

San José State University
Department of English & Comparative Literature
ENGL 144: Shakespeare I
Section 1, Spring 2018

Instructor:	Dr. Mark Dowdy
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Office Hours:	MW, 1:30 - 2:30 p.m. or by appt
Class Days/Time:	Mondays and Wednesdays, 9:00 - 10 a.m.
Classroom:	Dudley Moorhead Hall 354
Prerequisites:	Upper Division Standing

Course Format

Lecture/Discussion.

How Will Your Professor Communicate with You?

This class meets twice a week, and I hold office hours on the days I teach class. There will be plenty of opportunities to speak with one another in person, and I encourage you not to be shy. You can also reach me through email (see above.)

Most of our online interaction, however, will occur on the Canvas learning management system. On this site, you will find the course syllabus, homework assignments, essay guidelines, and grades. In addition, the class will use other functions on Canvas, such as its discussion boards and page-building tools. Lastly, I will communicate with the class-at-large by making announcements on Canvas. While I will use the MySJSU messaging system for critical, time-sensitive information, I will mostly communicate with the class through Canvas. Please check the Canvas course page before every class.

Course Description

In this course, we will read and discuss a selection of plays that span across William Shakespeare's career as a dramatist, from his early comedies and histories through his major tragedies and late romances. Although we will read a number of Shakespeare's sonnets, we will focus on his plays, reading them, with one exception*, in chronological order. I have scheduled our readings in this order for two reasons: to allow us to trace Shakespeare's evolution as a dramatic writer throughout the various "stages" of his career; and to encourage the reading of the plays as contingent cultural productions rather than isolated texts. The latter requires us not only

to consider the artistic choices he made, but also the material conditions under which he made them.

At the center of our investigation will be a sequence of four plays commonly known as the Second History Cycle, or Second Tetralogy. These four plays, which chronicle the usurpation of Richard II in 1399 and the events which transpired subsequently, leading up the War of the Roses, invite questions about Shakespeare's own relationship to the Court, but they also resonate beyond the Court, providing us with Shakespeare's most detailed depiction of everyday social life in Elizabethan/Jacobean London. As we examine these varied descriptions of early modern London and its inhabitants, we will pay particular attention to the unique "place" (both geographic and social/political) of the of the public theaters.

In addition the historical and cultural context of Shakespearean drama, we will also pay close attention to his language (examining both verse and prose, "heightened" and naturalistic), the popular dramatic tradition that he inherited and adapted, performance criticism, and other approaches (feminist, queer, psychoanalytical, Marxist) to reading his plays.

* Because the University Theater's production of *As You Like It* is scheduled for the second and third weeks of February, we will this play out of chronological order.

Course Goals

Our goal here is to become intimately familiar with a representative sample of Shakespeare's plays, to become comfortable reading and interpreting texts from a distant historical period, and to consider in-depth the relevance of Shakespeare's drama to our world.

Upon successful completion of this course, students will be able 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. (In addition to reading different dramatic genres, we will also examine sonnets as well as the use of verse and prose in drama.)
- 2) Show familiarity with major literary works, genres, periods, and critical approaches to British Literature. (In addition to Shakespeare, we will be reading, writing and presenting upon the plays of some of his contemporaries during the Elizabethan/Jacobean era.)
- 3) Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject. (There will be three major out-of-class writing assignments in this class: a performance review, reflective notebook, and annotated bibliography.)
- 4) Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively. (Group projects will include multimodal presentations on Shakespeare's contemporaries, an Early English Books Online (EEBO) presentation, and introductions to each new play we read.)

5) Articulate the relations among culture, history, and texts. (Readings from the Bedford Companion to Shakespeare as well as the Norton Shakespeare will focus on early modern culture and how it shaped the plays he created.)

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.

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

Other Readings

Additional readings — early modern texts by authors other than Shakespeare, scholarly articles, and other materials — will be made available on Canvas. In addition, the class will make extensive use of the Early English Online Database (EEO) available through the MLK Library.

Library Liaison

Toby Matoush. *Phone*: 408-808-2096. *Email*: Toby.Matoush@sjsu.edu

Course Assignments and Requirements

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 enhancement: **Group Presentation + 500-word essay: Shakespeare's contemporaries.**

Group Presentation + 500-word essay: To help us better understand the theatrical culture in which Shakespeare established himself, we will examine the plays of his contemporaries. This group project will involve reading an additional play by one of Shakespeare's contemporaries and giving a presentation on it to the class. In addition to the group work involved with this assignment, each group member will write a 500-word essay.

Annotated bibliography (20%; 1,500 words): This assignment will require you to select five scholarly articles about one of Shakespeare's plays and write a 300-word summary/analysis of each.

Reading journal (20%; 2,000 words): For each of the nine plays we read, you will need to post a 200-300 word reflection. I will check your reading journals periodically throughout the semester.

Performance Review (20%; 1,000 words): Your first essay will be a performance review of the University Theater's production of *As You Like It*.

Final Exam 500 words (20%; 500 words): The final exam will include both short answer and essay questions.

Participation (20%): There will be a number of group projects assigned throughout the semester.

Nota bene: “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

The culminating activity of this class will be a comprehensive Final Exam.

Grading Information

Essays and Participation: For each out-of-class writing assignment, I will provide detailed scoring guides along with specific directions. Each of these scoring guides will vary, depending on the assignment, but all of them will reflect the English Department Grading Policies (see below). In addition to active engagement during in-class discussions, participation grades will be determined by group projects (presentations, performances), homework, and reading quizzes (planned or unannounced).

English Department Grading Policies: In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:

The "A" essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The "B" essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some descriptably slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The "C" essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the "B" essay.

The "D" essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment--that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The "F" essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A= excellent; B= above average; C= average; D= below average; F= failure. Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC shall replace D or F. In such cases, NC shall also substitute for W (or Withdrawal) because neither grade (NC or W) affects students' GPA.

Late Policy

Unless you contact me in advance and provide a valid excuse, I will deduct one-half-letter from an essay's overall grade for every day late. This includes first drafts.

Determination of Grades

Annotated bibliography (1,500 words)	20%
Reading journal (2,000 words)	20%
Group Presentation/Essay: Shakespeare's Contemporaries	5%
Performance Review (1,000 words)	20%
Final Exam 500 words (500 words)	20%
Participation	15%
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	100%

Class Protocol: Please come to class having reading the assigned reading and be prepared to join the discussion. Cell phones should be should be set to airplane mode and remain out of sight. The same goes for laptops or tablets, with one exception: if you are using a digital edition of Shakespeare's plays, you may read from a computer or tablet. However, please sit near the front of the classroom if you need to do so.

Recording policies: Common courtesy and professional behavior dictate that students obtain the instructor's permission to make audio or video recordings in class. Such permission allows the recordings to be used for private, study purposes only. Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. Students may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

University Policies

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/>

Tentative Reading and Assignment Schedule

If there are any changes to the schedule, I will announce them during class and post a reminder on Canvas. I will also announce specific reading assignments (e.g. acts from plays) during class and on Canvas.

Week	Date	Reading/Assignment
1	1/24	Course Overview: introductions
2	1/29	Reach Introduction and Chapters 1 and 2 from <i>The Bedford Companion</i> .
2	1/31	Read Chapter 3 and 4 of <i>The Bedford Companion</i> .
3	2/5	<i>Richard II</i>
3	2/7	<i>Richard II</i>
4	2/12	<i>As You Like It</i>
4	2/14	<i>As You Like It</i>
5	2/19	<i>Henry IV, pt. 1</i>
5	2/21	<i>Henry IV, pt. 1</i>
6	2/26	<i>Henry IV, pt. 1</i>
6	2/28	<i>Henry IV, pt 2</i>
7	3/5	Essay 1: Performance Account due <i>Henry IV, pt 2</i>
7	3/7	<i>Henry V</i>
8	3/12	<i>Henry V</i>
8	3/14	<i>Henry V</i>
9	3/19	<i>Hamlet</i>
9	3/21	<i>Hamlet</i>
		Spring Break

10	4/2	Hamlet
10	4/4	Hamlet
11	4/9	Measure for Measure
11	4/11	Measure for Measure
12	4/16	Othello
12	4/18	Othello
13	4/23	Othello
13	4/25	Lear
14	4/30	Lear
14	5/2	Lear
15	5/7	Winter's Tale
15	5/9	Winter's Tale
16	5/14	Final exam review; Annotated Bibliography due
Final Exam	5/22	DMH 354 7:15-9:30 a.m