

**San José State University**  
**English and Comparative Literature**  
**ENGL 145: Shakespeare and Performance, Fall 2019**

**Course and Contact Information**

Instructor:	Dr. Adrienne Eastwood
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Office Hours:	Mondays and Wednesdays, 9:00 – 10:30 a.m. ad by appointment
Class Days/Time:	Mondays and Wednesdays, 12:00 – 1:15 p.m.
Classroom:	Sweeney Hall, 348
Prerequisites:	Upper division standing

**Course Format**

**Lecture/Discussion**

**Faculty Web Page and MYSJSU Messaging**

*Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.*

**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 Goals**

- ❖ 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)

**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.**

### **Course Learning Outcomes (CLO)**

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

This course serves the department’s Learning Objectives 1 and 2 (LO1 and LO2) by introducing you to Shakespearean poetry and drama. Students read closely throughout the course and will have ample opportunity to discuss and write about what they learn. 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**

#### **Textbook**

*The Norton Shakespeare Essential Plays*. Ed. Stephen Greenblatt, Walter Cohen, Jean Howard, Katherine Eisaman Maus, Gordon McMullan, and Suzanne Gossett. ISBN: 978-0-393-933130

## Other Readings

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

## Other technology requirements / equipment / material

**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. These movies are widely available on Netflix and other streaming sites. If you are unable to find a movie, you may borrow the DVD from me. After viewing a required film, you must write up a short review of the production. Instructions for reviews will be posted on Canvas.

## Course Requirements and Assignments

**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: Final Project, Research Assignment**

## Assignments and Grading Policy

**Essays:** 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..

**Format:** Your essay should follow MLA style guidelines which are available here:

<https://owl.english.purdue.edu/owl/resource/747/01/>

**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 do not accept emailed assignments under any circumstances.**

**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.

Participation also includes bringing your book to class and following along as directed. In other words, OPEN your book. Maintain proper posture and a polite demeanor: this means appearing awake and conscious while in class.

**Oral Interpretation:** In addition to regular performance exercises, each student will be asked to memorize and deliver a monologue (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.

**Research Assignment:** You will be asked to conduct research on one of the plays we are reading for this course and to upload a handout summarizing and evaluating the scholarly discourse on the play.

**Final Project:** By way of a final project, I would like you to find an example of an “Alternative Shakespeare” somewhere in the world and present it (by poster or other approved method) to your colleagues on the last day of class. Some examples of Alternate Shakespeares might include versions of his plays in different languages, Shakespeare-inspired art, music, games, films, plays, fiction, television—you name it! You will be responsible for becoming the “expert” on your Alternative Shakespeare and must be prepared to respond to questions from your classmates. A three-page written description and evaluation of your Alternate Shakespeare will be submitted for a grade. Alternative Shakespeares will eventually be recorded in a database for everyone’s future reference. Detailed instructions for this assignment will be posted mid semester.

### **Final Examination or Evaluation**

A final exam will be given in class at the end of the semester involving close reading and identification of Shakespeare’s text and an essay component.

### **Grading Information**

Students must complete all of the assignments in order to pass the course.

### **Grading Breakdown:**

Class Participation: (discussion & performances) 10%

Soliloquy: 5%

Essay 1: 15 %

Essay 2: 15 %

Film Reviews: 15%

Final Project: 15%

Research Assignment: 5%

Final Exam: 20 %

### **Department Grading Policy:**

*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.”

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A</i>	<i>930 to 1000</i>	<i>93 to 100%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 829</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

**“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.”**

### **Classroom Protocol**

**Course Recommendations:** Read the materials thoroughly before class. Read actively: mark passages that interest you and formulate questions about them. Come prepared to discuss what interests you about these texts. Bring the appropriate texts with you to class so that you can follow the lectures and participate in the discussions.

Please arrive on time and have the materials read in full by the time we begin to discuss them in class. Regular attendance and active class participation are required. I reserve the right to assign quizzes and other written assignments throughout the semester.

**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.

**University Policies**

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is 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/> Make sure to review these university policies and resources with students.

**ENGL 145 Fall 2019, 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**

<b>Week (Optional)</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines (If appropriate, add any extra column(s) to meet your needs.)</b>
1	8/21	Introductions
2	8/26	Shakespeare's Life and Times (Read the introductory material in your anthologies)
2	8/28	<i>Playing Shakespeare</i>
3	9/2	LABOR DAY
3	9/4	Crash Course on the Sonnet (Read sonnets 1-5, 18-20, 127, 131, and 144)
4	9/9	NO CLASS
4	9/11	<i>Romeo and Juliet</i>
<b>Required Viewing:</b> <i>Romeo + Juliet</i> , dir. Baz Luhrman. Review due 9/25		
<b>Recommended Viewing:</b> <i>Romeo and Juliet</i> , dir. F. Zeffereilli		
5	9/16	<i>Romeo and Juliet</i>

<b>Week (Optional)</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines (If appropriate, add any extra column(s) to meet your needs.)</b>
5	9/18	<i>Romeo and Juliet</i>
6	9/23	<i>Midsummer Night's Dream</i>
6	9/25	<i>Midsummer Night's Dream</i> (Film Review 1 Due)
7	9/30	<i>Merchant of Venice</i>
7	10/2	<i>Merchant of Venice</i> ESSAY 1 DUE
<b>Required Viewing:</b> <i>The Merchant of Venice</i> , dir. M. Radford, (with Al Pacino). Review due 10/9		
8	10/7	<i>Merchant of Venice</i>
8	10/9	<i>Richard III</i> (Film Review 2 Due)
Recommended Viewing: <i>Richard III</i> , Dir. Richard Loncraine with Ian McKellen		
9	10/14	<i>Richard III</i>
9	10/16	<i>Richard III</i>
10	10/21	<i>Henry V</i>
10	10/23	<i>Henry V</i>
Recommended Viewing: <i>Henry V</i> , dir. K. Branagh		
11	10/28	<i>Twelfth Night</i>
11	10/30	<i>Twelfth Night</i>
Recommended Viewing: <i>Twelfth Night</i> . Dir. Trevor Nunn, with Helena Bonham Carter and Ben Kingsley		
12	11/4	NO CLASS
12	11/6	Editing/Performance ESSAY 2 DUE
13	11/11	VETERAN'S DAY
13	11/13	<i>Hamlet</i>
14	11/18	<i>Hamlet</i>
14	11/20	<i>Hamlet</i>
<b>Required viewing:</b> <i>Hamlet</i> Dir. M. Almereyda, with Ethan Hawke. <b>Recommended viewing:</b> <i>Hamlet</i> . Dir. K. Branagh. Review due 11/25		
15	11/25	<i>Hamlet</i> (Film Review 3 Due)
15	11/27	HAPPY THANKSGIVING
16	12/2	Advanced Actors 1-hour Production!
16	12/4	TBD

<b>Week (Optional)</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines (If appropriate, add any extra column(s) to meet your needs.)</b>
17	12/9	Last day of instruction. FINAL PROJECTS DUE
Final Exam	12/16	9:45 – 12 noon. Bring Green Books