

English 2306F 500
17th-century Literature and Culture
Fall 2017

Tuesdays 1:30-2:30pm & Thursdays 12:30-2:30pm
W106

Instructor: Dr. Amanda Di Ponio

Office: A306

Office Hours: Thursdays 2:30-4:30pm and by appointment

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Feel free to e-mail me with brief questions. Students can expect to receive responses to e-mails within 24-48 hours. Please contact me via e-mail to make an appointment to see me or speak with me outside of regular office hours. If possible, please make an appointment to see me during office hours so that students who wish to see me are able to. During peak times (i.e. before essays submissions and the final exam), additional appointment times outside of regular office hours will be made available to students.

COURSE DESCRIPTION

The seventeenth century was a very exciting time: developments in religious, economic, political, intellectual, literary and cultural history were revered – and reviled – the world over. England, considered a super power by the end of the century, acquired its position as an Imperial power through colonial and overseas projects usually sponsored by the Crown: under Sir Walter Raleigh, Virginia, the West Indies, and South America were explored and exploited; campaigns fronted by the East India Company (1600), The Hudson's Bay Company (1670), The Royal African Company (1672), and the slaving voyages of John Hawkins (although Elizabeth I called such activities “detestable”), all took place during this time. Some critics suggest, therefore, that from the 1620s – and earlier – the literature of England is not separate from the literature of England's colonies.

With this understanding in stride, we will study popular literary and cultural phenomena of Europe – such as the imperialist drive, the marginalization of the other, *auto-da-fé* – and their permeations across the globe in the West Indies, the Americas, and Asia. We will also examine the colonies' agency in responding to/ setting important literary and cultural trends (often in response to exploitation), and will look for those powerful voices of dissent on the continent and abroad. We will read novels, short stories, poetry, drama, historical treatise, and diaries (the following is a selection only): Aphra Behn (*Oronooko*), Molière (*Tartuffe*), Samuel Pepys (*Diary*), Shakespeare (*The Tempest*).

PREREQUISITE(S): At least 60% in 1.0 of English 1020E or 1022E or 1024E or 1035E or 1036E or both English 1027F/G and 1028F/G, or permission of the Department.

LEARNING OBJECTIVES

- Explore a wide range of forms of creative expression in the seventeenth century, including short stories, poetry, drama, historical treatise, diaries, pamphlets, travelogues, music, and visual art
- Participate in readings and classroom discussion
- Attend a live performance of a professional theatre company
- Write logically and persuasively in fluent, standard English using the appropriate conventions for scholarly-critical writing

- Design strong thesis statements and structured arguments in persuasive essays which incorporate evidence, from both primary and secondary texts, in support of arguments
- Evaluate the relevance, reliability, and usefulness of research sources, including those obtained through the Internet
- Integrate outside research materials and references to the original text into an essay through use of quotations and paraphrases using correct MLA documentation
- Write essays that logically and persuasively present complex and debatable arguments

DESCRIPTION OF CLASS METHODS

Lecture 40%

Group Discussions 20%

Individual Assignments 20%

In-class tasks 10%

Community-Based Learning 10%

STRATFORD – WEDNESDAY, SEPTEMBER 20, 2017

Students enrolled in English 2306F will attend two performances at the Stratford Festival this season: *The Changeling* and *Tartuffe* on Wednesday, September 20 at 2pm and 8pm at the Tom Patterson and Festival Theatres, respectively. Pricing is significantly reduced for a total price of \$40/student (includes tickets to both shows plus transportation). Payment should be made, in cash, to Lauren Hogg, Administrative Assistant to the Faculty of Arts and Social Sciences (A116). As the Performance Analysis assignment (15% – see below) is attached to this performance, it is strongly encouraged that students do their best to attend.

REQUIRED TEXT

All texts and materials will be distributed to students throughout the term, either electronically through OWL powered by Sakai or in class.

METHOD OF EVALUATION

Performance Analysis (1,000-1,500 words) 15%

Midterm 20%

Essay (2,000-2,500 words) 25%

In-class work/Attendance/Participation 15%

Final Project 25%

NOTE: In accordance with Department of English standards, students must pass BOTH the term work and the final examination in order to pass the course. Students who fail the final examination (regardless of term mark) automatically fail the course.

DESCRIPTION OF ASSIGNMENTS

Performance Analysis: We will be seeing adaptations of two seventeenth-century plays at the Stratford Festival this season: Thomas Middleton and William Rowley's *The Changeling* and Molière's *Tartuffe*. The purpose of this assignment is to strengthen your critical analysis of drama in performance. Write an essay of 1,000-1,500 words that analyses the Stratford production. If you're unable to attend the performance, please contact me.

While you will more than likely share whether or not you like the production, I am more interested in your analysis of it. Focus on a few production choices – such as costumes, set design, lighting and sound effects, gestures, staging – you consider important in how the Stratford company interpreted the play. In your essay, describe the production choices concisely, and then analyse how they shaped a certain interpretation of the action, perhaps in a way you haven't considered. You might analyse the choices in terms of the tone, power

dynamics, characterisations, etc. Furthermore, you must consider the impact of any interpretive changes made to the source texts and comment on how the performances contribute to the development of culture, past, present, and future. MLA citation style is required.

I would recommend taking notes during the performance. You should also keep the theatre programme that you'll be given when you enter, as it will tell you who played which parts, who directed the show and wrote the music for it, and perhaps also provide some insight into what the company was trying to achieve.

We will discuss the production in the following Thursday's class.

Midterm: The Midterm test will take place in class on Thursday, October 26. Students will be required to select and analyze 4 passages in essay format.

Essay: A formal, extended critical analysis of literary and/or cultural texts studied over the duration of the course. The essay should engage with more than one possible interpretation of the creative expressions chosen and endeavour to go beyond the simple exposition of ideas. Secondary research is required (at least 2 materials – essays/articles from books/academic journals). Further instruction, essay-writing tips, and research tips will be provided. MLA citation style is required.

The Essay is due on the date specified in the lecture and reading schedule below. **Late assignments will incur a late penalty of 2% per day**, up to a maximum of **one** week. Assignments handed in late should be submitted as an electronic copy only and submitted to the assignments tab on our course website on OWL; these assignments will not be appended with comments. Assignments submitted after the two-week period will not be accepted. Extenuating circumstances will be considered provided students seek academic accommodation if/when necessary; details are listed in the Appendix (below).

Final Project: Details of the Final Project are forthcoming.

Participation: The participation grade is comprised of two components: students' attendance and their participation in classroom activities, including readings, in-class discussions, and assigned tasks. Complete details of student responsibilities regarding the participation grade will be outlined in the first week of classes.

NOTE. If students miss class, they are not entitled to Academic Accommodation regarding the Attendance and Participation grade. This particular grade registers only students' presence in class and their participation. If you are absent from class, for whatever reason, your attendance and participation grade will decline. Extenuating circumstances will be considered. Please consult with me.

PLAGIARISM

There is zero tolerance for plagiarism in this course.

Students must write their essays in their own words. Whenever students take an idea, or a passage, from another author in this case including from course notes, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing in the form of citations. This includes Internet sources. Plagiarism is a major academic offence.

Plagiarism checking:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western Ontario and Turnitin.com (<http://www.turnitin.com>).

TECHNOLOGY

While the use of technology is permitted in class, students should use their devices – laptops, tablets, whiteboards, etc. – for classroom-related activities. If the use of technology becomes distracting or disrupts classroom proceedings, the use of devices will be revoked. Kindly be responsible for your use of technology.

LECTURE AND READING SCHEDULE

Week 1	<u>Introduction</u> Thursday, Sept. 7	Course presentation: readings, objectives, assignments, participation, etc. Course texts
Week 2	<u>Context: The Early 1600s</u> Tuesday, Sept. 12 Thursday, Sept. 14	Imperialism: Francis Bacon, “Of Empire”; “Of Plantations” <i>Auto-da-fé</i>
Week 3	<u>Stratford</u> Tuesday, Sept. 19 Wednesday, Sept. 20 Thursday, Sept. 21	Stratford trip pretext: Thomas Middleton and William Rowley; Molière Stratford trip: <i>The Changeling and Tartuffe</i> Stratford trip follow-up
Week 4	<u>Commerce and Trade</u> Tuesday, Sept. 26 Thursday, Sept. 28	The East India Company: English and Dutch The East India Company: English and Dutch
Week 5	<u>The New World</u> Tuesday, Oct. 3 Thursday, Oct. 5	Sir Walter Raleigh from <i>The Discovery of the Large, Rich, and Beautiful Empire of Guiana</i> John Smith, <i>General History of Virginia and the Summer Isles</i> Performance Analysis (15%) due
No class October 9-13: Thanksgiving and Fall Reading Week		
Week 6	<u>The New World</u> Tuesday, Oct. 17 Thursday, Oct. 19	Edward Winslow, <i>Good News from New England</i> : “The Religion and Customs of the Indians Near New Plymouth” William Bradford, <i>Of Plymouth Plantation</i>
Week 7	<u>Test</u> Tuesday, Oct. 24 Thursday, Oct. 26	Review Midterm Test (20%)
Week 8	<u>The New World: The Monstrous Other</u> Tuesday, Oct. 31 Thursday, Nov. 2	<i>A True Relation, of the Inhumane and Unparalleled Actions and Barbarous Murders of Negroes or Moors: Committed on three English-men in Old Calabar in Guinny</i> Michel de Montaigne, “Of Cannibals”
Week 9	<u>The New World: The Monstrous Other</u> Tuesday, Nov. 7 Thursday, Nov. 9	William Shakespeare, <i>The Tempest</i> William Shakespeare, <i>The Tempest</i>

Week 10	<u>The Old World: Civil War</u>	
	Tuesday, Nov. 14	John Milton, from <i>Eikonoklastes</i> : 12. Upon the Rebellion in Ireland.
	Thursday, Nov. 16	Edward Hyde, Earl of Clarendon, <i>The History of the Rebellion and Civil Wars in England</i> (selections)
		Essay (25%) due
Week 11	<u>Slavery</u>	
	Tuesday, Nov. 21	Aphra Behn, <i>Oroonoko</i>
	Thursday, Nov. 23	Aphra Behn, <i>Oroonoko</i>
Week 12	<u>Diaries</u>	
	Tuesday, Nov. 28	Anne Clifford
	Thursday, Nov. 30	Samuel Pepys and William Congreve
Week 13	<u>Final Project</u>	
	Tuesday, Dec. 5	Final Project (25%) due
	Thursday, Dec. 7	Final Project (25%) due



Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for

accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.

2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> ("Class Cancellations").

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at:

<http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>