

**English 144
Shakespeare
Fall 2015**

**Department of English and Comparative Literature
San Jose State University**

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| Instructor: | Professor Shannon Miller |
| Office Location: | FOB 103 |
| Office Telephone: | 408-924-4518 |
| Email: | Shannon.Miller@sjsu.edu |
| Office Hours: | Tuesday 1:30-2:30; Thursday 3-4; by appointment |
| Class Meeting Time: | T/Th 12:00 - 1:15 pm |
| Class Meeting Place: | ENG 232 |

Course Description:

William Shakespeare is indisputably one of the greatest writers in the English language. This class will introduce students to a range of Shakespeare's plays, including comedies, tragedies, romances, and history plays, teaching students how to grapple with Elizabethan English, how to understand the plays in the context of the English Renaissance, and how to appreciate the range of interpretations made possible by these works. We engage the plays' ability to produce meaning on the page, on the stage, and on the screen. Classroom activities will include analyzing Shakespeare's language, screening scenes from recent film versions of plays, and acting out scenes to see how meaning is produced through directorial decisions. We will consider the historical conditions of Renaissance England, and how the world of Queen Elizabeth and King James shaped elements of Shakespeare's plays. Central to our discussion will be the mode of staging of plays in the period and how spaces like the Globe Theater are central to understanding Shakespeare's works. Students will write two formal papers, complete a summary of a critical article, write a performance review, and take a final exam.

Program Learning Goals and Student Learning Outcomes:

Students shall:

- 1) demonstrate the ability to 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.

Course Learning Goals and Student Learning Outcomes:

The class shall:

- 1) introduce you to Shakespeare's plays, poetry, and staging, and develop your ability to read Shakespeare's language in, first, a competent, and, later in the semester, a sophisticated manner
- 2) introduce you to the different forms (or genres) of plays in which Shakespeare wrote
- 3) further your ability to formulate a clear, focused paper argument that combines a sophisticated understanding of texts with close, textual readings
- 4) provide you with experience in assessing and summarizing critical essays on Shakespeare's plays
- 5) provide you with a background in Shakespeare's era and the performance of plays in the English Renaissance

Assignments: Weightings for Course Grade

| Assignment | Learning Objectives | Weight |
|-----------------------------|----------------------|-------------|
| Paper #1 (4-5 pages) | 1, 2, 3 | 20% |
| Paper #2 (7-8 pages) | 1, 2, 3, 4, 5 | 25% |
| Article Summary | 1, 3, 4 | 5% |
| Performance Review | 1, 3 | 15% |
| Final Exam | 1, 2, 3, 5 | 15% |
| Participation/In-class work | 1, 2, 5 | 20% |
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| | 1, 2, 3, 4, 5 | 100% |

Assignments:

The assignments in this class, from in-class writing (or quizzes) through papers and the final exam are designed to develop your ability to understand and interpret Shakespeare's plays and verse, as well as to understand them in the context of Shakespeare's own period and modes of staging the plays.

Most class days, we will begin with a small in-class writing assignment or quiz. The in-class writing assignment will ask you to consider a small segment of the play or piece of the verse or prose to draw out relevant themes. All students need to read the assigned material BEFORE class: these questions will draw upon the reading for the day. I prefer NOT to give quizzes, but if students are not doing the reading before class, I will be forced to give them.

You will write an initial short paper (4-5 pages) that will ask you to focus on the language of Shakespeare's plays: this will allow you to build upon class discussions and in-class writings that will focus on how language is contributing to and building meaning in the plays; you will engage language in this paper to produce a focus, thesis-driven essay.

In preparation for the final, longer paper, you will complete two shorter assignments that will support you in completing the longer paper. You will provide a summary of a critical article on one of the 8 plays we are reading this semester. You will select the essay, which will need to be substantive and published in a reputable academic journal. You will make use of appropriate library databases to make your selection, and you will distribute copies of your summary to all members of the class.

You will also do a performance review of a theatrical performance or film version of one of the plays we are reading this semester. Since we will be discussing how performance itself is a form of interpretation of a play, you will produce a 2-3 page analysis of how staging and production choices contribute to meaning in the performance you select. You can hand in this performance review at anytime during the semester, but it must be handed in no later than December 8th.

Your final paper, 7-8 pages in length, will incorporate all of the skills you will have developed through these projects: attention to language; development of a focused thesis; use of critical sources (at least two critical essays should be cited in the paper); role of historical performance and staging decisions in understanding a play or plays.

During the final exam, you will be asked to answer two essay questions; you will have received prompts for the questions ahead of time. One of these will be on how staging elements and conventions in the plays contribute to meaning in the plays, and the second will ask you to consider a theme that unifies a number of the plays we have read this semester.

Participation is expected in this small class and it will be key to helping you develop our understanding and interpretation of Shakespeare's plays. Consequently, class is meant to give you the intellectual tools necessary to complete the class assignments. In order to participate, you must be present. Absences, then, will have a direct effect on the grade you can receive for participation.

Reading and Assignment Schedule

| Week | Date | Readings, Assignments, Deadlines |
|------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | August 20 | <p>Introduction: The World of Shakespeare and his Plays</p> <p>Selections from “Shakespeare in Love”; Introduction of Sonnets 18, 20</p> |
| 2 | August 25 August 27 | <p>Representing the Staging of Shakespeare’s Plays: Screening of “Shakespeare in Love”</p> <p>Reading: <u>Shakespeare by Stages</u>, pp. 1-17; 33-44; 63-66; 75-86; 141-143</p> <p>Introduction to Shakespearean Comedy and Language: Reading: <u>Midsummer Night’s Dream</u>, Act 1 – Act 2, scene 1</p> |
| 3 | September 1 September 3 | <p><u>Midsummer Night’s Dream</u>, Act 2, scene 2 –Act 3, scene 2 <u>Shakespeare by Stages</u>, pp. 66-68</p> <p><u>Midsummer Night’s Dream</u>, Acts 4-5 <u>Shakespeare by Stages</u>, pp. 90-92</p> |
| 4 | September 8 September 10 | <p>Complicating the Comedic Form in the Two Worlds of <u>Merchant of Venice</u></p> <p><u>Merchant of Venice</u>, Act 1, scene 1 – Act 2, scene 5</p> <p><u>Merchant of Venice</u>, Act 2, scene 6 – Act 3, scene 4 <u>Shakespeare by Stages</u>, pp. 27-29</p> |
| 5 | September 15 September 17 | <p><u>Merchant of Venice</u>, Act 3, scene 5 to end of Act 5</p> <p>Introduction to Shakespeare’s History Play and the Tudor Myth</p> <p><u>Richard II</u>, Act 1 <u>Shakespeare by Stages</u>, pp. 97-111</p> |
| 6 | September 22 September 24 | <p><u>Richard II</u>, Act 2</p> <p><u>Richard II</u>, Act 3 <u>Shakespeare by Stages</u>, pp. 17-27; 143-150</p> |
| 7 | September 29 | <p><u>Richard II</u>, Act 4-5 <u>Shakespeare by Stages</u>, pp. 115-124</p> |

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| | October 1 | From History Play to Tragic Forms: Developing Character in <u>Richard III</u> <u>Richard III</u> , Act 1, scene 1 – Act 2, scene i <u>Shakespeare by Stages</u> , pp. 45-52 |
| 8 | October 6 October 8 | <u>Richard III</u> , Act 2, scene 2 – Act 4, scene 3 Paper #1 Due <u>Richard III</u> , Act 4, scene 4 – end of Act 5 |
| 9 | October 13 October 15 | Evolving the Tragic Hero of <u>Hamlet</u> <u>Hamlet</u> , Act 1, scene 1 – Act 2, scene 1 <u>Shakespeare by Stages</u> , pp. 72-74 <u>Hamlet</u> , Act 2, scene 2 – Act 3, scene 1 <u>Shakespeare by Stages</u> , pp. 52-63 |
| 10 | October 20 October 22 | <u>Hamlet</u> , Act 3, scene 2 – Act 4, scene 4 Class Cancelled |
| 11 | October 27 October 29 | <u>Hamlet</u> , Act 4, scene 4 – Act 5, scene 2 Exploring Nihilism: The Apex of Tragedy in <u>King Lear</u> <u>King Lear</u> , Act 1 |
| 12 | November 3 November 5 | <u>King Lear</u> , Act 2, scene 1 – Act 3, scene 2 <u>King Lear</u> , Act 3, scene 3 - Act 4, scene 3 <u>Shakespeare by Stages</u> , pp. 69-72; 111-115 |
| 13 | November 10 November 12 | <u>King Lear</u> , Act 4, scene 5 to Act 5, scene 3 Rethinking Tragedy through Romance: the Generic Play of <u>Antony and Cleopatra</u> <u>Antony and Cleopatra</u> , Act 1-Act 2, scene 5 |
| 14 | November 17 | <u>Antony and Cleopatra</u> , Act 2, scene 6 - Act 3, scene 13 |

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| | November 19 | <u>Antony and Cleopatra</u> , Acts 4 - 5 |
| 15 | November 24 November 26 | Romance: Shakespeare's Generic Response to Tragedy <u>The Tempest</u> , Acts 1-2 THANKSGIVING DAY (no class) |
| 16 | December 1 December 3 | <u>The Tempest</u> , Acts 3-4 Paper #2 Due <u>The Tempest</u> , Act 5 |
| 17 | December 8 | Final Review |
| FINAL | EXAM | December 15, 12:15 - 2:30 |

Required Texts:

The Norton Shakespeare, eds. Stephen Greenblatt, et al. Second Edition (New York: W.W. Norton, 2008)

Materials available on Canvas:

Selections from Arthur Kinney, Shakespeare by Stages: An Historical Introduction (Wiley-Blackwell, 2003).

Classroom Protocol:

All readings are to be completed before class time, and students are to come prepared to discuss. To facilitate discussion (in addition to assigned articles and class presentations), please read actively, using margins of your texts, a separate notebook, or even a computer tablets to mark interesting passages, confusions, inspirations about the text. Please silence cellphones before class; if an emergency situation requires that they remain on, consult with the professor.

Course Policies and Rules:

- Late work (NOT EXAMS) will be penalized 1/3 of a grade for each day that it is late. Each student will be allowed 2 days of a **grace period** on a late paper (this can be spread over 2 papers). I will accept a paper up to two weeks after the deadline.
- In order for you to pass the course, you must turn in all assignments and take the final exam.
- Attendance and participation in this course are expected. If you do not attend the class, you will not pass it because you will receive a zero for participation and for all other in-class related activities.

•All work that you hand in for this course must be your own. Any cheating or plagiarism in this course will result in IMMEDIATE failure of the course and charges of academic dishonesty brought against the student. See University Policy on Academic Integrity below.

Library Liaison

Contact Toby Matoush via email: Toby.Matoush@sjsu.edu, or phone: (408) 808-2096 if you have library research questions that have not been answered in class.

University Policies:

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

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/>.

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 as a group project and/or presentation. 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. Because you will be asked to revise a paper from another class in English 193, you will not need to seek approval from your previous instructor to complete this assignment of revising a previous paper.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

- It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.