

San José State University
Department of English
ENGL 145: Shakespeare and Performance, Sections 1&2

Fall 2013

Professor: Dr. Adrienne L. Eastwood
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Office Hours: Tuesdays 1:00 – 3:30 p.m. or by appointment
Class Days/Time: Mondays and Wednesdays, 10:30 – 11:45 a.m.
Classroom: Sweeney Hall 411
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 examines in depth several of Shakespeare's plays, specifically addressing issues of performance. We will discuss each play in the context of its original performance during Shakespeare's time and its life on stage and screen in the ensuing centuries. Paying particular attention to modern productions, we will analyze the ways in which production elements such as setting, casting, staging, costuming, editing, and individual performances shape and create meaning (or fail to do so) for the audiences of today. Placing these plays within this context of performance will raise larger issues about the complex relationships between the Shakespearean canon and its ever changing audiences. Students will respond to each Shakespearean play text through both writing and oral interpretation, integrating speech and dramatic performance with an understanding of the complexities of plot, characterization, and dramatic form.

Course Learning Objectives:

- ❖ Explore several of Shakespeare's plays both in textual form and through performance both on stage and screen.
- ❖ Demonstrate basic knowledge of the language of visual composition and principles of theatrical design (e.g., set design, costume, lighting, sound, props)
- ❖ Evaluate and deliver oral performance in a variety of forms
- ❖ Learn and apply the fundamentals of stage directing, including conceptualization, blocking (movement patterns), tempo, and dramatic arc (rising and falling action)
- ❖ Analyze and evaluate contemporary productions of the plays and assess their social impact
- ❖ Participate in and evaluate dramatic performances
- ❖ Employ basic elements of character analysis and approaches to acting, including physical and vocal techniques that reveal characterizations and relationships
- ❖ Demonstrate and evaluate individual performance skills (e.g., diction, enunciation, vocal rate, range, pitch, volume, body language, eye contact, and response to audience)

Important Caveat: Although you are being asked to consider Shakespeare from the perspective of an actor or director, you are not being graded on your ability to act or direct! You are being graded on your level of engagement with the plays themselves.

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.

Student Learning Objectives (LO1-5):

- 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, and/or rhetoric (Familiarity with dramatic forms through reading, lecture, and discussion—assessed by participation grade.)
- 2) Show familiarity with major literary works, genres, periods, and critical approaches to British literature (Midterm and Final Exam)
- 3) Write clearly, effectively, and creatively (Essays)
- 4) Develop and carry out research projects (Production Analysis)
- 5) Articulate the relations among culture, history, and texts (Lectures, Midterm, Final, and Essays—assessed by final grade.)

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.

Other Requirements:

Film Viewing: There are several films (indicated on the schedule below) that you are required to view for this class. Unfortunately, there is not enough time to screen these during class; therefore, you are required to view these films as homework. Whenever possible, I will place these films on reserve at the Instructional Resource Center (IRC), 130 Dudley Moorehead Hall. Otherwise, they are widely available. After viewing a required film, you must write up a short review of the production. Instructions for reviews will be distributed.

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.

Assignments and Grading Policy:

Participation: Because a large portion of this course involves discussion, workshops, and oral performances, regular attendance and active participation are imperative. Students will be expected to discuss the plays in detail, and to deliver and evaluate a variety of performances.

Oral Interpretation: In addition to regular performance exercises, each student will be asked to memorize and deliver a soliloquy (of at least 20 lines) to the class. These will be scheduled throughout the semester. A sign-up sheet will be distributed for you to select a time for your performance. Rescheduling will not be permitted.

Written Work: You will be asked to write two formal essays (1,500 words each) for this class. The first essay will require you to compare one aspect of at least two different film or stage versions of a play we will be reading for this class. The second essay will involve a more detailed analysis of some aspect of Shakespeare's plays. Prompts will be distributed for both essays in advance. Your success on these papers will be directly proportional to your knowledge and understanding of the texts.

Film Reviews: You will also be required to write reviews (1,000 words each) of some of the required films. The reviews will ask you to evaluate the production against your knowledge of the play itself. Detailed instructions will be distributed in advance of the first assignment.

Late Papers: Turning in assignments late is unfair to the other students and to me; 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 do not accept emailed assignments under any circumstances.

Final Project: By way of a final project, I would like you to respond creatively to one of Shakespeare's plays or to an important scene in one of the plays. You might decide to "produce" a version of an important scene for yourselves and then provide a written rationale of your production. Consider your creative options wide open. One approach could be to choose a small cast and act the scene for the class; however, depending on your talents and interests, you might wish to approach this project differently, choosing instead to film a scene on video, do an audio production, or respond to the scene in some other way. For example, you might draw a cartoon version of a scene, or write an "updated" version. Since many of you will be going on to teach Shakespeare in high schools, you might choose to write a lesson plan for a unit on Shakespeare. Further instructions will be distributed later in the semester, but keep this requirement in mind as you read through the material.

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:

Class Participation: (discussion & performances) 10%

Soliloquy: 5%

Essay 1: 15 %

Essay 2: 15%

Film Reviews: 15%

Final Project: 20 %

Final Exam: 20 %

In order to receive a passing grade in this course, you must complete all of the above assignments.

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/>.

Reading Schedule: SUBJECT TO CHANGE

| Week | Date | Topics, Readings, Assignments, Deadlines |
|--|----------------------|--|
| 1 | Aug. 21 | Introductions [Sonnet Assignment] |
| 2 | Aug. 26 Aug. 28 | Sonnet Assignment due Shakespeare: His Life and Theater. (lecture) |
| 3 | Sept. 2 Sept. 4 | Labor Day. No class. <i>Playing Shakespeare</i> (John Barton—video/discussion). |
| 4 | Sept. 9 Sept. 11 | <i>Romeo and Juliet</i> , [Distribute instructions for film review] <i>Romeo and Juliet</i> |
| Required Viewing: <i>Romeo + Juliet</i> , dir. Baz Luhrman. Review due Sept. 25 Recommended Viewing: <i>Romeo and Juliet</i> , dir. F. Zefferelli | | |
| 5 | Sept. 16 Sept. 18 | <i>A Midsummer Night's Dream</i> <i>A Midsummer Night's Dream</i> |
| 6 | Sept. 23 | <i>A Midsummer Night's Dream</i> [Prompts for Essay 1] |

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| | Sept. 25 | <i>A Midsummer Night's Dream</i> Film review due |
| Recommended Viewing: <i>A Midsummer Night's Dream</i> , dir. M. Hoffman, with Kevin Kline. | | |
| 6 | Sept. 30 | <i>Merchant of Venice</i> |
| | Oct. 2 | <i>Merchant of Venice</i> ESSAY 1 DUE |
| Required viewing: <i>The Merchant of Venice</i> , dir. M. Radford, (with Al Pacino). Review due Oct. 9 | | |
| 7 | Oct. 7 | <i>Merchant of Venice</i> |
| | Oct. 9 | <i>The Merchant of Venice</i> Film review due |
| 8 | Oct. 14 | <i>Richard III</i> |
| | Oct. 16 | <i>Richard III</i> |
| Recommended Viewing: <i>Richard III</i> , Dir. Richard Loncraine with Ian McKellen | | |
| 9 | Oct. 21 | <i>Hamlet</i> |
| | Oct. 23 | <i>Hamlet</i> [Prompts for Essay 2] |
| 10 | Oct. 28 | <i>Hamlet</i> |
| | Oct. 30 | <i>Hamlet</i> |
| Recommended viewing: <i>Hamlet</i> , dir. K. Branagh; <i>Hamlet</i> , dir. Lawrence Olivier; <i>Hamlet</i> , dir. M. Almerayda, with Ethan Hawke. | | |
| 11 | Nov. 4 | <i>Coriolanus</i> |
| | Nov. 6 | <i>Coriolanus</i> |
| Required viewing: <i>Coriolanus</i> , dir. Ralph Fiennes. Film review due Nov. 13 | | |
| 12 | Nov. 11 | Veteran's Day – No class |
| | Nov. 13 | <i>Macbeth</i> – Film review due |
| Recommended viewing: <i>Scotland, PA</i> . Dir. Billy Morrissette (2001). | | |
| 13 | Nov. 18 | <i>Macbeth</i> ESSAY 2 DUE |
| | Nov. 20 | <i>Macbeth</i> |
| 14 | Nov. 25 | <i>The Tempest</i> |
| | Nov. 27 | <i>The Tempest</i> |
| Recommended viewing: <i>The Tempest</i> . Dir. Julie Taymor with Helen Mirren. (2010) | | |
| 15 | Dec. 2 | <i>The Winter's Tale</i> |
| | Dec. 4 | <i>The Winter's Tale</i> |
| 16 | Dec. 9 | Last day of instruction |
| Final Exam | Dec. 17, 9:45 – 12: | Bring blue books |

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