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Winter 2021
T, Th 11:30-1

Office Hours: M 3-4, W 1-2

ENG 314/WGS 314
Love and Sex Renaissance Poetry

"How do I love thee," Elizabeth Barret Browning asks in the beginning of her forty-third sonnet: "Let me count the ways." Together, we "count the ways" in which Renaissance poets expressed love in their poems, with a particular focus on gender and sexuality. What did it look like for a female poet to write a love poem? How did Renaissance writers use poems to express homoerotic desire?

In order to account for the variety of perspective and positions, we will read selections from a wide array of authors from the 14th through 17th century. Our course will ask questions about how both masculinity and femininity are constructed in love poetry, both in terms of authorship and poetic perspective. We will look especially carefully at the ways in which female poets subvert and perpetuate the conventions of their male contemporaries. We will also spend significant time reading love poems from men to and about men—and from women to and about women—in order to construct a full picture of the range of desires that were articulated during this time. We will also consider the nuances and tensions between friendship and erotic love, and the ways in which literature can go beyond history to capture the taboo and the illicit.

We will mostly be reading English poets, although we will read some Italian and French in translation. We will read canonical poets such as Petrarch, Shakespeare, and John Donne, as well as obscure writers like Richard Barnfield and Jane Barker. We will also read some secondary literature and criticism to help us grapple with historicizing and theorizing the complicated issues that these poems contain.

Through taking English 314, you will be able to

- Generate insightful arguments about literature
- Break down and interpret poetry and the language of early modern England
- Situate and contextualize poems and poets in their historical moment
- Compare and differentiate between renaissance authors and their poems
- Explain and discuss a complex range of sexual perspectives in the early modern world

Course Materials

The only book that you need to purchase is *The Poetry of Petrarch* (978-0374529611). All other materials are available digitally through the Canvas website.

Course Requirements

In this course, you will have the opportunity to choose how you will demonstrate the knowledge and skills you gain in this course. Please review the assignment options below and complete the assignment contract by January 22. You may change your mind as the semester progresses, but you must let me know in advance.

20% of your grade will come from attendance and participation. The other 80% of your final grade will come from any combination of the following assignments. Please note that you must complete 80 points worth of work to pass this class. You may complete up to 90 points, which will be averaged into the assignment portion of your grade. There are detailed assignment prompts for each option available on our Canvas site.

- 5 points: In Class Presentation (5 minutes) or a poem or song written after 1700
- 5 points: In Class Presentation (5 minutes) of a poem that is not on our syllabus, but is by an early modern author (can be an author we are reading in class)
- 10 points: sustained engagement with Yellowdig Engage Discussion forum
- 10 points: Analytic Response to a Video from The Sonnet Project (3 pages)
- 15 points: Keyword Essay (can work across texts, 4 pages)
- 15 points: Close Reading Essay (4 Pages)
- 20 points: Translation of a non-English poem not on our syllabus, accompanied by a 3 page cover letter
- 20 points: Imitation poem, accompanied by a 2 page cover letter and annotations
- 25 points: Comparative Analysis of two poems by different authors (6-7 pages)
- 25 Points: Literary Analysis of a set of poems by one author (6-7pages)
- 35 points: Research-based Essay (7-8 pages)

Daily Schedule

Jan 19: Course Syllabus

Convention and Tradition: Petrarch, and male desire

Jan 21: No reading due (assignment contract due 1/22)

Jan 26: Petrarch, selections from *Rime Sparse*
18, 48, 55, 61, 79, 82, 85, 111, 118, 132, 134

Jan 28: Petrarch, selections from *Rime Sparse*
190, 193, 205, 211, 246, 267, 268, 288, 292, 392, 327, 333, 344, 357, 364, 366

Feb 2: Sir Phillip Sidney, selections from *Astrophil and Stella*
1, 2, 7, 9, 12, 15, 27, 34, 37, 45, 52, 69, 72, 106, 108

Feb 4: Edmund Spenser, selections from *Amoretti; Epithalamion*
1, 5, 12, 17, 23, 42, 51, 75, Epithalamion

Feb 9: Shakespeare, Selections from *Sonnets* (only from 127 onward!)
127, 129, 130, 131, 135, 136, 138, 141, 145, 147, 151, 152, 154

Feb 11: Kim Hall, "Fair Texts/Dark Ladies: Renaissance Lyric and the Poetics of Color"

Feb 16: Catullus, "5"
Christopher Marlowe, "The Passionate Shepherd to His Love"
Robert Herrick, "To the Virgins, to Make Much of Time"
Andrew Marvell, "To His Coy Mistress"
Ben Jonson, "Come, my Celia"

Feb 18: John Donne, Selections from *Songs and Sonnets*
"The Flea," "Air and Angels," "A Valediction: Forbidding Mourning,"
"The Ecstasy," "The Anniversary," "The Canonization," "The Good Morrow," "A Lecture
Upon the Shadow," "The Relic," "The Sun Rising," "The Triple Fool," "A Valediction:
Of My Name in the Window," "The Bait," "Break of Day," "The Indifferent"

Speaking Back: Female Voices, Female Desire

Feb 23: Nancy J Vickers, "Diana Described: Scattered Women and Scattered Rhyme"

Feb 25: Veronica Gambaro, selected poems (in translation)
1, 2, 5, 6, 7, 13, 15, 16, 17, 21, 24, 26, 27, 29, 30

Mar 2: Vittoria Colonna, selections from *Rime* (in translation)
Suggested poems TBD

Mar 4: Vittoria Colonna, selections from *Rime* (in translation)
Suggested Poems TBD

Mar 9: Gaspara Stampa, selections from *Rime di Madonna Gaspara Stampa* (in translation)
1, 2, 4, 7, 8, 19, 20, 21, 26, 34, 43, 45, 50, 56, 59

Mar 11: Gaspara Stampa, selections from *Rime di Madonna Gaspara Stampa* (in translation)
61, 63, 64, 84, 87, 88, 93, 101, 105, 120, 159, 219, 279, 298, 305

Mar 16: Louise Labé, selections from *Oeuvres* (in translation)
1, 2, 3, 4, 7, 8, 10, 11, 13, 14, 18, 21, 23, 24

Mar 18: Mary Wroth, selections from *Pamphilia to Amphilanthus*
1, 2, 5, 9, 12, Song 2. "All Night I Weepe," 19, 22, 46, 48, "Song: "Love is a child ever
criing," "A Crowne of Sonnetts dedicated to Love"

Mar 23: NO CLASS: WELL-BEING BREAK

Same-Sex Love: Homoeroticism, Friendship, and Everything in Between

Mar 25: Alan Bray, "Homosexuality and the Signs of Male Friendship in EM England"

Mar 30: Nicholas Oldisworth, selections from *A Recollection of Certain Scattered Poems*
John Donne and Thomas Woodward, selected Verse Letters

April 1: Richard Barnfield, selections from *Cynthia, with Certain Sonnets*

April 6: Shakespeare, Selections from *Sonnets* (from 1-126)
1, 3, 5, 6, 7, 18, 20, 35, 55, 62, 72, 78, 116, 118, 126

April 8: Valerie Traub, "The (In)Significance of Lesbian Desire in EM England"
Selections from *Maitland MS*

April 13: Katherine Phillips, Selections from *Poems*

April 15: 'Ephelia,' selections from *Female Poems Upon Several Occasions*
Jane Barker, "On the Death of My Friend and Play-Fellow"
Aphra Behn, selections from *Female Poems on Several Occasions*

April 20: Edward Howard, "Fricatrices: Or She Upon a She"
John Hoadly, "On the Friendship of Two Young Ladies"

Attendance

This course relies heavily on synchronous video conferencing, both for your grade and for your learning experience. I will be recording and posting our class sessions to Canvas. If, for any reason, you need to miss class, you may watch the session asynchronously before the next class session. If you choose this option, you must also send me a short (1 page) reflection of the class session. You may miss two classes without a valid excuse and receive no penalty. After 2 absences, you will lose one point from your final grade for each additional absence.

Participation

We learn best when we are actively engaged in a classroom, when we are not just listening, but speaking. This class will be a space where we can try out new ideas and think through some issues together—in order for this to be the most effective, I expect every one of you to contribute to our conversation. Participation can take many forms, and there will be built in avenues for participation, such as group exercises.

Zoom Recordings

Course lectures will be audio/video recorded and made available to other students in this course. As part of your participation in this course, you may be recorded. If you do not wish to be recorded, please contact me the first week of class (or as soon as you enroll in the course, whichever is latest) to discuss alternative arrangements.

Late Policy

Any late work will be penalized 1/3 of a letter grade for each day that it is late unless you talk with me BEFORE the assignment is due.

Academic Integrity

Plagiarism may be understood as any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. If plagiarism occurs, you will be subject to one of the following consequences:

- You will fail the assignment and may fail the course.
- I will forward your case, with an explanatory letter and all pertinent materials, to the LSA Assistant Dean of Student Affairs. The Dean will determine an appropriate penalty, which may involve academic probation and/or community service.
- If you commit plagiarism while you are already on probation for plagiarism, you may be asked to leave the University.

Office Hours

I welcome you to come and chat with me at any point in your writing and reading process. I am happy to talk through ideas, troubleshoot writing issues, and go over past assignments. I will be holding digital office hours M, W 1-2, which can be accessed at officehours.its.umich.edu/queue/640. If you cannot make it during this time slot, just shoot me an email and I am happy to set up an appointment with you.

Accommodations

If you have a disability and need an accommodation to participate in this class or to complete course requirements, please be in contact with me as soon as possible, preferably within the first week of class. I will treat as private and confidential any information that you share. If you suspect that you may have a disability and would like to be tested, [Services for Students with Disabilities](#) can provide free screenings and referrals to low-cost diagnostic services. They can also be reached by phone at 734-763-3000.

If you do not have a documented disability but feel like you would benefit from further educational support for other reasons, please contact me. I greatly value inclusivity within the classroom and will work with you to find strategies and resources to ensure that you get the most out of this class.

Diversity, Equity, Inclusion, and Justice

This classroom constitutes a community, and in order to have a successful community, it is essential that *all* members of the community feel respected. I'll do my best to run class in a way that allows all voices to equally participate and feel comfortable in our space. If there is ever an instance where you do not feel comfortable or welcome for any reason, I urge you to talk with me about it. Here are some other places you can go for support:

- The [Office of Diversity, Equity, and Inclusion](mailto:odei-info@umich.edu): odei-info@umich.edu and (734)-764-3982
- The [Office of Multi-ethnic Student Affairs](https://www.umich.edu/office-of-multi-ethnic-student-affairs) (MESA) at (734)-763-9044
- [Trotter Multicultural Center](https://www.umich.edu/trotter-multicultural-center): 734-763-3670
- [Spectrum Center](https://www.umich.edu/spectrum-center): 734-763-4186
- [Office of the Ombuds](https://www.umich.edu/office-of-the-ombuds): 734-763-3545

Well-Being and Mental Health

These are difficult times. You may experience stressors that can impact both your academic experience and personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together. UM has [a dedicated site to student wellbeing](https://www.umich.edu/center-for-student-wellbeing), which I encourage you to check out. There is also an extensive directory of resources beyond UM, called [Heal, Empower, Affirm and Love \(HEAL\)](https://www.umich.edu/heal), which is excellent and created by a former UM student. Additionally, if you experience challenges that negatively affect your learning, the following services might be helpful:

- [Counseling and Psychological Services](https://www.umich.edu/caps) (CAPS): 734-764-8312 *confidential*
- [Sexual Assault Prevention and Awareness Center](https://www.umich.edu/sapac) (SAPAC) 24-Hour Crisis Line: 734-936-3333 *confidential*
- [Psychiatric Emergency Services](https://www.umich.edu/psychiatric-emergency-services): 734-996-4747
- [Dean of Students Office](https://www.umich.edu/dean-of-students-office): 734-746-7420
- [Office of Student Conflict Resolution](https://www.umich.edu/office-of-student-conflict-resolution): 734-936-6308
- [Wolverine Wellness](https://www.umich.edu/wolverine-wellness): 734-763-1320 *confidential*
- [University Health Service](https://www.umich.edu/university-health-service) (UHS): 734-764-8320
- [Wolverine Support Network](https://www.umich.edu/wolverine-support-network)

Land Acknowledgement

While we join this class from all over the country, and possibly the world, it is worth acknowledging the original stewards of the land upon which the University of Michigan stands: the Anishinaabeg (including Odawa, Ojibwe, and Boodewadomi) and Wyndot peoples. I further acknowledge that our university stands, like almost all property in the United States, on lands obtained, generally in unconscionable ways, from indigenous peoples. Knowing where we live and work does not change the past, but a thorough understanding of the ongoing consequences of this past can empower us in our learning to create a future that supports human flourishing and justice for all individuals.

Writing Resources

The Sweetland Center for Writing an amazing, free resource! If you would like additional feedback or assistance as you're planning, drafting, or revising your writing assignments, you can [schedule a virtual appointment with a Sweetland tutor](https://www.umich.edu/sweetland-center-for-writing).

Resources for Learning Remotely

BlueCorps consultants are available Monday-Friday, 10:00am-4:00pm in [virtual office hours](#) to assist you with online learning technologies. You can also reach them at bluecorps@umich.edu. You can also find more information about using Canvas, BlueJeans, Zoom, and other tools at the [LSA Technology Services site](#).