THE GLOBAL RENAISSANCE

ENGL 5340.001
Spring 2015
T 7-9:30 PM, OCNR 222
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COURSE DESCRIPTION

The period and cultural movement we have come to know as the English Renaissance was the product of many cross-cultural and global forms of exchange. By reading a wide range of sixteenth- and seventeenth-century texts that engage with the world beyond the British Isles and even beyond Europe, this course will investigate the longer history of the modern phenomenon of globalization. We will examine the effects that such global engagements had on the literature and culture of the early modern period while discussing how English writers drew on classical and medieval sources as well as contemporary accounts of travel and exploration to represent and imagine English encounters with cultural, linguistic, racial, and religious “others.” Our readings of Renaissance drama, poetry, and prose will allow us to explore emerging ideas of English cultural, national, and literary identity, and we will pair these readings with a range of critical texts that exemplify new scholarship and ongoing debates in early modern literary studies. The course will be divided thematically into seven overlapping units in which we will examine the role of classical texts in English understandings of the globe; the cartographic imagination in both drama and verse; the situation of the Mediterranean at the crossroads of Europe, Asia, and Africa; experiences and performances of religious conversion; written narratives of real and imagined journeys; and colonial interactions with islands across the globe.
**STUDENT LEARNING OUTCOMES**

Students who successfully complete ENGL 5340 will be able to:
- analyze English Renaissance literature through historical, cultural, theoretical lenses
- facilitate and participate in seminar discussions and debates
- effectively use writing skills and research methods to engage in critical analysis and to contribute to ongoing scholarly conversations
- identify and pursue avenues for academic presentations and publications

**REQUIRED TEXTS**


These texts are all available at the TAMUCC Bookstore, but you are welcome to purchase them from any other book vendor. All additional primary and secondary readings will be available on Blackboard; these texts are marked as [BB] on the syllabus.

**COURSE REQUIREMENTS AND ASSIGNMENTS**

**Weekly Blackboard Response Posts (20%)**: Each Tuesday before noon, you will post a brief response to the week’s readings on Blackboard. These responses should be analytical in nature and should explore an aspect of the text that you find challenging or intriguing. You should pose questions or topics for discussion and, when possible, engage with and comment on the posts of your classmates.

**Critical Reading Presentation and Review (15%)**: At the beginning of the semester, you will sign up to do a presentation on a secondary reading and write an accompanying report. In your presentation and review, you will provide an overview of the article or essay and discuss the author's methods of research and interpretive framework. You should note places where you agree or disagree with the author and conclude with a series of questions for class discussion. You will be responsible for leading discussion on your article and the primary text it examines.

**Final Paper Presentation (10%)**: We will hold a class conference at the end of the semester, where you will each give a brief presentation on your final papers in progress. Your classmates will have an opportunity to respond to your ideas as they are developing and provide suggestions for ways to move forward. You will be graded on the quality of your presentation as well as your participation in the discussion following the presentations of your classmates.

**Final Paper (40%)**: In a final research paper of 12-15 pages, you will develop a critical argument on a topic of your choice. You will first write a brief proposal and generate a preliminary bibliography, which
you will then annotate and submit before you begin writing the final paper. You must clearly state your argument and will support it with textual evidence. When using secondary sources, you should maintain emphasis on your own ideas and interpretations throughout while engaging in dialogue with scholars who have written on the texts or topics you are exploring. In addition to those on our syllabus, you may find books and articles through the MLA Bibliography, JSTOR, ProjectMuse, or similar electronic resources in our library system. We will use class time to discuss the selection of appropriate topics, the crafting of a clear and effective thesis statement, research methods, and other essential skills of writing a seminar paper.

**Weekly Attendance and Participation (15%)**: Your active participation in class discussion is essential to your learning as well as that of your peers. You should therefore come to class having done all of the reading and prepared to engage actively with the material even if you do not fully understand it before we begin our discussion. I encourage you not only to draw on your Blackboard posts but also to listen carefully to your classmates and profit from the dialogues and debates that develop in the graduate seminar setting.

**Course Policies**

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 10, 2015, is the last day to drop a class with an automatic grade of “W” this term.

**Communication and Office Hours**
I encourage you to come to my office hours or schedule an appointment with me if you have questions or would like to discuss your writing and your progress in the course. The best way to contact me outside of class and office hours is by e-mail. I will do my best to respond to your e-mail within 24 hours of receiving it, but I may check my e-mail less frequently in the evenings and on the weekends. Any communication I send out to the entire class will be to your Islander e-mail address, so please check your university e-mail on a regular basis.

**Technology Policy**
The success of this course depends on your full attention to the materials and the conversations that develop around them. For the purposes of accessing secondary materials and our course discussion boards, I will allow you to use laptops and tablets in the seminar room, but I expect that you will be using them for purposes related only to this course. I do ask, however, that you put away all cell phones during our class time.

**Classroom/Professional Behavior**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability.
Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals**
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

** Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

** Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane, that prevents classes from being held on the campus of Texas A&M University-Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

** Academic Advising**
Upon entering the MA in English Program, each student is assigned a faculty mentor by the Graduate Coordinator. You should make an appointment to meet with your faculty mentor every semester to develop a degree plan and monitor your progress toward graduation. Your faculty mentor can also answer questions and provide valuable information about the comprehensive examination, other degree requirements, Ph.D. programs, and career opportunities. To finalize your degree plan and register for graduation, you must also meet with the Graduate Student Academic Advisor in the Academic Advising Center for the College of Liberal Arts. This office is located in Driftwood 203E and can be reached at (361) 825-3466.

** Graduate Student Academic Integrity Statement**
English graduate students are expected to “conduct themselves in accordance with the highest standards of academic honesty” (Texas A&M University-Corpus Christi Graduate Catalog). The Student Code of Conduct defines Academic Misconduct as cheating, plagiarism, multiple submissions, complicity, fabrication, falsification, and misrepresentation; in addition to “any behavior specifically prohibited by a faculty member in the course syllabus or class discussion” (Student Code of Conduct, Article III, 1. Academic Misconduct). Academic misconduct is a serious offense that will result in the professor assigning a serious penalty, possibly including failure for an assignment, failure in a course, or recommendation for dismissal from a program (TAMUCC Graduate Catalog, Academic Honesty). For each Academic Misconduct case, the faculty member must file a record, including a description of the
disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. Further information regarding the judicial process is available on the website of the Office for Student Affairs.

CLASS SCHEDULE
You should have completed the reading listed for each day before coming to class on that day. This schedule is subject to revision, with advance notice.

WEEK 1: The Global Renaissance
1/27 Introduction to the course: What was “global” about the English Renaissance?

WEEK 2: The Global and the Classical
2/3 Christopher Marlowe, Hero and Leander
Jyotsna Singh, “The Global Renaissance” [BB]
Miriam Jacobson, “The Early Modern Hellespont: Crossroads Between East and West” [BB]

WEEK 3: Epic Cartographies
2/10 Christopher Marlowe, Tamburlaine the Great, Part I
John M. Archer, “Islam and Tamburlaine’s World-Picture” [BB]

***Please also take some time to examine digital images of Abraham Ortelius’s sixteenth-century atlas, Theatrum Orbis Terrarum, or the Theatre of the Whole World, which can be found online here: http://www.wdl.org/en/item/8978/. You should include your reflections on these images in your online post for this week. ***

WEEK 4: Epic Poetry and the Cartographic Imagination
2/17 Edmund Spenser, The Faerie Queene, “The Letter to Ralegh” and Book II proem and Cantos 1-6; Book II, Cantos 7-12 [BB]
D.K. Smith, selections from The Cartographic Imagination in Early Modern England: Re-writing the World in Marlowe, Spenser, Ralegh, and Marvell [BB]
Roland Greene, “A Primer of Spenser’s Worldmaking: Alterity in the Bower of Bliss” [BB]

WEEK 5: Mediterranean Crossroads, Part I
2/24 Christopher Marlowe, The Jew of Malta
Virginia Mason Vaughan, “The Maltese Factor: The Poetics of Place in The Jew of Malta and The Knight of Malta” [BB]

WEEK 6: Mediterranean Crossroads, Part II
3/3 William Shakespeare, Othello
Lawrence Danson, “England, Islam, and the Mediterranean Drama: Othello and Others” [BB]

WEEK 7: Performing Conversion: Turning Turk
3/10 Robert Daborne, A Christian Turned Turk
Daniel Vitkus, “Trafficking with the Turk: English Travelers in the Ottoman Empire during the Seventeenth Century” [BB]
SPRING BREAK: March 16, 2014-March 20, 2014

WEEK 8: Performing Conversion: Renegades, Pirates, and Merchants  
3/24  Philip Massinger, *The Renegado*  
   N. I. Matar, “The Renegade in English Seventeenth-Century Imagination” [BB]  
   *Research Proposal and Preliminary Bibliography Due*

WEEK 9: Detailing Discoveries  
3/31  Thomas More, *Utopia* [the open utopia]  
   Walter Raleigh, *The Discovery of Guiana*

WEEK 10: Relating Journeys  
4/7   Richard Hakluyt, *Principal Navigations* (selections) [BB]  
   George Sandys, *Relation of a Journey* (selections) [BB]  
   *Annotated Bibliography Due*

WEEK 11: The Theater of Travel  
   *The Travels of the Three English Brothers* (continued)  

WEEK 12: Island Interactions  
4/21  William Shakespeare, *The Tempest*  
   Michel de Montaigne, “On Cannibals” (from John Florio’s 1603 translation) [BB]  
   Barbara Fuchs, “Conquering Islands: Contextualizing The Tempest” [in the “Criticism” section of the Norton Critical Edition]

WEEK 13: Island Interactions, Part II  
4/28  Francis Beaumont and John Fletcher, *The Island Princess*  
   Carmen Nocentelli, “Spice Race: The Island Princess and the Politics of Transnational Appropriation” [BB]

WEEK 14: New Global Perspectives: Course Conference  
5/5   Presentations of Ongoing Research

The final draft of the paper for this course will be due at 11:59PM on the date our final exam is scheduled. Please refer to the published university exam schedule.