### Module Details

<table>
<thead>
<tr>
<th>Module Code</th>
<th>TRU2006</th>
<th>Module Level</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Module Title</td>
<td>Renaissance, Reformation and Rebellion: English Literature 1580-1700</td>
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<tr>
<td>Lecturers</td>
<td>Dr. Ayesha Mukherjee (Convenor), Dr Victoria Gibbons, Niamh Downing, Professor Marion Gibson, Professor Andrew McRae, Dr. Philip Schwyzer, Professor Nick Groom</td>
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<tr>
<td>Credit Value</td>
<td>30</td>
<td>ECTS Value</td>
<td>15</td>
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<tr>
<td>Pre-Requisites</td>
<td>120 credits at level 1; normally at least two modules from TRU 1502, 1503, 1504 and 1505</td>
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<tr>
<td>Co-Requisites</td>
<td>None</td>
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<td>Duration of Module</td>
<td>One semester</td>
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<tr>
<td>Total Student Study Time</td>
<td>300 hours including 11 x 1 hour lectures and 11 x 2 hour seminars</td>
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### Aims

This module aims to introduce students to the key debates about culture, religion and politics in English literature of the sixteenth and seventeenth centuries - which influenced all subsequent literature. Weeks 1-3 explore the idea of the English renaissance of classical literatures, with discussion of Neo-Platonism, Ovidian and Petrarchan love poetry, and Senecan drama. Weeks 4-5 examine the way that Elizabethan and Jacobean literary texts responded to anxiety about religious belief and the meaning of ‘Englishness’ after the introduction of a Protestant national church. Weeks 6-10 look at the political and literary impact of the drift to Civil War. Finally, week 11 examines post-war Restoration culture.

### Intended Learning Outcomes (ILO’s)

**On successful completion of this module, students should be able to:**

**Module Specific Skills:**
1. demonstrate informed appreciation of specific early modern literary texts and authors.
2. demonstrate an appreciation of essential early modern literary history.
3. demonstrate an informed appreciation of the relation between early modern literature and important historical and intellectual developments of the time.

**Discipline Specific Skills:**
1. demonstrate an ability to analyse the literature of an earlier era and to relate its concerns and its modes of expression to its historical context.
2. demonstrate an ability to interrelate texts and discourses specific to their own discipline with issues in the wider context of cultural and intellectual history.
3. demonstrate an ability to understand and analyse relevant theoretical ideas, and to apply these ideas to literary texts.

**Personal and Key Skills:**
1. through seminar work, demonstrate communication skills, and an ability to work both individually and in groups.
2. through essay-writing, demonstrate appropriate research and bibliographic skills, a capacity to construct a coherent, substantiated argument, and a capacity to write clear and correct prose.
3. through research for seminars and essays, demonstrate proficiency in information retrieval and analysis.
4. through sitting their final examination, demonstrate proficiency in the use of memory and in the development, organization, and expression of ideas under pressure of time.

### Learning/Teaching Methods

**Details of Learning and Teaching Methods:**
The module is taught by weekly seminar and lecture. Every week a lecture on a key theme will be followed by oral presentations by students and then by seminar discussion, which will include group tasks in most weeks. Study group questions will also be available to help students prepare for seminars in groups if they wish to do so. An ELE (Exeter Learning Environment) website will hold key module information including a class schedule, lecture powerpoints after the lecture has been delivered, bibliographies, past papers, assignment details and questions, useful links etc.
ASSIGNMENTS & ASSESSMENTS

<table>
<thead>
<tr>
<th>Formative or % Contribution</th>
<th>Form of Assessment</th>
<th>Size of the assessment e.g. duration/length</th>
<th>ILO’s assessed by this assessment:</th>
<th>Feedback method:</th>
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<tbody>
<tr>
<td>Formative</td>
<td>annotated bibliography</td>
<td>1000 words</td>
<td>MSS 1, 2, 3; DSS 2, 3; PKS 2, 3</td>
<td>Coversheet (written)</td>
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<tr>
<td>50%</td>
<td>essay</td>
<td>2000 words</td>
<td>MSS 1, 2, 3; DSS 1, 2, 3; PKS 1, 2, 3</td>
<td>Coversheet (written)</td>
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<tr>
<td>50%</td>
<td>exam</td>
<td>2 hours</td>
<td>MSS 1, 2, 3; DSS 1, 2, 3; PKS 2, 3</td>
<td>Coversheet (written)</td>
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SYLLABUS PLAN

Week 1 Introduction; Aemilia Lanyer, Richard Lovelace, John Suckling - selected poems
Week 2 Philip Sidney, The Defense of Poesie/Apology for Poetry and Marlowe, Hero and Leander
Week 3 Shakespeare, Sonnets and Marlowe, Edward II
Week 4 Edmund Spenser, The Faerie Queene Book One and Book Two, Canto Twelve
Week 5 John Donne - selected poems
Week 6 William Shakespeare, As You Like It and Ben Jonson 'To Penshurst'
Week 7 John Milton, Paradise Lost Books Six-Nine inclusive, and selected poems
Week 8 Milton, Paradise Lost Books Ten-Twelve inclusive, and selected poems
Week 9 Radical writers - Abiezer Coppe, Anna Trapnel, Lawrence Clarkson – selected works
Week 10 Robert Herrick, Andrew Marvell - selected poems

INDICATIVE LEARNING RESOURCES

Indicative basic reading list:
Students should buy M.H. Abrams and Stephen Greenblatt, eds., The Norton Anthology of English Literature volume 1, 8th. edition, which contains almost all the material used on the module. They should also buy William Shakespeare, As You Like It and Marlowe’s Edward II in any scholarly edition.


Indicative web based resources: ELE site with links to further relevant sites.

Other resources: University-subscribed databases: Early English Books Online; JSTOR; British Newspapers 1600-1900; British Periodicals Collection I and II; EBSCO EJS; English Poetry; Humanities Index; ITER – Gateway to the Middle Ages and Renaissance; MLA International Bibliography; Project Muse; Renaissance and Reformation; World Shakespeare Bibliography Online.

DATE OF LAST REVISION 8th September 2011