

## ENGLISH 630, TOPICS IN RENAISSANCE LITERATURE: SPENSER'S *FAERIE QUEENE*

Professor George Rowe

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### REQUIRED TEXTS

Spenser, Edmund, *The Faerie Queene*, ed. Roche

Fletcher, Angus, *Allegory: The Theory of a Symbolic Mode*

### RECOMMENDED TEXT (for Early Modernists mostly)

Spenser, *The Faerie Queene*, ed. Hamilton et al.

Note: There are many editions of *The Faerie Queene*, any of which would be suitable for this course, since there are few (if any) textual issues concerning the poem. The Roche edition is inexpensive, readable, and has useful (if few) notes at the end. The Hamilton edition (there is also a copy on reserve) is heavily annotated, but very pricey and (for me, anyway) hard on the eyes. There are also editions of individual books of the poem that are more heavily annotated than the Roche and more readable than the Hamilton. All of the readings listed below (other than the poem proper and the Fletcher book on allegory, two copies of which are also on reserve) are available on Blackboard. They should be printed out and brought to class.

### SCHEDULE OF DISCUSSION TOPICS AND ASSIGNMENTS

October 1

#### **Spenser's Career, Spenser's Poem**

Dedicatory Sonnets, Title Pages, and Proem to *Faerie Queene*, Book 1 (in Roche pp. 19-40); first 3 stanzas of 1.1

Spenser, Selections from *The Shepheardes Calendar*

Helgerson, "The New Poet Presents Himself"

Hadfield, "Spenser, Drayton, and the Question of Britain" (pp. 582-92)

Alpers, "Spenser's Poetic Language"

Ferry, "The Verb *To Read*"

Puttenham, Selections from *The Arte of English Poesie*

October 8

#### ***Faerie Queene*, Book 1 (The Legend of Holiness), Cantos 1-6**

Fletcher, *Allegory*, pp. 24-180 (at least, and the remainder throughout the term)

- October 15            ***Faerie Queene, Book 1, Cantos 7-12***
- Berger, “The Renaissance Imagination: Second World and Green World”  
Campana, “Reading Bleeding Trees” (from *The Pain of Reformation*)
- October 22            ***Faerie Queene, Book 2, The Legend of Temperance, Cantos 1-7***
- Spenser’s Letter to Raleigh (in Roche 15-18)  
Fletcher, *Prophetic Moment*, pp. 1-106
- October 29            ***Faerie Queene, Book 2, Cantos 8-12***
- Greenblatt, *Renaissance Self-Fashioning*, pp. 157-92  
Montrose, “Spenser and the Elizabethan Political Imaginary”  
Paglia, “Spenser and Apollo” (from *Sexual Personae*)
- November 5            ***Faerie Queene, Book 3, The Legend of Chastity, Cantos 1-8***
- Teskey, “Introduction,” in *Unfolded Tales*, pp. 1-15  
Bakhtin, “The Greek Romance” (from “Forms of Time and Chronotope in the  
Novel”)  
Berger, “Kidnapped Romance: Discourse in the *Faerie Queene*”
- November 12            ***Faerie Queene, Book 3, Cantos 9-12; Book 4 (The Legend of Friendship,  
Canto 10)***
- Schwartz, “Dressed to Kill” (from *Amazon Encounters*)  
Vickers, “Diana Described: Scattered Women and Scattered Rhyme,”
- November 19            ***Faerie Queene, Book 4: Proem and Cantos 1, 4-7; Book 5: The Legend of  
Justice: Cantos 4.21-end of Canto 7***
- Stephens, “Into Other Arms: Amoret’s Evasion”
- November 26            ***Faerie Queene, Book 6, The Legend of Courtesy, Cantos 1-8***
- Elias, *The History of Manners* (Vol. 1 of *The Civilizing Process*),  
pp. 84-205
- December 3            ***Faerie Queene, Book 6, Cantos 9-12 + “The Mutabilitie Cantos”***
- Teskey, “Spenser’s *Mutabilitie* and the Authority of Forms” (from  
*Allegory and Violence*)

Note: The *Spenser Encyclopedia*, ed. Hamilton (in the reference room) provides very useful (brief) essays on virtually all aspects of Spenser's life and art.

## ADDITIONAL COURSE REQUIREMENTS

### Guiding Discussion

Beginning on October 8<sup>th</sup> and concluding on November 26<sup>th</sup> one or two members of the class will select key issues/passages from the readings assigned for that day and prepare a plan/series of questions that will enable us to explore those issues/passages in depth. (Each of you will take on this responsibility twice during the term; I will distribute a sign-up sheet during the first class.) The issues that you choose may involve the secondary materials as well as the section of the poem that will be our primary focus, but—in all cases—they should stem from your own careful and thoughtful engagement with the materials we will be covering that day. They should also be complex/interesting enough to require a substantial amount of class discussion. Each of you will be asked to complete this task twice during the term.

### Papers

1. Two short essays (approximately 4-6 pages in length using 12 pt. proportional font; 1" margins, and double spacing). They may—or may not—make use of secondary sources, but, in any case, the number of sources should be quite limited. You should, however, make ample use of the *OED*, as well as consult Biblical concordances, mythological handbooks, etc., when necessary.
2. A term paper approximately 15 pages in length (12 pt. proportional font; 1" margins, double spaced). You must discuss with me the topic for the term paper **no later than November 26th**. Although the essay may be related to (and include some material from) one or both of the short papers, at least 75% it should be new. This long essay must also make selective use of (relevant) secondary materials. Note: secondary materials = critical essays/books, not the *OED*, Biblical Concordances, Mythological Handbooks, etc.

The following due dates pertain:

Paper #1: No later than October 22<sup>rd</sup> (beginning of class).

Paper #2: No later than November 19<sup>th</sup> (beginning of class).

Paper #3: No later than December 10<sup>th</sup> (handed in at my office by noon).

### COURSE GRADE

20% class performance, 20% 2<sup>nd</sup> paper; 60% long paper.