

# ELIZABETHAN HUMANISM

## Literature and Learning in the later Sixteenth Century

MIKE PINCOMBE



# Elizabethan Humanism Literature And Learning In The Later Sixteenth Century

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## **Elizabethan Humanism Literature And Learning In The Later Sixteenth Century:**

**Elizabethan Humanism** Michael Pincombe, 2016-02-04 The term humanist originally referred to a scholar of Classical literature In the Renaissance and particularly in the Elizabethan age European intellectuals devoted themselves to the rediscovery and study of Roman and Greek literature and culture This trend of Renaissance thought became known in the 19th century as humanism Often a difficult concept to understand the term Elizabethan Humanism is introduced in Part One and explained in a number of different contexts Part Two illustrates how knowledge of humanism allows a clearer understanding of Elizabethan literature by looking closely at major texts of the Elizabethan period which include Spenser's *The Shepherd's Calendar* Marlowe's *Faustus* and Shakespeare's *Hamlet* *Elizabethan Humanism* M. Pincombe, 2002-02-01

**Roger Ascham and His Sixteenth-Century World** Lucy R. Nicholas, Ceri Law, 2020-11-23 The life of Roger Ascham 1515-16-1568 coincided with the reigns of four Tudor monarchs the rise and death of Luther the Council of Trent and the wholesale division of Christendom He operated in arenas including Cambridge University the court the continent and the capital and his writings engaged with the most important intellectual concerns of his age including humanism educational reform religion and politics In this volume historians literary specialists and classicists have worked together both to re-evaluate more familiar territory in Ascham's life and work and to illuminate previously untapped sources Their essays reveal Ascham as a considerably more significant figure than previous scholarship has suggested Two appendices provide valuable further biographical and bibliographical material Contributors Andrew Burnett Cyndia Susan Clegg J S Crown Sam Kennerley Ceri Law Micha Lazarus John F McDiarmid Lucy R Nicholas Mike Pincombe Richard Rex Cathy Shrank and Tracey A Sowerby **Language and Politics in the Sixteenth-Century History Play** D. Cavanagh, 2003-12-12

Language and Politics in the Sixteenth Century History Play examines a key preoccupation of historical drama in the period 1538-1600 the threat presented by uncivil language Unlicensed speech informs the presentation of political debate in Tudor history plays and it is also the subject of their most daring political speculations By analyzing plays by John Bale Thomas Norton Thomas Sackville and Robert Greene as well as Shakespeare this study also argues for a more inclusive approach to the genre

**The Oxford Handbook of Tudor Literature** Michael Pincombe, Cathy Shrank, 2009-09-10 The literature of the entire Tudor period from the reign of Henry VII to death of Elizabeth I is covered by this volume It pays particular attention to the years before 1580 covering the establishment of print culture and growth of a reading public **Travels and Translations in the**

**Sixteenth Century** Mike Pincombe, 2017-05-15 In recent years the twin themes of travel and translation have come to be regarded as particularly significant to the study of early modern culture and literature Traditional notions of The Renaissance have always emphasised the importance of the influence of continental as well as classical literature on English writers of the period and over the past twenty years or so this emphasis has been deepened by the use of more complicated and sophisticated theories of literary and cultural intertextuality as well as broadened to cover areas such as religious and

political relations trade and traffic and the larger formations of colonialism and imperialism The essays collected here address the full range of traditional and contemporary issues providing new light on canonical authors from More to Shakespeare and also directing critical attention to many unfamiliar texts which need to be better known for our fuller understanding of sixteenth century English literature This volume makes a very particular contribution to current thinking on Anglo continental literary relations in the sixteenth century Maintaining a breadth and balance of concerns and approaches Travels and Translations in the Sixteenth Century represents the academic throughout Europe essays are contributed by scholars working in Hungary Greece Italy and France as well as in the UK Arthur Kinney s introduction to the collection provides an North American overview of what is perhaps a uniquely comprehensive index to contemporary European criticism and scholarship in the area of early modern travel and translation

**Rhetoric and Courtliness in Early Modern Literature** Jennifer Richards,2003-05-22 Rhetoric and Courtliness in Early Modern Literature explores the early modern interest in conversation as a newly identified art Conversation was widely accepted to have been inspired by the republican philosopher Cicero Recognizing his influence on courtesy literature the main source for civil conversation Jennifer Richards uncovers alternative ways of thinking about humanism as a project of linguistic and social reform She argues that humanists explored styles of conversation to reform the manner of association between male associates teachers and students buyers and sellers and settlers and colonial others They reconsidered the meaning of honesty in social interchange in an attempt to represent the tension between self interest and social duty Richards explores the interest in civil conversation among mid Tudor humanists John Cheke Thomas Smith and Roger Ascham as well as their self styled successors Gabriel Harvey and Edmund Spenser

**Common: The Development of Literary Culture in Sixteenth-Century England** Neil Rhodes,2018-04-19 This volume explores the development of literary culture in sixteenth century England as a whole and seeks to explain the relationship between the Reformation and the literary renaissance of the Elizabethan period Its central theme is the common in its double sense of something shared and something base and it argues that making common the work of God is at the heart of the English Reformation just as making common the literature of antiquity and of early modern Europe is at the heart of the English Renaissance Its central question is why was the Renaissance in England so late That question is addressed in terms of the relationship between Humanism and Protestantism and the tensions between democracy and the imagination which persist throughout the century Part One establishes a social dimension for literary culture in the period by exploring the associations of commonwealth and related terms It addresses the role of Greek in the period before and during the Reformation in disturbing the old binary of elite Latin and common English It also argues that the Reformation principle of making common is coupled with a hostility towards fiction which has the effect of closing down the humanist renaissance of the earlier decades Part Two presents translation as the link between Reformation and Renaissance and the final part discusses the Elizabethan literary renaissance and deals in turn with poetry short prose fiction

and the drama written for the common stage      **Fictions of Authorship in Late Elizabethan Narratives** Katharine Wilson, 2006-02-23 Publisher description      [A New Companion to English Renaissance Literature and Culture](#) Michael Hattaway, 2010-02-12 In this revised and greatly expanded edition of the Companion 80 scholars come together to offer an original and far reaching assessment of English Renaissance literature and culture A new edition of the best selling Companion to English Renaissance Literature revised and updated with 22 new essays and 19 new illustrations Contributions from some 80 scholars including Judith H Anderson Patrick Collinson Alison Findlay Germaine Greer Malcolm Jones Arthur Kinney James Knowles Arthur Marotti Robert Miola and Greg Walker Unrivalled in scope and its exploration of unfamiliar literary and cultural territories the Companion offers new readings of both literary and non literary texts Features essays discussing material culture sectarian writing the history of the body theatre both in and outside the playhouses law gardens and ecology in early modern England Orientates the beginning student while providing advanced students and faculty with new directions for their research All of the essays from the first edition along with their recommendations for further reading have been reworked or updated      [Tears, Liquids and Porous Bodies in Literature Across the Ages](#) Norbert Lennartz, 2021-08-26 Taking in works from writers as diverse as William Shakespeare William Wordsworth Charlotte Brontë John Keats James Joyce and D H Lawrence this book spans approximately 300 years and unpacks how bodily liquidity porosity and petrification recur as a pattern and underlie the chequered history of the body and genders in literature Lennartz examines the precarious relationship between porosity and its opposite closure containment and stoniness and explores literary history as a meandering narrative in which female porosity and manly stoniness clash showing how different societies and epochs respond to and engage with bodily porosity This book considers the ways that this relationship is constantly renegotiated and where effusive and feminine genres such as sloppy letters and streams of consciousness are pitted against stony and astringent forms of masculinity like epitaphs sonnets and the Bildungsroman      *Renaissance Posthumanism* Joseph Campana, Scott Maisano, 2016-03-01 Connecting Renaissance humanism to the variety of critical posthumanisms in twenty first century literary and cultural theory Renaissance Posthumanism reconsiders traditional languages of humanism and the human not by nostalgically enshrining or triumphantly superseding humanisms past but rather by revisiting and interrogating them What if today's critical posthumanisms even as they distance themselves from the iconic representations of the Renaissance are in fact moving ever closer to ideas in works from the fourteenth to the seventeenth century What if the human is at once embedded and embodied in evolving with and de centered amid a weird tangle of animals environments and vital materiality Seeking those patterns of thought and practice contributors to this collection focus on moments wherein Renaissance humanism looks retrospectively like an uncanny contemporary and ally of twenty first century critical posthumanism      [New Perspectives on Tudor Cultures](#) Zsolt Almási, Mike Pincombe, 2012-04-25 This volume presents a selection of papers from the 6th International Conference of the Tudor Symposium held at the

University of Sheffield in 2009 It brings together new explorations of Tudor literature from scholars based all over Europe France Greece Hungary Ireland Norway and the United Kingdom The papers cover the long mid Tudor period from Skelton and more to the young Shakespeare but with a central emphasis on the middle decades of the sixteenth century Topics range widely from philosophy and social commentary to more traditionally literary kinds of writing such as lyric and tragedy both dramatic and non dramatic The volume as a whole offers an attractively kaleidoscopic image of the variety of new work being carried out in the area in the new millennium

*Topicality and Representation* Hammood Khalid Obaid, 2013-12-12 This book focuses on the importance of topical reading in understanding Islamic figures and themes and applies this approach to two landmark Elizabethan plays George Peele's *Battle of Alcazar* and William Percy's *Mahomet and his Heaven* The former is the first English play to present a Moor as a major character while the latter is the first English play to be based on Quranic material and feature the Prophet of Islam as a major character In both plays the book argues topical concerns played a major role in the formation of Islamic characters and themes rendering the term representation highly debatable The book also briefly covers other Elizabethan plays that contained Islamic elements such as Shakespeare's *Titus Andronicus* and *The Merchant of Venice* and Marlowe's *Tamburlaine* and *Doctor Faustus* Topical issues covered in the work include British Muslim relations the Spanish Armada Elizabethan patriotism in literature Catholic Protestant tensions in the late 16th century the gynaeocracy debate and Elizabethan alchemy and magic

*Shakespeare's Politics* Robin Headlam Wells, 2009-01-06 Shakespeare's *Politics* is an invaluable introduction to the political world of Shakespeare's plays It includes passages from the plays together with extracts from contemporary historical and political documents The clear jargon free narrative introduces and explains the extracts and provides an overview of the key political issues that were debated in late Elizabethan and early Stuart England The introduction outlines the historical context in which Shakespeare wrote and explains the intellectual principles that informed early modern thinking about politics By reading Shakespeare alongside contemporary documents students will be able to develop their own informed critical interpretations of the plays Shakespeare's *Politics* is essential for anyone studying Shakespeare while tutors and postgraduate students will find the book's up to date survey of modern Shakespeare criticism useful and provocative

*Character and the Individual Personality in English Renaissance Drama* John E. Curran, 2014-08-20 *Character and the Individual Personality in English Renaissance Drama* Tragedy History Tragicomedy studies instantiations of the individualistic character in drama Shakespearean and non Shakespearean and some of the Renaissance ideas allowing for and informing them Setting aside such fraught questions as the history of Renaissance subjectivity and individualism on the one hand and Shakespearean exceptionalism on the other we can find that in some plays by a range of different authors and collaborators a conception has been evidenced of who a particular person is and has been used to drive the action This evidence can take into account a number of internal and external factors that might differentiate a person and can do so drawing on the intellectual context in a number of ways Ideas

with potential to emphasize the special over the general in envisioning the person might come from training in dialectic thesis vs hypothesis or in rhetoric ethopoeia from psychological frameworks casuistry humor theory and their interpenetration or from historiography exemplarity But though they depicted what we would call personality only intermittently and with assumptions different from our own about personhood dramatists sometimes made a priority of representing the workings of a specific mind the patterns of thought and feeling that set a person off as that person and define that person singularly rather than categorically Some individualistic characters can be shown to emerge where we do not expect such as with Fletcherian personae like Amintor Arbaces and Montaigne of *The Honest Man's Fortune* some are drawn by playwrights often uninterested in character such as Chapman's Bussy D'Ambois Jonson's Cicero and Ford's Perkin Warbeck and some appear in being constructed differently from others by the same author as when Webster's Bosola is set in contrast to Flameneo and Marlowe's Faustus is set against Barabas But Shakespearean characters are also examined for the particular manner in which each troubles the categorical and exhibits a personality Othello Good Duke Humphrey and Marc Antony Published by University of Delaware Press Distributed worldwide by Rutgers University Press

*The English Radical Imagination* Nicholas McDowell, 2003 *The English Radical Imagination* addresses current critical assumptions about the nature of radical thought and expression during the English Revolution Through a combination of biographical and literary interpretation it revises the representation of radical writers in this period as ignorant and uneducated tub preachers This representation has become a critical orthodoxy since Christopher Hill's seminal study *The World Turned Upside Down* 1972 Despite the reservations of so called revisionist historians about the misleading implications of Hill's work cultural historians and literary critics have continued to view radical texts as authentic artefacts of a form of early modern popular culture This book challenges the divide between elite and popular culture in the seventeenth century While research has revealed that the rank and file of the more organized radical movements was composed of the lower middling sort of people who had little or no access to the elite intellectual culture of the period some of the most important and most discussed radical writers had been to university in the 1620s and 1630s Chapters 1-2 investigate how critics especially those sympathetic to the radicals have tended to repeat hostile contemporary stereotypes of the ideologists and publicists of radicalism as illiterate Mechanick persons The failure to recognize the elite cultural background of these writers has resulted in a failure to acknowledge the range of their intellectual and rhetorical resources and consequently in a misrepresentation of the sophistication of both their ideas and their writing Chapters 3-5 are case studies of some of the most important and innovative radical writers They show how these writers use their experience of an orthodox humanist education for the purposes of satire and ridicule and how they interpret texts associated with orthodox ideologies and cultural practices to produce heterodox arguments Radical prose of the English Revolution thus emerges as a more complex literary phenomenon than has hitherto been supposed lending substance to recent claims for its admission to the traditional literary canon

**Geographers** Charles W. J. Withers, Hayden

Lorimer,2015-12-14 The twenty seventh volume of Geographers Biobibliographical Studies includes essays covering the geographical work and lasting significance of eight individuals between the late sixteenth century and the early twentieth century The essays cover early modern geography cartography and astronomy geography s connections with late Renaissance humanism and religious politics armchair geography and textual enquiry in African geography medical mapping and Siberian travel human ecology in the Vidalian tradition radical political geography in twentieth century USA American agricultural geography and cultural historical geography in Japan and in India In these essays GBS continues to provide detailed insight into the richness of geography s intellectual traditions and the diversity of geographers lives

Geographers Volume 27 Charles W. J. Withers,Hayden Lorimer,2011-10-27 An annual collection of studies of individuals who have made major contributions to the development of geography and geographical thought *Educating the Tudors* Amy McElroy,2023-02-16 Education during the Tudor era was a privilege and took many forms including schools colleges and apprenticeships Those responsible for delivering education came from a variety of backgrounds from the humble parish priest to the most famed poet laureates of the day Curriculums varied according to wealth gender and geography The wealthy could afford the very best of tutors and could study as much or as little as they chose while the poorer members of society could only grasp at opportunities in the hopes of providing themselves with a better future The Tudors were educated during a time when the Renaissance was sweeping across Europe and Henry VIII became known as a Renaissance Prince but what did his education consist of Who were his tutors How did his education differ to that of his elder brother Prince Arthur and how did Henry s education change upon the death of his brother There is no doubt Henry was provided with an excellent education particularly in comparison to his sisters Margaret and Mary Henry s own education would go on to influence his decisions of tutors for his own children Who had the privilege of teaching Henry s children and did they dare to use corporal punishment Educating the Tudors seeks to answer all of these questions delving into the education of all classes the subjects they studied educational establishment and those who taught them



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