



English 4304/5304
Androgyny, Authority, and Elizabeth I
Spring 2016

Instructor	Dr. Paige Reynolds
Office	Irby 424
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Office Hours	Wednesday, 10:00 am-3:00 pm; Thursday, 2:00-4:00; or by appointment
Class Location	Irby 201
Class Time	Tuesday/Thursday, 9:25-10:40 am

"we princes... are set on stages in the sight and view of all the world duly observed. The eyes of many behold our actions; a spot is soon spied in our garments; a blemish quickly noted in our doings. It behooveth us therefore to be careful that our proceedings be just and honorable."
QUEEN Elizabeth I

Course Description In this course, we will explore the ways in which Queen Elizabeth fashioned her self-presentation in order to reconcile the difficulties of her gender and her rule. We will also identify the ways in which others represented the queen, and grapple with the possible meanings behind multiple representations. We will seek to answer questions such as: How did Elizabeth use androgyny as a means of stabilizing her authority? In what ways did the queen resist gender stereotypes and combat competing representations of herself and her reign? How do the texts we will engage become themselves sites of negotiation for authority? And why, after all this time, is Elizabeth I a figure that invites our fascination?

Course Objectives Our objectives for the semester are:

- To become familiar with the historical, political, and religious context of the reign of Elizabeth I
- To identify in Elizabeth's writings her formation of her public persona, specifically in terms of her gender
- To compare and contrast Elizabeth's self-representation to the multiple representations of her by others
- To discover and articulate the connections and conflicts among the texts we read, especially with regard to gender constructions

Required Texts You must have access to a copy of the following books:

- *Elizabeth I and Her Age*. Ed. Susan M. Felch and Donald V. Stump. New York: W.W. Norton & Co., 2009. (ISBN #: 978-0-393-92822-8)
- Levin, Carole. *The Reign of Elizabeth I*. New York: Palgrave Macmillan, 2003 (ISBN #: 033365866)
- Lyly, John. *Campaspe and Sappho and Phao*. Ed. G.K. Hunter and David Bevington. Manchester: Manchester University Press, 1999. (ISBN #: 0719031001)

- Montrose, Louis. *The Subject of Elizabeth I: Authority, Gender, and Representation*. Chicago: University of Chicago Press, 2006. (ISBN #: 0226534758)
- Sidney, Philip. *Sir Philip Sidney: The Major Works*. Ed. Katherine Duncan-Jones. Oxford: Oxford University Press, 2009. (ISBN #: 0199538417)
- Spenser, Edmund. *Edmund Spenser's Poetry*. Ed. Hugh Maclean and Anne Lake Prescott. 4th edition. New York: W.W. Norton & Co., 2013. (ISBN #: 0393927857)
- Any additional required readings will be provided by the instructor.

Participation

The most crucial thing you bring to this class is your desire to actively participate. I invite you to take control of your own education in this course—think about what it is you want to learn and work at it. You will note that we have no exams in this course—this makes your active participation mandatory if you wish to pass the course. Indeed, a significant portion of your grade (20%) will be based on your attendance, punctuality, and active participation in class discussions. Participation comes in various forms, and below I have listed several important factors contributing to your participation grade for this course. Take note that your final grade may be swayed not only by the *quantity* but also by the *quality* of your participation.

- **Discussion:** you must speak in class if you hope to be successful. Please come to class having read all of the assigned material and be prepared to engage in a meaningful discussion of the issues it raises. Keep track of questions that come to mind as you read, and share those with the rest of the class. Commenting on the texts in class is a crucial part of learning to analytically think, read, and write about literature.
- **Conduct:** please be on time, stay awake, and refrain from carrying on private conversations, tweeting, texting, or working on other coursework during class. Respect, trust, and courteous classroom conduct are essential in this course. Please silence cell phones and other gadgets and *remove them from your desk or lap*. Laptop use is not permitted during class. Failure to behave in an appropriate manner will result in the lowering of your participation grade. In extreme cases, I will ask you to leave the class.
- **Commitment:** you must attend class to be an active participant. If your schedule has constraints that will not allow you to attend regularly or to come to class prepared to participate, you may choose not to join us this semester. *If you decide to take this course, you are deciding to attend the class every time it meets*. In return, I am promising you that I will do my part to make class meetings meaningful learning experiences. *You will be unable to pass the course if you are absent more than four times* (this includes both excused and unexcused absences—written excuses are not necessary).
- **Text:** in order to fully participate, *you must have access to your own copies of the texts and you must bring them to class with you*. Failure to regularly bring your text to class will result in the lowering of your participation grade. Further, you may be marked absent if you come to class without the appropriate text for the day.

Intellectual Autobiography

Please refer to the handout for instructions on this assignment.

Reading Responses

You will write a total of 10 reading responses throughout the semester. Beginning January 19, reading responses will be due at the beginning of class most Tuesdays (as noted throughout the schedule of assignments). Responses should be one typed page (single-spaced) and may engage both primary and secondary materials. Write about

what most interests you based on the readings assigned for that class meeting. You should come to class prepared to discuss your reading response.

Presentation

With a partner, you will make a presentation to the class on an assigned topic. Your presentation should be organized, informative, interesting, and last for 20-30 minutes. On the day of your presentation, you and your partner should provide for your peers and your instructor a short annotated bibliography of resources (4-6) available on your topic. *You and your partner must submit to me via e-mail an outline for your presentation at least 48 hours beforehand.*

Paper

You will produce a conference paper (10-12 pages) this semester that you will submit for presentation at the Undergraduate Research Symposium. In your paper, you may choose to analyze: one of the literary works on our syllabus, a portrait of Elizabeth I, or a novel or film featuring Elizabeth I (considering why current writers and filmmakers care to bring Elizabeth I back to our attention now). A proposal for your paper (of 3 sentences or more) is due February 25. You will turn in an abstract for your paper (approximately 200 words) on March 8. You should submit your abstract to the UCA Undergraduate Research Symposium by March 17 (please follow this link for submission instructions: (<http://uca.edu/liberalarts/student-research-symposium-2016/>)). A complete rough draft of the paper is due April 14 for peer editing during class. You should schedule an individual conference with me at least one time during the semester to discuss your paper. **It is your responsibility to schedule the meeting with me.** The paper should:

- Be a clear and coherent analysis of a particular aspect—an overarching theme, a character, a motif, structure, language, context, etc.—of the work in question.
- Be typed in Times New Roman or Garamond 12-point font.
- Be double-spaced, on an 8.5 x 11 inch sheet, with margins not exceeding one inch.
- Be as free of errors as possible (use spell and grammar check, and edit responses carefully before turning in).
- Observe MLA format.
- Cite 8-10 secondary sources (scholarly articles or books).

Please note: *if you fail to turn in a paper proposal, an abstract, or a complete draft on time, one full letter grade will be deducted from your final paper grade. No late papers will be accepted.*

Course Grade

Participation	20%
Intellectual Autobiography and Reading Responses	25%
Presentation	25%
Paper	30%

Academic Integrity

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

Read this!

If caught plagiarizing, **you will be dismissed with an "F" in the course.**

Open Door Policy	Feel free to come see me whenever you need to discuss anything related to the course. Please be sure to schedule an appointment first. The easiest and best way to contact me is via e-mail.
Compliance with Americans with Disabilities Act	The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need accommodation under this act due to a disability, contact the Office of Disability Support Services at 450.3135.
Sexual Harassment Policy	Please consult the current <i>UCA Student Handbook</i> for the university's policies regarding sexual harassment.
Title IX Disclosure	If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to "student-on-student" or "employee-on-student"), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: https://uca.edu/titleix . <i>*Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.</i>
Building Emergency Plan	An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at http://uca.edu/mysafety/bep/ . Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

Schedule of Readings and Assignments (subject to change)

Weeks 1 & 2:	<i>Introduction to Elizabeth I</i>	
	January 7	Welcome to the course
	January 12	Discussion: Elizabeth I: Background Assign Intellectual Autobiography
	January 14	Discussion: "Parentage and Infancy" Reading: <i>Elizabeth I and her Age</i> , 3-14 <i>The Reign of Elizabeth I</i> , Intro & Ch. 1, pages 1-21 Due: Intellectual Autobiography
Week 3:	<i>From Tower to Throne</i>	
	January 19	Discussion: "Threats and Imprisonment" Reading: <i>Elizabeth I and her Age</i> , 25-31; 37-39 Montrose, <i>Subject</i> , 11-72 Due: Reading Response 1
	January 21	Discussion: "The New Queen" and "Questions Concerning the Legitimacy of Female Rule" Reading: <i>Elizabeth I and her Age</i> , 73-88
Week 4:	<i>Religion and Rebellion</i>	
	January 26	Discussion: "Mary Stuart, the Northern Rebellion, & Protestant Discontent" Reading: <i>Elizabeth I and her Age</i> , 121-23; 137-57; 161-68; 171-72 <i>The Reign of Elizabeth I</i> , Ch. 2, pages 22-37 Due: Reading Response 2
	January 28	Discussion: Continued Reading: Montrose, <i>Subject</i> , 73-113
Week 5:	<i>Marriage and Succession, Part I</i>	
	February 2	Discussion: "Questions at Home and Wars Abroad" Reading: <i>Elizabeth I and her Age</i> , 123-28; Susan Doran in <i>Elizabeth and her Age</i> , 683-95 Carole Levin in <i>Elizabeth and her Age</i> , 816-38 Due: Reading Response 3
	February 4	Discussion: Continued Presentation: Robert Dudley and Elizabeth I

Week 6:	<i>Marriage and Succession, Part II</i>	
February 9	Presentation:	The Alençon Suit and the Stubbs Controversy
	Reading:	<i>Elizabeth I and her Age</i> , 266-94; 302-11 Montrose, <i>Subject</i> , 115-63
	Due:	Reading Response 4
February 11	Discussion:	Portraits of Elizabeth I
	Reading:	Roy Strong in <i>Elizabeth and her Age</i> , 746-769
Week 7:	Politics and Performance	
February 16	Discussion:	"The Execution of Mary Stuart"
	Reading:	<i>Elizabeth I and her Age</i> , 344-71 <i>The Reign of Elizabeth I</i> , Chapter 5
	Due:	Reading Response 5
February 18	Presentation:	The Spanish Armada and its Aftermath
	Reading:	<i>Elizabeth I and her Age</i> , 392-410; 433-4 Montrose, <i>Subject</i> , 165-209
Week 8:	"Fair Vestal Thronèd by the West"	
February 23	Discussion:	<i>A Midsummer Night's Dream</i>
	Reading:	Introduction and entire play
	Due:	Reading Response 6
February 25	Discussion:	Continued
	Due:	Paper Topic Proposal
Week 9:	Lyly and Elizabeth, Part I	
March 1	Discussion:	Lyly, <i>Sappho and Phao</i>
	Reading:	Introduction and entire play
	Presentation:	Boy Actors and the Elizabethan Court
	Due:	Reading Response 7
March 3	Discussion:	<i>Sappho and Phao</i> , continued
Week 10	Lyly and Elizabeth, Part II	
March 8	Discussion:	Lyly, <i>Campaspe</i>
	Reading:	Introduction and entire play
	Due:	Paper Abstract
March 10	Discussion:	<i>Campaspe</i> , continued
Week 11	Sidney and Elizabeth I, Part I	
March 15	Presentation:	Petrarchism Before Sidney
	Discussion:	Sidney, <i>Astrophil and Stella</i>
	Reading:	Selections TBD
	Due:	Reading Response 8

March 17 Discussion: *Astrophil and Stella*, continued
Reading: Selections TBD

Week 12 Spring Break!

Week 13 Sidney and Elizabeth I, Part II

March 29 No class—Work on research and writing for paper

March 31 Discussion: Sidney, continued
Reading: *The Lady of May* and *Two Songs for an
Accession Day Tilt*

Week 14 Spenser and Elizabeth I, Part I

April 5 Presentation: The Earl of Essex and the Essex Rebellion
Discussion: *The Faerie Queene*
Reading: Selections TBD
Due: Reading Response 9

April 7 Discussion: *The Faerie Queene*, continued
Reading: Selections TBD
Montrose, “The Elizabethan Subject and the
Spenserian Text” (in Norton Spenser, pp. 686-694)

Week 15 Spenser and Elizabeth I, Part II

April 12 Presentation: Sir Walter Raleigh
Discussion: *The Faerie Queene*, continued
Reading: Selections TBD
Elizabeth and her Age, 502-7

April 14 Peer Editing Session
Due: A *complete* rough draft of your conference paper
(incomplete papers are ineligible for peer editing and
will result in the lowering of your paper grade by one
letter).

Week 16

April 19 Discussion: Course Wrap-up
Due: Reading Response 10 (please write on any aspect of
the course’s material on which you have not yet had
the chance to write).

April 21 Undergraduate Research Symposium (attendance mandatory)

Final Exam

April 26, 8-10 am