

**San José State University**  
**Department of English**  
**ENGL 225 “Not for an Age, but for All Time”: Shakespeare and the Creative Influence, Fall 2018**

**Course and Contact Information**

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<b>Office Hours:</b>	Mondays and Wednesdays, 10:30 – 11:45 a.m., and Wednesdays 3:00 – 4:00 p.m.
<b>Class Days/Time:</b>	Wednesdays, 4:00 – 6:45 p.m.
<b>Classroom:</b>	BBC 221

**Course Format: Seminar**

**Faculty Web Page and MYSJSU Messaging (Optional)**

**Course materials including the syllabus and other announcements will be published on Canvas. You must ensure that you have an active SJSU account up and running.**

**Course Description (Required)**

While it is always edifying to read and study Shakespeare, his influence on other writers is seldom explored. In this course, students will get the opportunity to study him in relation to his contemporaries and also in relation to modern texts that respond to his works. In this course, students will read several of Shakespeare’s plays in depth, including a critical history of major essays about them. In addition, I will be pairing each play with a different text that either directly or indirectly responds to it: either a different play on a similar theme by one of Shakespeare’s contemporaries, or a modern (20<sup>th</sup> – 21<sup>st</sup> century British or American) novel that alludes to Shakespeare, reframing his themes for our age. It is my hope that this approach will help to emphasize the ways in which Shakespeare’s works continue to resonate in this post-postmodern, global age.

**Course Goals**

**Graduate Program Learning Outcomes**

1. Students will demonstrate an appropriate level of expertise in literary history, literary theory, and rhetoric.
2. Students will demonstrate high-level proficiency in literary research and in the synthesis of research.
3. Students will demonstrate critical and analytical skills in the interpretation and evaluation of literary texts.

4. Students will demonstrate a command of written academic English, including the abilities to a) organize and present material in a cogent fashion, b) formulate and defend original arguments, c) employ effectively the language of their discipline and d) write under time constraints.
5. Students will demonstrate a reading knowledge of at least one foreign language.
6. Students preparing for teaching careers will receive the appropriate instruction.
7. Students will be prepared for further graduate study.

### **Course Student Learning Objectives**

- a. Demonstrate familiarity with major periods/authors/texts covered in the MA exam
- b. Demonstrate ability to analyze literary texts in context
- c. Demonstrate ability to respond to sample exam questions

### **Required Texts/Readings (Required)**

#### **Textbook**

*The Norton Shakespeare Volume 3*. Ed. Stephen Greenblatt, Walter Cohen, Jean Howard, Katherine Eisaman Maus, Gordon McMullan, and Suzanne Gossett. ISBN: 978-0-393-93499-1.

*The Routledge Anthology of Renaissance Drama*. Simon Barker and Hilary Hinds Eds. 2003. ISBN: 9780415187343

Marlowe, Christopher. *The Jew of Malta*. Matthew Martin Ed. Broadview. 2012. ISBN: 978155481068.

Roth, Philip. *Indignation*. Houghton, 2008. ISBN: 9780547054841.

Ray, Kalyan. *Eastwords*. Penguin, 2004. ISBN: 0143931902.

Smiley, Jane. *A Thousand Acres*. 2003. ISBN: 978-1400033836.

### **Course Requirements and Assignments (Required)**

**Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. This course will have integrated into the syllabus the following 1-unit course enhancement:**

**Increased course content and/or collateral readings.**

**Course Requirements:** This is a seminar, and as such, each of us is responsible for the quality and usefulness of our meetings. I expect that you will find the readings both interesting and valuable, and I encourage you to express and explore your particular interests as we work through the material.

**Contribution and Participation:** I expect all students to be prepared to discuss the material in every class. Students who do not bring anything to the discussion week after week will receive a fail for this portion of the course. I do not expect expertise, but I do count on an active interest and thoughtful questions from EVERY STUDENT.

**Discussion Leaders:** To help encourage active participation, I require at least one student per week (depending on the number of students in the class) to be responsible for leading that week's discussion. A sign-up sheet will be provided the first few weeks for you to select the works and issues that you are the most interested in. If there are several readings one week, select one or two on which to place the most focus. During your assigned week, you should read carefully, and be prepared to pose provocative questions and possible answers stimulate class discussion. Please pay close attention to the text itself. You should be prepared to point to specific aspects of the text to aid your discussion.

**Questions:** Each week, you will need to post a list of questions for discussion about the readings on Canvas. These may be informal, or they may point to places in the text where you had difficulty understanding the content. Or, they may be more detailed questions about the author's craft. You should consider these questions your entry ticket to the seminar; failure to produce questions will result in your dismissal from the seminar for the week.

**Written Work:** You will be asked to write one 15-20 page scholarly essay for this class, using both primary and secondary texts. This essay will allow you to more thoroughly develop a line of thinking inspired by the reading and discussions, and also to incorporate research. Your success on this paper will be directly proportional to your knowledge and understanding of the texts.

A rough draft of your final essay (worth 15%) is due week

### Grading Information (Required)

#### Grading Breakdown:

Contribution and Participation	15%
Presentation	15%
Weekly Questions	15%
Rough Draft	15%
Seminar Paper	40%

Include University's Credit Hour Requirement below.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

#### Final Examination or Evaluation

*Insert descriptions of your final examination or evaluation information here. More details can be found in [University Policy S06-4](http://www.sjsu.edu/senate/docs/S06-4.pdf) (<http://www.sjsu.edu/senate/docs/S06-4.pdf>) which states that*

*“There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless the course is on the official List of Courses in which a final is optional.”*

*Specify your grading policy here. Provide rubrics and explain how grades are assessed and assigned. Allow multiple opportunities to give feedback on student learning. Use rubrics or examples to explain and show*

*students how they can assess themselves or check their own learning. More guidelines on grading information and class attendance can be found from the following two university policies:*

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- [University Attendance and Participation policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

## **Determination of Grades**

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F = failure. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

## **University Policies (Required)**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

*If applicable, include links to department and college-level policies, requirements and services.*

## ENGL 225 Reading Schedule (SUBJECT TO CHANGE)

*List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.*

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/22	Introductions
2	8/29	Shakespeare's <i>The Taming of the Shrew</i>
3	9/5	Heywood's <i>A Woman Killed with Kindness</i>
4	9/12	Shakespeare's <i>Merchant of Venice</i> and Marlowe's <i>Jew of Malta</i>
5	9/19	Shakespeare's <i>Richard II</i>
6	9/26	Marlowe's <i>Edward II</i>
7	10/3	Shakespeare's <i>Romeo and Juliet</i> and Ford's <i>Tis Pity She's a Whore</i>
8	10/10	Shakespeare's <i>Titus Andronicus</i> and <i>Hamlet</i>
9	10/17	Kyd's <i>The Spanish Tragedy</i>
10	10/24	Shakespeare's <i>Twelfth Night</i>
11	10/31	Roth's <i>Indignation</i>
12	11/7	ROUGH DRAFT DUE. Shakespeare's <i>A Midsummer Night's Dream</i> and <i>The Tempest</i>
13	11/14	Ray, <i>Eastwards</i>
14	11/21	NO SCHOOL - THANKSGIVING
15	11/28	Shakespeare's <i>King Lear</i> and Smiley's <i>1000 Acres</i>
16	12/5	LAST DAY OF INSTRUCTION  Final essays due December 12 <sup>th</sup> at 5:00 p.m.