

DEREE COLLEGE SYLLABUS FOR:		US credits 3/0/3
EN 4453 SHAKESPEARE: THE GREAT TRAGEDIES (Updated Fall 2022)		– UK LEVEL 6 UK CREDITS: 15
PREREQUISITES:	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	
CATALOG DESCRIPTION:	Critical study of Shakespeare's great tragedies, <i>Othello</i> , <i>Macbeth</i> , <i>Hamlet</i> , and <i>King Lear</i> , in the cultural context of Elizabethan and Jacobean England. Focus on Shakespeare's language, dramatic practices and theatrical milieu, and on the social, political, and philosophical issues raised in the plays.	
RATIONALE:	This course examines Shakespearean tragedy in its own time, contextualizing early modern debates about governance and nationhood, identity fashioning, social aspects such as gender, class, and race, and all other cultural parameters foregrounded through the plays. Through texts which remain central to the contemporary theatrical and literary experience around the globe, the course explores the ways in which Shakespeare represents a core value in the Western canon.	
LEARNING OUTCOMES:	Upon successful completion of this course, the student should be able to: <ol style="list-style-type: none"> 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. 	
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> • Lectures, class discussions, workshop-style pair work and group work during class meetings; • Formative exercises and online learning tasks through the Blackboard online tools designed to help students acquire confidence and benefit from independent study; • Timely instructor feedback on formative and summative assignments; • Additional educational material posted on the Blackboard course template and placed on reserve in the library; • Individualized assistance during office hours for further discussion of lecture material, additional reading, assignments and examinations; • Close collaboration with the academic support services to encourage students' skill development in critical thinking and in expression; • Discussion of disciplinary research methods and tools to facilitate the completion of the research project. 	
ASSESSMENT:	First Assessment: Examination (Two-part) Part I (1-hour; in-class): explication of excerpts (600-900 words in total);	30%

	<table border="1"> <tr> <td data-bbox="639 100 1281 218">Part II: take-home Essay (1000-1500 words); choice of topics offered for both parts</td> <td data-bbox="1281 100 1429 218"></td> </tr> <tr> <td data-bbox="639 218 1281 401">Final Assessment: Research Project (3000-3500 words) Analysis of plays developed through close reading; 6-8 critical sources in the Literature Review; choice of topics offered</td> <td data-bbox="1281 218 1429 401" style="text-align: center;">70%</td> </tr> <tr> <td data-bbox="639 401 1281 518">Active Engagement (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="1281 401 1429 518" style="text-align: center;">0%</td> </tr> </table> <p>The examination tests learning outcome 3. The research project tests learning outcomes 1, 2 and 4.</p> <p>Students are required to resit failed assessments in this module.</p>	Part II: take-home Essay (1000-1500 words); choice of topics offered for both parts		Final Assessment: Research Project (3000-3500 words) Analysis of plays developed through close reading; 6-8 critical sources in the Literature Review; choice of topics offered	70%	Active Engagement (formative) All in-class and out-of-class assignments (including participation in discussions and online activities) prepare students for the summative assessments.	0%
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INDICATIVE READING:	<p>REQUIRED READING: Latest Arden Shakespeare editions of <i>Hamlet</i>, <i>King Lear</i>, <i>Othello</i>, and <i>Macbeth</i>.</p> <p>RECOMMENDED READING: 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. Stanley Wells, ed. <i>Shakespeare in the Theatre: An Anthology of Criticism</i>. Oxford UP, 1997.</p>						
INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)	Supplementary material used to facilitate contextual understanding of the literary works (cinematic adaptations of the plays, documentaries on Shakespeare, online resources, etc.)						
COMMUNICATION REQUIREMENTS:	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.						
SOFTWARE REQUIREMENTS:	Word, Blackboard						
WWW RESOURCES:	http://www.bl.uk/treasures/shakespeare/homepage.html http://internetshakespeare.uvic.ca/index.html http://www.opensourceshakespeare.org/ https://www.bl.uk/shakespeare						
INDICATIVE CONTENT:	Discussion focuses on each of the works, <i>Othello</i> , <i>Macbeth</i> , <i>Hamlet</i> , and <i>King Lear</i> , allowing at least three weeks for each play.						

Dramatic traits of each tragedy are explored in their cultural context.

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.