

San José State University
Department of English
ENGL 144: Introduction to Shakespeare

Fall 2013

Professor:	Dr. Adrienne L. Eastwood
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Office Hours:	Tuesdays 1:00-3:30 p.m. and by appointment
Class Days/Time:	Mondays and Wednesdays, 9:00-10:15 a.m.
Classroom:	Engineering 401
Prerequisites:	Upper division standing

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page www.sjsu.edu/faculty/eastwood

Course Description

This course will explore some of the major plays of William Shakespeare. We will approach these texts chronologically (with a few minor exceptions), and examine the ways in which Shakespeare developed as a playwright through his work in various dramatic modes (comedy, history, tragedy, and romance). One of my goals for this class is to encourage you to understand the plays within the historical context of early modern culture. To this end, we will examine and discuss not only the plays themselves, but also some additional primary texts (e.g., excerpts from homilies, speeches, pamphlets, and other texts) that will help us to imagine this context. While we will approach the plays from different thematic perspectives, we will concentrate on familial relationships, examining how topics related to the family (courtship, marriage, parent/child relationships, etc.) coincide with larger issues of the political and social order. For example, we will discuss the construction of the family as a mini-commonwealth, and the political impact that added to Shakespeare's dramatic productions. Similarly, we will

consider the relationship between patriarchal and monarchal authority, and the ways in which related ideologies circulated among Elizabethans.

Moving from an understanding of Shakespeare in his own historical context, we will also address the more universal applications of Shakespeare's plays through performance. Performance tends to reinterpret and update the words on the page and, I argue, keep Shakespeare's vision relevant and alive. Performance in this sense includes not only performance on a stage, or the performance of a particular character, but the way in which the play is interpreted—how the variety of choices made about the play in its production (either on stage or on screen) shape its meaning. Insert course description from the catalog and/or departmental description here.)

Course Goals and Student Learning Objectives

The primary goals of this course are to introduce you to several of Shakespeare's major works, and to encourage you to begin to imagine what life must have been like for Shakespeare and his audiences, as well as to get a sense of the enormous impact the professional theater had on Elizabethan culture. You will also gain from this course a general understanding of dramatic form (comedies, histories, tragedies, and romances), and a reading competence in Elizabethan English. Finally, I would like you to acquire an appreciation for the range of choices involved in performing—and therefore interpreting—a Shakespearean play.

SJSU Department of English Student Learning Objectives

Students will demonstrate the ability to

- 1) read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
- 2) show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
- 3) write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
- 4) develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
- 5) articulate the relations among culture, history, and texts.

Student Learning Outcomes

This course serves the department's Student Learning Objectives 1 and 2 (LO1 and LO2) by introducing you to Shakespearean poetry and drama (i.e., British Literature). Students read closely throughout the course and will have ample opportunity to discuss and write about what they learn. Success in LO1 and LO2 will be measured by the final grade in the course.

Students are asked to write several essays for this course (a total of at least 5,000 words) including one research assignment; this clearly serves Learning Objectives 3 and 4 (LO3

and LO4). Assessment of student success in LO3 and LO4 will be measured by their grades on these essays.

All of my classes are discussion based. Students are asked to come to class prepared to talk about the material they read, and my lectures aim to help students to realize the relations among culture, history, and the texts we read. The ability to articulate the relationships listed in Learning Objective 5 (LO5) is measured by the students' participation grade in the course.

Required Texts/Readings

Greenblatt, Stephen, ed. *The Norton Shakespeare*. New York: Norton, 1997. 0393-97087-6

McDonald, Russ. *The Bedford Companion to Shakespeare*, 2nd Edition (BCS), New York: Bedford/St. Martin's, 200. 978-0-312-24880-6

Classroom Protocol

Course Requirements: Have the plays and supplementary materials read in full by the time we begin to discuss them in class. Regular attendance and active class participation are encouraged.

I reserve the right to assign quizzes and written assignments throughout the semester.

Written Work: You will be asked to write three formal essays for this class. Suggested topics for the essays will be distributed in advance. If you wish to write on a topic of your own devising, you should discuss the project with me well in advance. Two of these critical/analytical papers should clearly demonstrate your own engagement with the plays rather than your paraphrase of what others have written about them. For your final essay, you will be asked to produce a research paper in which you situate your ideas about a play against those of several Shakespearean critics. All assignments must be typed, double-spaced, with 1" margins all around. Please use a 12 point font. General guidelines for papers will be discussed in class. Your success on these papers will be directly proportional to your knowledge and understanding of the texts.

Late Papers: Turning in assignments late is unfair to the other students; therefore, I will lower your grade one full letter for each day the paper is late. In the case of emergencies, please see me.

I will not accept emailed assignments.

Participation: A portion (10%) of your grade will be based on your participation in class. If for some reason you are unable to attend class, it is your responsibility to find out what information and/or assignments you missed. If you miss an in-class quiz or a writing

assignment, you will receive a zero. There will be no opportunities for making up missed work.

In order to receive an A or a B in participation, you must do more than just attend class. You must also demonstrate to me that you have been keeping up with the readings and thinking about the questions raised by the lectures. I expect each of you to engage in the class discussions, participate in group activities, and come to class with the relevant materials.

Classroom Etiquette: Laptops, cell phones, or other computer devices have no place in this classroom. You must keep these devices put away while you are here. Bring the assigned texts to each class meeting and please arrive on time.

Presentation: At around week 7, you will be asked to give a 5-minute presentation to the class on a scholarly article treating one of the plays we have read up to that point in the semester. Your presentation should identify the critic's thesis and summarize the evidence s/he uses to make their claims. Finally, you will offer an evaluation of the critic's argument weighed against your knowledge of Shakespeare's play.

Recommendations: Read the introductions to the plays in your Norton; view videos of plays we are reading when possible (see below). When possible, the recommended films will be placed on reserve at the Instructional Resources Center, 130. Most are readily available on Netflix or at other video rental outlets.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Grading Policy

Grading Breakdown:

- Essay 1: 15% (1,500 words)
- Essay 2: 15% (1,500 words)
- Final Paper 25% (2000 words)
- Presentations: 10%
- Class Participation: 10 %
- Final Examination: 25 %

Students will be graded on the depth of their knowledge and understanding of Shakespeare's works.

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

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Reading Schedule: SUBJECT TO CHANGE

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
0	Aug. 21	Welcome and Introductions
1	Aug. 26 Aug. 28	Bedford, Introduction, Chapters 1 and 2 Bedford, Chapters 3 and 4
Recommended viewing: <i>Shakespeare in Love</i> , Dir. J. Madden		
2	Sept. 2 Sept. 4	Labor Day. No class <i>The Taming of the Shrew</i> , Bedford Chapter 8
Recommended viewing: <i>The Taming of the Shrew</i> , dir. F. Zefferelli		
3	Sept. 9 Sept. 11	<i>The Taming of the Shrew</i> (Prompts for Essay 1) <i>The Taming of the Shrew</i>
4	Sept. 16 Sept. 18	“The Rape of Lucrece” and <i>Titus Andronicus</i> <i>Titus Andronicus</i> Essay 1 due
Recommended viewing: <i>Titus</i> , dir. J. Taymour		
5	Sept. 23 Sept. 25	<i>Richard II</i> , Bedford Chapter 9 <i>Richard II</i>
6	Sept. 30 Oct. 2	<i>Richard II</i> (Prompts for Essay 2) <i>Henry IV, Part 1</i>
7	Oct. 7 Oct. 9	<i>Henry IV, Part 1</i> <i>Henry IV, Part 1</i>
8	Oct. 14 Oct. 16	<i>As You Like It</i> Essay 2 Due <i>As You Like It</i>
9	Oct. 21 Oct. 23	<i>As You Like It</i> <i>Hamlet</i>
10	Oct. 28 Oct. 30	<i>Hamlet</i> <i>Hamlet</i>

Week	Date	Topics, Readings, Assignments, Deadlines
11	Nov. 4 Nov. 6	<i>Hamlet</i> Presentations - Prompts for Final Essay
12	Nov. 11 Nov. 13	Veteran's Day – No class <i>Othello</i>
13	Nov. 18 Nov. 20	<i>Othello</i> <i>Othello</i>
Recommended viewing: <i>Othello</i> , dir. Parker. (Laurence Fishburne)		
14	Nov. 25 Nov. 27	<i>King Lear</i> Happy Thanksgiving!
15	Dec. 2 Dec. 4	<i>King Lear</i> <i>King Lear</i>
Recommended viewing: <i>King Lear</i> , dir. (Laurence Olivier)		
16	Dec. 9	Last day of instruction Final essay due
Final Exam	Dec. 11 – 7:15-9:30 a.m.	Bring Blue Books