CAS/GRS New Course Proposal Form
This form is to be used when proposing a new CAS or GRS course.

This form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pgl@bu.edu. For further information or assistance, contact Associate Dean Susan Jackson (617-353-2410; sjackson@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: ENGLISH

COURSE NUMBER: CAS EN 325

DATE SUBMITTED: 9/1/16

COURSE TITLE: TOPICS IN EARLY MODERN BRITISH LITERATURE

INSTRUCTOR(S): PROFESSOR ERIN MURPHY

TO BE FIRST OFFERED: Sem./Year: FALL 2017

SHORT TITLE: The “short title” appears in the course inventory, on the Link University Class Schedule, and on student transcripts and must be 15 characters maximum including spaces. It should be as clear as possible.

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COURSE DESCRIPTION: This is the description that appears in the CAS and/or GRS Bulletin and The Link. It is the first guide that students have as to what the course is about. The description can contain no more than 40 words.

May be repeated for credit as topics change each semester. Topic for fall 2017: Seventeenth-Century English Women Writers. Explores topics including gender, sexuality, race, violence, genre, religion, class, print culture, slavery, marriage and war through readings of female authors, including Lanyer, Hutchinson, Cavendish, Philips, Behn, Trapnel, and Astell, as well as relevant male contemporaries.

PREREQUISITES: Indicate “None” or list all elements of the prerequisites, clearly indicating “AND” or “OR” where appropriate. Here are three examples: “Junior standing or CAS ZN300 or consent of instructor”; “CAS ZN108 and CAS ZN203 and CAS PQ206; or consent of instructor”; “For SED students only.”

1. State the prerequisites:

One previous literature course or junior/senior status
2. Explain the need for these prerequisites:
As an intermediate-level course, EN 325 is very likely to consist mostly of students with some prior experience in the field. While we are eager to have more non-majors enroll in the course, freshman or sophomores with no literary background whatsoever are unlikely to be prepared for its readings and classroom discussions. We assume that juniors and seniors are more likely to have the general intellectual background, maturity, and skills to do well in the course, no matter what their particular area of study; hence the inclusion of “junior/senior status.”

CREDITS: (check one)
☐ Half course: 2 credits  ☐ Variable: Please describe.
☒ Full course: 4 credits  ☐ Other: Please describe.
Provide a rationale for this number of credits, bearing in mind that for a CAS or GRS course to carry 4 credits, 1) it must normally be scheduled to meet at least 150 minutes/week, AND 2) combined instruction and assignments, as detailed in the attached course syllabus, must anticipate at least 12 total hours/week of student effort to achieve course objectives.

The English department plans to run the course on a normal Tuesday-Thursday schedule of 50 minutes per meeting. Given the amount of reading on the course syllabus, and given the number of assessments – a long paper, a class presentation, a critical bibliography, and both a midterm and final exam – the course will easily require 12 total hours per week of student effort.

DIVISIONAL STUDIES CREDIT: Is this course intended to fulfill Divisional Studies requirements?
☒ No.
☐ Yes. If yes, please indicate which division ______________________ and explain why the course should qualify for Divisional Studies credit. Refer to criteria listed here and specify whether this course is intended for “short” or “expanded” divisional list.

HOW FREQUENTLY WILL THE COURSE BE OFFERED?
☒ Every semester  ☐ Once a year, fall  ☐ Once a year, spring  ☐ Every other year
☐ Other: Explain:

NEED FOR THE COURSE: Explain the need for the course and its intended impact. How will it strengthen your overall curriculum? Will it be required or fulfill a requirement for degrees/majors/minors offered by your department/program or for degrees in other departments/school/colleges? Which students are most likely to be served by this course? How will it contribute to program learning outcomes for those students? If you see the course as being of “possible” or “likely” interest to students in another departments/program, please
consult directly with colleagues in that unit. (You must attach appropriate cognate comments using cognate comment form if this course is intended to serve students in specific other programs. See FURTHER INFORMATION below about cognate comment.)

In the English Department, upper-division courses on the literature of the early modern period (e.g. EN 524, Literature of the Renaissance, EN 525 Literature of the Seventeenth Century) have recently drawn lower enrollments than in the past and have occasionally even been canceled. These 500-level courses require the completion of the British literature survey (EN 322-323) as a prerequisite, and are the highest-numbered courses that the department offers. Not only do they rarely attract non-majors, but they may even intimidate some students who are majoring in English.

A new 300-level course in this area can fill a need for exposure to the rich history and literature and culture of the early modern period. It is more likely than EN 524 and comparable courses draw students from outside of EN who are interested in the major figures and texts addressed in the course. This is especially true of Professor Murphy’s course on Seventeenth-Century Women Writers, which is liable to appeal to students in World Literatures & Languages, Romance Studies, and in Women, Gender, and Sexuality Studies. Moreover, the English department currently has only a pair of other 300-level courses on early modern literature, namely Shakespeare I (EN 363) and Shakespeare II (EN 364), despite the fact that we have several tenured faculty members who are eminently able to teach in this historical area: not only Murphy, but also Martin, Carroll, Siemon, Breiner, and Winn. A new 300-level course will allow these faculty members to showcase their research to a wider group of undergraduates as well as give the department the flexibility to diversify their teaching schedules.

ENROLLMENT: How many undergraduate and/or graduate students do you expect to enroll in the initial offering of this course?

25

CROSS-LISTING: Is this course to be cross-listed or taught with another course? If so, specify. Chairs/directors of all cross-listing units must co-sign this proposal on the signature line below.

No

OVERLAP:

1. Are there courses in the UIS Course Inventory (CC00) with the same number and/or title as this course?
   X□ No.
   □ Yes. If yes, any active course(s) with the same number or title as the proposed course will be phased out upon approval of this proposal.
   NOTE: A course number cannot be reused if a different course by that number has been offered in the past five years.

2. Relationship to other courses in your program or others: Is there any significant overlap between this course and others offered by your department/program or by others? (You must attach appropriate cognate comments using cognate comment form if this course might be perceived as overlapping with courses in another department/program. See FURTHER INFORMATION below.)
FACILITIES AND EQUIPMENT: What, if any, are the new or special facilities or equipment needs of the course (e.g., laboratory, library, instructional technology, consumables)? Are currently available facilities, equipment, and other resources adequate for the proposed course? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

No special new equipment needed

STAFFING: How will the staffing of this course, in terms of faculty and, where relevant, teaching fellows, affect staffing support for other courses? For example, are there other courses that will not be taught as often as now? Is the staffing of this course the result of recent or expected expansion of faculty? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

No changes to staffing would be needed.

BUDGET AND COST: What, if any, are the other new budgetary needs or implications related to the start-up or continued offering of this course? If start-up or continuation of the course will entail costs not already discussed, identify them and how you expect to cover them. (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

No new budgetary needs or implications.

EXTERNAL PROGRAMS: If this course is being offered at an external program/campus, please provide a brief description of that program and attach a CV for the proposed instructor.

FURTHER INFORMATION THAT MUST BE ATTACHED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:

- A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the specifications of the course described in this proposal; that is, appropriate level, credits, etc. (See guidelines on “Writing a Syllabus” on the Center for Excellence & Innovation in Teaching website.) Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).

- Cognate comment from chairs or directors of relevant departments and/or programs. Use the form here under “Curriculum Review & Modification.” You can consult with Susan Jackson (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT CONTACT NAME AND POSITION: Robert Chodat, Associate Chair, EN
DEPARTMENT CONTACT EMAIL AND PHONE: RCHODAT@BU.EDU; 617 358 2565

DEPARTMENT APPROVAL: ___________________________ 1.18.17

Department Chair

__________________________________________  
Other Department Chair(s) (for cross-listed courses)  

Date

CAS/GRS CURRICULUM COMMITTEE APPROVAL:

☐ Approved Date: ____________
☐ Tabled Date: ____________
☐ Not Approved Date: ____________

Divisional Studies Credit:

☐ Endorsed
  ☐ HU
  ☐ MCS
  ☐ NS
  ☐ SS

☐ Not endorsed

______________________________________________________________
Curriculum Committee Chair Signature and Date

Comments:

PROVISIONAL APPROVAL REQUESTED for Semester/Year ________________

______________________________________________________________
Dean of Arts & Sciences Signature and Date

Comments:

CAS FACULTY: Faculty Meeting Date: ________________ ☐ Approved ☐ Not Approved

______________________________________________________________
Curriculum Administrator Signature and Date

Comments:
CAS EN 325: TOPICS IN EARLY MODERN BRITISH LITERATURE

Seventeenth-Century English Women Writers

Fall 2017
Professor Erin Murphy
e-mail: ermurphy@bu.edu
Office: Room 523, 236 Bay State Road
Office Hours: M 3:30- 4:30, W noon-1pm
and by appointment

Required Texts:
Anne Shaver, editor—The Convent of Pleasure and other Plays by Margaret Cavendish
Kate Lilley, editor—The Blazing World and other Writings by Margaret Cavendish
Janet Todd, editor—Oroonoko, the Rover and other Works by Aphra Behn
James Fitzmaurice, editor—Major Women Writers of Seventeenth-Century England

(All books available at the BU Barnes and Noble unless otherwise noted.)

Many of our readings are available electronically, as noted on the schedule. On-line readings are at our Blackboard site unless otherwise noted.

Course Requirements:

Attendance and Class Participation (15%):
Engaged participation and regular attendance are required. More than three unexcused absences will lower your grade for the course. More than four unexcused absences will constitute grounds for failing the course.

Presentations (10%):
You will be assigned one day on which you will be responsible for helping to lead our discussion. On the day of your presentation, you will submit a two-page response paper and a discussion question to be considered by the group. Your response paper and question must address BOTH the primary and secondary readings for that day. Additional instructions will be distributed with the schedule.

Mid-term paper (15%):
One short paper, 5 to 7 pages (1500-2100 words) is due on October 24. Late papers will lose ½ a letter grade per calendar day—if you hand in a B+ paper one day late, it becomes a B; 2 days late, it becomes a B-, etc. For this reason, DO NOT WAIT TO HAND IN LATE PAPERS AT THE NEXT CLASS—e-mail them to me as soon as they’re completed.

Mid-term Exam (15%):
An in-class exam will be given on November 2.

(REQUIREMENTS CONTINUED BELOW)
Bibliography and Critical Review Essay (10%): As part of the preparation for your final paper, you must find and read three scholarly articles or book chapters. Based on your reading you must write a 3-4 page (900-1200 words) essay discussing the relationship between two of the articles or chapters. You must attach a bibliography for all three sources. More details about this assignment will be distributed later in the semester. It will be due on November 16.

Final Paper (20%): A long paper, 10 to 12 pages (3000-3600 words) is due the last day of class, December 12. A one-page paper proposal is due November 21. Late proposals will lower your grade on the final paper.

Final Exam (15%):
A final exam will be given during exam period on *****.

Course Policies
No make-up or late exams will be given, except in extreme emergencies, and then only with adequate documentation and the instructor’s agreement that it was an emergency. Late papers will lose ½ a letter grade per calendar day—if you hand in a B+ paper one day late, it becomes a B; 2 days late, it becomes a B-, etc. For this reason, DO NOT WAIT TO HAND IN LATE PAPERS AT THE NEXT CLASS—e-mail them to me as soon as they’re completed.

Students are expected to exhibit the highest standards of academic integrity and never to submit work as their own which is the work of others. Students should familiarize themselves with BU’s Academic Conduct Code: (http://www.bu.edu/academics/academic-conduct-code/). Academic misconduct is the misrepresentation of one’s academic achievement and includes cheating on examinations, falsely indicating your own or another’s attendance in class, and plagiarizing written work. All cases that violate Boston University rules on scholastic dishonesty are subject to disciplinary penalties, including but not limited to failure in the course. Plagiarism detection software will be used; please note that it is easy for faculty to find the same online sources as you can find and to check your text against the contents of the web.
Tentative Class Schedule

September

5 Introduction

Women’s Writing? Women Writers?

7 Butler, “Performative Acts and Gender Constitution” (on-line)
   Goldberg, from *Desiring Women Writing*, ps. 135-43 (on-line)

12 "The Swetnam Controversy,” ps. 373-384 (Fitzmaurice)
   Woolf, from *A Room of One’s Own*, ps. 41-65 (on-line)

Poems, Plays and Print: Jacobean Women’s Writing

14 Lanyer, from *Salve Deus Rex Judaeorum*, ps. 23-26, 32-43
   (Fitzmaurice)

19 Coiro, “Writing in Service: Sexual Politics and Class Position in
   the Writing of Ben Jonson and Aemilia Lanyer,” (on-line)

21 Carey, *The Tragedy of Mariam*, ps. 47-104 (Fitzmaurice)

26 Wroth, from *Pamphilia to Amphilanthus*, ps. 109-124 (Fitzmaurice)
   Sidney, from *Astrophil and Stella* (on-line)

Prophecy, Petitioning and Politics: Women & the “Public Sphere”

October

3 Trapnel, *Report and Plea*, ps. 71-84 (on-line)
   Poole, *A Vision*, (available at Women Writers On-line:
   Gillespie, from *Domesticity and Dissent*, ps. 25-54 (on-line)

5 Stagg, *A True Copy of a Petition*, (at Women Writers On-line:
   Liburne, *To the Chosen and Betrusted Knights* (at Women Writers On-line:
NO CLASS—HOLIDAY

Royalism and Feminism: The Case of Margaret Cavendish

Kahn, “Margaret Cavendish and the Romance of Contract,” ps. 526-562 (available at JSTOR through BU Library)
PAPER #1 DUE

*Female Orations*, ps. 86-90 and 143-147 (on-line)

19 Cavendish, *Assaulted and Pursued Chastity*, 47-118 (Lilley)

Women at War: Experiments in Genre and Representation

PAPER #1 DUE

26 Jane Cavendish and Elizabeth Brackley, *Concealed Fancies*, ps. 127-157 (on-line)
“Some Sieges” in *The Grand Quarrel*, ps. 79-94


November 2 MID-TERM EXAM
The “Matchless Orinda”: Friendship and Politics in the Poetry Of Katherine Philips

Philips, selections from Poems, ps. 177-208, (Fitzmaurice)
Donne, selected poems (on-line)
Selection from Traub’s The Renaissance of Lesbianism (on-line)

Rewriting Genesis

Hutchinson, Order and Disorder, Cantos 1 AND 3 (on-line)
Milton, Paradise Lost, selections from Books IV and VIII (on-line)

Milton, Paradise Lost, Book IX

Hutchinson, Order and Disorder, Cantos 4-5 (on-line)
Lanyer, “Eve’s Apology,” ps. 33-35

CRITICAL REVIEW ESSAY AND BIBLIOGRAPHY DUE

Desiring Subjects: Sex and Politics in the Work of Aphra Behn

Behn, selected poems, ps. 304-322 (Fitzmaurice)
Rochester’s “Imperfect Enyojment” (handout)

FINAL PAPER PROPOSAL DUE

THANKSGIVING

Behn, Oroonoko, ps. 75-141

Oroonoko (continued)
Brown, “The Romance of Empire” (1-15)

After Orinda: Women’s Writing and the Glorious Revolution

Astell, A Serious Proposal

Astell, Some Reflections Upon Marriage
Weil, from Political Passions, ps. 1-14 (on-line)

LAST DAY CLASS
FINAL PAPER DUE
FINAL EXAM, MONDAY DECEMBER*****, TIME TBA