

Assignment Description:

For your assigned sonnet, keeping a high-school or early college-level audience in mind, produce a standardized-spelling edition that includes:

1. Thoughtful footnotes that illuminate
 - early modern meanings of words, including double-meanings
 - allusions to other poems, myths, and/or historical events
 - formal elements of the sonnet (including metrical variations and line ending types)
 - viewpoints on the text inspired by queer theory
2. A paragraph to guide readers, including explication of the formal and historical/contextual elements you've identified in the footnotes
3. 3-4 questions for discussion based on the sonnet
 - at least one should involve queer theory or cite a queer theorist

Project Workflow

Tasks for Day One:

- Assign students to sonnets and small groups:
 - Mythological (or Greco-Roman) allusions
 - [Spenser Circle](#) allusions (or allusions to other Elizabethan poets)
 - Queer Theory
 - Historical/Geographical allusions
 - Rhetorical devices, OED work, and scansion
- Type your name into the “specialist” slot on your sonnet’s tab
- Hyperlink your sonnet’s title to the University of Michigan text webpage for easy reference
- Assign tags to sonnets to show which small groups should focus on which poems
- Standardize i/j and u/v
- Begin to standardize spelling, after deciding on principles
- Make sure everyone can access [EEBO](#). Compare text with photocopies to make sure spelling choices make sense.
 - Keywords for EEBO: Barnfield and Cynthia. Edition: 1595 with Full Text. But compare the other edition as well and note variants (details later!)

Day Two:

- Insert as many footnote markers as we can and label the type of footnoting required with a tag.
- Meet in small groups to:
 - Double-check each others’ footnote markers and add as many more as possible
 - Make individual research lists and start delving into research
- Form a subcommittee to try to track down a copy of:
 - George Klawitter’s 1990 Susquehanna University Press edition of Barnfield’s work (entirely unfindable and out of print, or can we locate one somehow?)

- Note, 5/1: Librarians are acquiring one for St. Olaf!
- Wilfred P. James' 1953 Doctoral Dissertation from Northwestern University, [The Life and Work of Richard Barnfield](#)

Day Three:

- Check-Ins: What are folks working on and doing? What resources do they need?
 - Anyone willing to track down the dissertation above?
- Present your sonnet to a partner from a different group. What suggestions do they have for footnotes?
- Start compiling the full text of all of the articles written on Barnfield and assigning them abbreviation tags within our articles folder

Day Four:

- Sign up for [individual conferences](#). (Bring two pages of paper draft about your sonnet.)
- Pair off, with one person representing context (history, myth, queer theory, etc) and one person representing form (close-reading of the poetry).
 - Talk through each of your sonnets and make bullet point notes about form and context.
 - If time: begin writing paragraph-long overviews of the sonnet's features as guides for online readers.
- Start writing discussion question prompts for individual sonnets, as follow-ups.
 - Note: you'll pick one of these questions to respond to in your research paper, due at the start of the final exam period.
