

# Seminar in Genre Studies Section 01

## ENGL 228

Fall 2024 4 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/21/2024

### Course Information

---

#### Course Description

Genre, or form, is not a static, as one might think. Rather, forms are dynamic, shifting categories that are historically determined. Meanings are shaped through genre “play,” complex intersections among author, culture, form and genre, and therefore, studying genre can reveal important nuances about literary texts and the cultures that produce them. In this course, we will explore current genre theory, and interrogate the various ways in which early modern authors deploy form and genre, and we will analyze the ways in which they function in literary texts. We will look specifically at dramatic modes (comedy, tragedy, history, and romance), the pastoral (both in poetry and prose), the epic, the epithalamion, and the sonnet. Authors we will cover will include Edmund Spenser, William Shakespeare, Philip Sidney, and John Donne.

#### Course Format: In-person Seminar

### Course Description and Requisites

---

Provides focused study of a single genre of British and/or World Literature.

Prerequisite: Classified graduate standing or instructor consent.

Note: This course satisfies graduate-level GWAR in this master's program.

Letter Graded

### \* Classroom Protocols

---

**Course Requirements:** This is a seminar, and as such, each of us is responsible for the quality and usefulness of our meetings. I expect that you will find the readings both interesting and valuable, and I encourage you to express and explore your particular interests as we work through the material.

**Contribution and Participation:** I expect all students to be prepared to discuss the material in every class. Students who do not bring anything to the discussion week after week will receive a fail for this portion of the course. I do not expect expertise, but I do count on an active interest and thoughtful questions from every student.

## Course Goals

---

### Graduate Program Learning Outcomes

1. Students will demonstrate an appropriate level of expertise in literary history, literary theory, and rhetoric.
2. Students will demonstrate high-level proficiency in literary research and in the synthesis of research.
3. Students will demonstrate critical and analytical skills in the interpretation and evaluation of literary texts.
4. Students will demonstrate a command of written academic English, including the abilities to a) organize and present material in a cogent fashion, b) formulate and defend original arguments, c) employ effectively the language of their discipline and d) write under time constraints.
5. Students will demonstrate a reading knowledge of at least one foreign language.
6. Students preparing for teaching careers will receive the appropriate instruction.
7. Students will be prepared for further graduate study.

### Course Student Learning Objectives

1. Demonstrate familiarity with major periods/authors/texts covered in the MA exam
2. Demonstrate ability to analyze literary texts in context
3. Demonstrate ability to respond to sample exam questions Required Texts/Readings (Required - Delete the word "Required" in final draft)

## Course Learning Outcomes (CLOs)

---

The following statement has been adopted by the Department of English for inclusion in all syllabi: In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System").

Grades issued must represent a full range of student performance:

- A = excellent;
- B = above average;
- C = average;
- D = below average;
- F = failure.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a +(plus) or -(minus) grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

### Program Learning Outcomes

Upon successful completion of the MA English program, students will be able to:

1. Demonstrate an appropriate level of expertise in literary history, literary theory, and rhetoric.
2. Demonstrate high-level proficiency in literary research and in the synthesis of research
3. Demonstrate critical and analytical skills in the interpretation and evaluation of literary texts.
4. Demonstrate a command of written academic English, including the abilities to
  - a. organize and present material in a cogent fashion,
  - b. formulate and defend original arguments,
  - c. employ effectively the language of their discipline and
  - d. write under time constraints.
5. Demonstrate a reading knowledge of at least one foreign language.

Upon successful completion of the MFA in Creative Writing, students will be able to:

1. Demonstrate a high level of ability to propose and complete a publishable, full-length work of literature in a primary genre concentration (fiction, creative nonfiction, poetry, or scriptwriting).
2. Demonstrate high level of proficiency to write works of literature in a secondary genre concentration (fiction, creative nonfiction, poetry, or scriptwriting).
3. Demonstrate an appropriate level of knowledge of literary history, literary theory, and craft and theory of creative writing.
4. Demonstrate critical and analytical skills in the evaluation and interpretation of literary texts.
5. Demonstrate a command of written academic English, including the abilities to:
  - a) organize and present material in a cogent fashion;
  - b) formulate and defend original arguments;
  - c) employ effectively the language of their discipline;
  - d) write under time constraints.

---

### Department Information:

Department Name: English and Comparative Literature

Department Office: FO 102

Department Website: [www.sjsu.edu/english](http://www.sjsu.edu/english) (<https://www.sjsu.edu/english>)

Department email: [english@sjsu.edu](mailto:english@sjsu.edu) (<mailto:english@sjsu.edu>)

Department phone number: 408-924-4425

## Course Materials

---

### Required Textbooks

*The Norton Shakespeare Volume 3*. Ed. Stephen Greenblatt, Walter Cohen, Jean Howard, Katherine Eisaman Maus, Gordon McMullan, and Suzanne Gossett. ISBN: 978-0-393-93499-1.

*Edmund Spenser's Poetry*, Norton Critical Edition, ISBN: 978-0-393-92785-6.

Marlowe, Christopher. *The Jew of Malta*. Broadview Press. ISBN: 978-1554810680.

Kyd, Thomas. *The Spanish Tragedy*. Broadview Press. ISBN: 978-1554812059.

Jonson, Ben. *Epicoene, or the Silent Woman*. New Mermaids Edition. ISBN: 9781408144374.

Behn, Aphra. *The Widow Ranter: or the History of Bacon in Virginia*. Broadview Press.

ISBN: 978-1554815739

### Other Readings

Supplementary readings for this course will be available on Canvas.

## Course Requirements and Assignments

---

**Discussion Leaders:** To help encourage active participation, I require at least one student per week (depending on the number of students in the class) to be responsible for leading that week's discussion. A sign-up sheet will be provided the first few weeks for you to select the works and issues that you are the most interested in. If there are several readings one week, select one or two on which to place the most focus. During your assigned week, you should read carefully, and be prepared to pose provocative questions and possible answers stimulate class discussion. Please pay close attention to the text itself. You should be prepared to point to specific aspects of the text to aid your discussion.

**Questions:** Each week, you will need to post a list of questions (3 is a good number) for discussion about the readings on Canvas. These may be informal, or they may point to places in the text where you had difficulty understanding the content. Or, they may be more detailed questions about the author's craft. You should consider these questions your entry ticket to the seminar as they will help guide our discussions. You might also use these questions to explore ideas about the material that interest you for possible future research.

**Written Work:** You will be asked to write one 12-15 page (around 5,000 word) scholarly essay for this class, using both primary and secondary texts. This essay will allow you to more thoroughly develop a line of thinking inspired by the reading and discussions, and also to incorporate research. To help you identify a topic and potential argument, I will collect a **short abstract** outlining your ideas in week 12 and provide you

with feedback. In week 14, you should plan on submitting a **draft of your essay** as it has progressed to this point. The amount of feedback you receive will be directly proportional to the submission—the more you are able to think through your argument, the more constructive feedback you will receive. The **final seminar paper** will be due on December 12<sup>th</sup>.

Your success on this paper will be directly proportional to your knowledge and understanding of the texts.

## ✓ Grading Information

---

Contribution and Participation	15%
Presentation	15%
Weekly Questions	15%
Abstract	5%
Essay Draft	5%
Seminar Paper	45%

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

## Grading Information

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
A	930 to 959	93 to 95%
A minus	900 to 929	90 to 92%
B plus	860 to 899	86 to 89 %
B	830 to 859	83 to 85%
B minus	800 to 829	80 to 82%
C plus	760 to 799	76 to 79%
C	730 to 759	73 to 75%
C minus	700 to 729	70 to 72%
D plus	660 to 699	66 to 69%
D	630 to 659	63 to 65%
D minus	600 to 629	60 to 62%

## University Policies

---

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

---

# ENGL 228: Genre Studies, Course Schedule

## SUBJECT TO CHANGE

Readings for this course are found in the required textbooks ordered for the course, or in supplementary modules available on Canvas.

# Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add extra column(s) to meet your needs.)</i>
1	8/21	Introductions – Definitions, guiding questions.
2	8/28	Genre Theory/Early Modern Genre Theory.  Aristotle, <i>On the Art of Poetry</i> : <a href="https://www.gutenberg.org/files/6763/6763-h/6763-h.htm">https://www.gutenberg.org/files/6763/6763-h/6763-h.htm</a>  George Puttenham, <i>The Arte of English Poesie</i> <a href="https://www.gutenberg.org/ebooks/16420">https://www.gutenberg.org/ebooks/16420</a>  Sidney, Philip. "The Defense of Poesy" (excerpts)  Rosalie Colie, "Genre Systems and the Function of Literature"  Stephen Cohen, "Between Form and Culture"  Wai Chee Dimock, "Genres as Fields of Knowledge," <i>PMLA</i> , 22.5, October 2007
3	9/4	Drama: Tragedy. Thomas Kyd, <i>The Spanish Tragedy</i> , Shakespeare, <i>Titus Andronicus</i> and <i>Hamlet</i> .
4	9/11	Drama: Comedy. Marlowe, <i>The Jew of Malta</i> , Shakespeare, <i>Midsummer Night's Dream</i> , <i>Merchant of Venice</i> , Ben Jonson's <i>Epicoene</i> . Mirabelli, Philip, "Silence, Wit, and Wisdom in The Silent Woman," <i>SEL</i> , 29(2)
5	9/18	Drama: History. Shakespeare, <i>Richard III</i> , <i>Henry V</i>

Week	Date	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add extra column(s) to meet your needs.)</i>
6	9/25	Pastoral: Spenser's <i>The Shepherd's Calendar</i> , Sidney's <i>Lady of May</i> , Montrose.  Louis, "The Elizabethan Subject and the Spenserian Text," Orgel, Stephen, "Sidney's Experiment in Pastoral."
7	10/2	Epic: Book 1 of Spenser's <i>The Faerie Queene</i>
8	10/9	Epic: Excerpts from Book 2 and Book 3 of Spenser's <i>The Faerie Queene</i>
9	10/16	Epic: Milton's <i>Paradise Lost</i> , Books 1 and 2, Pope's <i>The Rape of the Lock</i>
10	10/23	The Sonnet: Petrarch, Wyatt, Surrey, and Sidney from <a href="#">Astrophel and Stella</a>
11	10/30	The Sonnet: Shakespeare's sonnet sequence and <i>Romeo and Juliet</i>
12	11/6	The Sonnet: John Donne's <a href="#">Holy Sonnets 1-19</a>  Essay abstracts due on Canvas
13	11/13	Tragi-comedy and Colonial Resistance: Shakespeare's <i>The Tempest</i> , Aphra Behr's <i>The Widow Ranter</i>
14	11/20	No class meeting. Essay drafts due on Canvas.
15	11/27	No class: Happy Thanksgiving!
16	12/4	Last day of instruction – Final papers due by midnight on December 12 <sup>th</sup> .