

<b>DEREE COLLEGE SYLLABUS FOR:</b>		<b>US credits 3/0/3</b>
<b>EN 4452 SHAKESPEARE PLAYS</b> (Updated Fall 2022)		<b>– UK LEVEL 6</b> <b>UK CREDITS: 15</b>
<b>PREREQUISITES:</b>	WP 1010 Introduction to Academic Writing WP 1111 Integrated Academic Writing and Ethics WP 1212 Academic Writing and Research EN 2220 Exploring Traditions in English Literature I	
<b>CATALOG DESCRIPTION:</b>	Critical study of representative plays spanning Shakespeare's career, including comedies, histories, and tragedies. Focus on Shakespeare's language, dramatic practices and theatrical milieu, and on the social, political, and philosophical issues raised in the plays.	
<b>RATIONALE:</b>	This course examines the breadth and wealth of Shakespeare's production through plays that represent different dramatic genres and offer varying perspectives on common themes such as governance, identity, gender. Through close reading and the contextualization of practices related to Renaissance politics and society and the realities of the London stage, the course reinforces the understanding that English literature students acquire in relation to Shakespeare's canonical status.	
<b>LEARNING OUTCOMES:</b>	Upon successful completion of this course, the student should be able to: 1. Identify and discuss the social, political, and philosophical issues as well as the theatrical practices of the age in relation to the ideologies of Shakespeare's plays; 2. Relate the theatrical traits and dramatic conventions evident in Shakespeare's plays to the cultural context of Elizabethan and Jacobean England; 3. Analyse through close engagement with each of the plays traits and themes evident in relation to genre and to context; 4. Explore critical views on Shakespeare in scholarly material and relate theoretical discussions to a variety of readings of the plays.	
<b>METHOD OF TEACHING AND LEARNING:</b>	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> <li>• Lectures, class discussions, workshop-style pair work and group work during class meetings;</li> <li>• Formative exercises and online learning tasks through the Blackboard online tools designed to help students acquire confidence and benefit from independent study;</li> <li>• Timely instructor feedback on formative and summative assignments;</li> <li>• Additional educational material posted on the Blackboard course template and placed on reserve in the library;</li> <li>• Individualized assistance during office hours for further discussion of lecture material, additional reading, assignments and examinations;</li> <li>• Close collaboration with the academic support services to encourage students' skill development in critical thinking and in expression;</li> <li>• Discussion of disciplinary research methods and tools to facilitate the completion of the research project.</li> </ul>	
<b>ASSESSMENT:</b>	<b>First Assessment: Examination (Two-part)</b> Part I (1-hour; in-class): explication of excerpts (600-900 words in total); Part II: take-home Essay (1000-1500 words); choice of topics offered for both parts	<b>30%</b>

	<table border="1" data-bbox="639 100 1442 491"> <tr> <td data-bbox="639 100 1284 163"></td> <td data-bbox="1284 100 1442 163"></td> </tr> <tr> <td data-bbox="639 163 1284 373"> <b>Final Assessment:</b>  <b>Research Project</b> (3000-3500 words)             Analysis of plays developed through close reading; 6-8 critical sources in the Literature Review; choice of topics         </td> <td data-bbox="1284 163 1442 373" style="text-align: center;"><b>70%</b></td> </tr> <tr> <td data-bbox="639 373 1284 491"> <b>Active Engagement</b> (formative)            All in-class and out-of-class assignments (including participation in discussions and online activities) prepare students for the summative assessments.         </td> <td data-bbox="1284 373 1442 491" style="text-align: center;"><b>0%</b></td> </tr> </table> <p data-bbox="639 520 1442 579">The examination tests learning outcome 3. The research project tests learning outcomes 1, 2 and 4.</p> <p data-bbox="639 604 1442 638">Students are required to resit failed assessments in this module.</p>			<b>Final Assessment:</b> <b>Research Project</b> (3000-3500 words)  Analysis of plays developed through close reading; 6-8 critical sources in the Literature Review; choice of topics	<b>70%</b>	<b>Active Engagement</b> (formative) All in-class and out-of-class assignments (including participation in discussions and online activities) prepare students for the summative assessments.	<b>0%</b>
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<p><b>INDICATIVE READING:</b></p>	<p><b>REQUIRED READING:</b>            Discussion should cover at least four plays (the list follows the First Folio):</p> <p><b>Comedies</b>  <i>Twelfth Night</i>  <i>As You Like It</i>  <i>A Midsummer Night's Dream</i>  <i>The Merchant of Venice</i>  <i>Measure for Measure</i>  <i>The Winter's Tale</i>  <i>The Tempest</i></p> <p><b>Tragedies</b>  <i>Romeo and Juliet</i>  <i>Julius Caesar</i>  <i>Coriolanus</i>  <i>Anthony and Cleopatra</i>  <i>King Richard III</i></p> <p><b>Histories</b>  <i>Henry IV, Part 1</i>  <i>Henry V</i>  <i>King Richard III</i></p> <p>All texts are Arden Shakespeare editions.</p> <p><b>RECOMMENDED READING:</b>            John Russell Brown. <i>Shakespeare: The Tragedies</i>. Palgrave, 2001.            John Drakakis, ed. <i>Shakespearean Tragedy</i>. Longman, 1992.            Jonathan Dollimore. <i>Radical Tragedy: Religion, Ideology and Power in the Drama of Shakespeare and his Contemporaries</i>. Palgrave, 2010.            S. N. Garner and M. Sprengnether, ed. <i>Shakespearean Tragedy and Gender</i>. Indiana UP, 1996.            David Scott Kastan. <i>Shakespeare After Theory</i>. Routledge, 1999.            Russ McDonald, ed. <i>Shakespeare: An Anthology of Criticism and Theory, 1945-2000</i>. Blackwell, 2004.            Andrew Murphy, ed. <i>A Concise Companion to Shakespeare and the Text</i>. Blackwell, 2007.            Phyllis Rackin. <i>Shakespeare and Women</i>. Oxford, 2005.            Bruce R. Smith. <i>Shakespeare and Masculinity</i>. Oxford, 2000.</p>						

<b>INDICATIVE MATERIAL:</b> <i>(e.g. audiovisual, digital material, etc.)</i>	Supplementary material used to facilitate contextual understanding of the literary works (cinematic adaptations of the plays, documentaries on Shakespeare, online resources, etc.)
<b>COMMUNICATION REQUIREMENTS:</b>	With the exception of the in-class examination, all written work must be word-processed on Word and adhere to MLA guidelines for manuscript format and documentation.
<b>SOFTWARE REQUIREMENTS:</b>	Word, Blackboard
<b>WWW RESOURCES:</b>	<a href="http://www.bl.uk/treasures/shakespeare/homepage.html">http://www.bl.uk/treasures/shakespeare/homepage.html</a> <a href="http://internetshakespeare.uvic.ca/index.html">http://internetshakespeare.uvic.ca/index.html</a> <a href="http://www.opensourceshakespeare.org/">http://www.opensourceshakespeare.org/</a> <a href="https://www.bl.uk/shakespeare">https://www.bl.uk/shakespeare</a>
<b>INDICATIVE CONTENT:</b>	<p>Instructors discuss the plays selected, in sequence or in pairs, and explore dramatic and poetic traits of each one while also discussing dominant critical perspectives on each text.</p> <p>Traits of each play are explored in their cultural context.</p> <p>Through the close reading of the plays, emphasis is placed on the ways in which master narratives construct ideological perspectives and identities. Through connections between texts and cultural context the canon is problematized so that students realize how literary traditions are created but also how they can be interrogated and deconstructed.</p>