dedications.
Thursday, Jan. 30 Aemilia Lanyer: country house poetry	Lanyer, “The Description of Cookham.”
Tuesday, Feb. 4 Country house poetry	Jonson, “To Penshurst.” Textual analysis due by the end of the day (11:59 p.m.).
Thursday, Feb. 6 Textual editing	Keleman, “Why Study Textual Editing and Criticism.”
Tuesday, Feb. 11 Sonnets; intro to primary research	Sidney, <i>Astrophel and Stella</i> 1, 2, 7, 9, and 45.
Thursday, Feb. 13 Mary Wroth: sonnets	Wroth, <i>Pamphilia to Amphilanthus</i> 1 (“When night’s black mantle”), 6 (“O strive not still”), 14 (“Am I thus conquered”), 23 (“When every one to pleasing”), 40 (“It is not love”), and 48 (“How like a fire”).

Tuesday, Feb. 18 Digital resources for book and cultural history	Explore your chosen digital resource; be ready to share your findings with the class.
Thursday, Feb. 20 Hester Pulter: poetry and the body	Pulter, “Tell Me No More” (Poem 11), “Made When I Was Not Well” (Poem 51), and “The Wish” (Poem 52). Browse images of the original manuscript.
Tuesday, Feb. 25 Hester Pulter: poetry and science	Pulter, “The Center” (Poem 30), “The Pismire” (Poem 35), and “A Solitary Complaint” (Poem 54).
Thursday, Feb. 27 Hester Pulter: emblems	Pulter, “The Manucodiats” (Emblem 5), “This Poor Turtle dove” (Emblem 20), and “The Hunted Hart” (Emblem 22). Thinking journal due: midterm check.
Tuesday, March 3 Katherine Philips: poetry of life and loss	Philips, “A Country Life,” “The World,” and “On the Death of my First and Dearest Child.”
Thursday, March 5 Katherine Philips: poetry of friendship	Philips, “Friendship’s Mystery; to my dearest Lucasia,” “To Mrs. M.A. at parting,” “To my Excellent Lucasia, on our Friendship.” Textual editing assignment due by Friday at 5 p.m.
SPRING BREAK	
Tuesday, March 17 Textual editing; intro to secondary research	Read each other’s edited poems on Carmen Discussions.
Thursday, March 19 Critical perspectives	Select one critical essay to read (Masten, Dunn, or Eardley), summarize, and explain to your classmates.
Tuesday, March 24 Margaret Cavendish: drama	Cavendish, <i>The Convent of Pleasure</i> , Acts 1-3.
Thursday, March 26 Margaret Cavendish: drama	Cavendish, <i>The Convent of Pleasure</i> , Acts 4-5.
Tuesday, March 31 Margaret Cavendish: on writing	Cavendish, “To All Noble and Worthy Ladies,” “To All Writing Ladies,” “Excuse for Writing So Much upon My Verses,” and “The Poetress’s Hasty Resolution.”
Thursday, April 2 Aphra Behn: fictional prose	Behn, <i>Oroonoko</i> , first half.
Tuesday, April 7 Aphra Behn: fictional prose	Behn, <i>Oroonoko</i> , second half.
Thursday, April 9 Aphra Behn: poetry	Behn, <i>Oroonoko</i> , “The Disappointment” and “Love Arm’d.” Thinking journal due: final submission.
Tuesday, April 14 Final projects	To be determined: make-up discussion, individual conferences, or in-class workshop on final projects.
Thursday, April 16 Course wrap-up	To be determined: peer review or in-class workshop.

Final project due to Carmen by Tuesday, April 28, at 2:45 p.m. (Early submissions welcome; no late submissions accepted.)

Appendix to the Syllabus: CAMPUS POLICIES

Student Assistance with Difficulties

Any student who has difficulty affording books, academic needs, groceries, accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Michelle McGregor, Student Support Services, 419-755-4304, for support and information on emergency grant funding. Furthermore, please also notify the professor if you are comfortable doing so. The BLIC and Conard Learning Center often have copies of books available for student use or check-out.

Disability Service Statement

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: mgregor.40@osu.edu; 419 755-4304; 279 Ovalwood Hall.

Academic Misconduct Statement

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee via the Associate Dean's Office at the Mansfield campus. For additional information, see the Code of Student Conduct (<http://studentconduct.osu.edu>).

Drop/Withdrawal Statement

It is the student's responsibility to know the deadlines for dropping a course or withdrawing from the University. Term drop & withdrawal deadlines can be found at registrar.osu.edu/registration (click on the current term under "Important Dates" and scroll down to ADD/DROP/WITHDRAW DEADLINES). There are different drop/withdrawal dates for the various shortened sessions and full semester classes. If you receive financial aid, you should always talk with a financial aid specialist prior to adjusting your schedule. If you stop attending a course but do not drop it, you risk receiving a failing grade which could negatively affect your GPA and your financial aid status. You can call 419-755-4317 to set up an appointment with an academic advisor or a financial aid specialist in 104 Riedl Hall.

Retention

The Ohio State University-Mansfield is committed to the success of students. If you are having academic or personal difficulties, you can contact Darla Myers at 419-755-4036, Ovalwood 283; or your academic advisor for specific referral resources.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University at Mansfield offers services to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the New Directions Student Assistance Program (SAP) by visiting newdirectionsforlife.com or calling

419-529-9941 (no cost to students). They see students on campus in Ovalwood Hall. Local crisis services are available by calling 419-522-4357. Ohio State also has an afterhours service available by calling **614-292-5766 and choosing option 2** after hours, which includes weekends and holidays.

Student Conduct

The code of student conduct is established to foster and protect the core missions of the university, to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. Students who violate faculty expectations may be subject to the code of conduct. For behavioral related concerns, contact Student Life at 419-755-4317 and ask for an appointment with Dr. Donna L. Hight, Assistant Dean, Student Life & Success. As a responsible community member, do not allow others to act inappropriately and impact the community.

Discrimination

The Ohio State University at Mansfield is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect in an environment free of discrimination of any type. This includes students creating a hostile environment for other students. To file a complaint, contact Student Life at 419-755-4317 and ask for an appointment with the Assistant Dean, Student Life & Success or Human Resources at 419-755-4047 and ask for an appointment with the Chief Human Resources Officer, who will connect you with the appropriate Columbus Offices.

Ohio State Mansfield Diversity Statement

The Ohio State University at Mansfield is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The Ohio State University at Mansfield prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status. In addition to birth and/or other self-defined characteristics, we honor and value the lived experiences of all students as they add to constructive conversations about diversity, equity, and inclusion in the classroom. Faculty, staff, and students are encouraged to contact Dr. Donna L. Hight, Assistant Dean, Student Life & Success, 419-755-4317, regarding issues, concerns, or questions related to equity and diversity or report via Bias Assessment and Response Team: <https://studentlife.osu.edu/bias/>.

Ohio State Mansfield Identity Affirmation Statement

It is our intent to honor your name and pronouns if they differ from your legal or academic record. Please advise any instructors of this change early in the semester so that we can update class rosters with your preferred name and your correct pronouns. Additionally, please advise us of any updates to your name and/or pronouns throughout the semester so that we can correct our rosters accordingly. A formal name change request can be made through Buckeyelink.

Title IX and Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find more information and the appropriate resources at titleix.osu.edu/.

HOW TO REPORT

Reports of sexual misconduct can be made to one of the following individuals:

Donna L. Hight, Ph.D.
Assistant Dean, Student Life & Success
419-755-4317
hight.6@osu.edu

Sgt. Jeff Hoffer
Campus Police
419-755-4210
hoffer.30@osu.edu

Campus Sexual Assault Advocate
419-565-2489

Notice of an incident to the officials listed above, other than the Campus Sexual Assault Advocate, is considered official notice to the university. You can expect reports received by these individuals to be investigated and properly resolved through administrative procedures. Information will be shared only as necessary with investigators, witnesses, and the accused individual. *The Campus Sexual Assault Advocate and the New Directions Student Assistance Program (SAP) staff are considered confidential reporting resources. Every other faculty or staff member must notify the University of reports made.*