

ENGL - 4320: Later Shakespeare
(Spring 2015) Monday & Wednesday 3:30-4:45pm PRH 2

Dr. Andrew J. Power

poweraj@slu.edu

Office hours: SIH 317, Monday / Wednesday 9:45-11:00 / 12:00-13:00

or

Friday 9:30-11:00

Outline:

In his plays, Shakespeare entreats us—his audience—to turn ordinary actors into royalty, the narrow space of the stage into “vast fields” and words into the objects they are meant to evoke. As we engage with a set of texts written for performance, we will be asked to see the very things that we do not see and, by extension, to think about the work of reading as a highly dynamic and collaborative endeavor. We will consider the theater as a public space that gives license to acts of voyeurism and explore how acts of looking or spying are figured differently across the genres we survey (comedy, tragedy, and romance). Moreover, we will explore the ways in which spectatorship serves to construct notions of the public and the private as well as give rise to erotic encounters, cases of mistaken identities, and outbreaks of violence.

Curriculum: 3 credit hours; fulfills upper-division literature core requirement for A&S and Business.

Prerequisites: ENGL-190; one 200-level literature class is required.

Course Objectives and Learning Outcomes:

- To read, analyze, and enjoy(!) a representative selection of Shakespeare’s later dramatic works.
- To situate texts within their historical and cultural contexts.
- To familiarize ourselves with and apply some of the theoretical approaches to Shakespeare’s plays (New Historicism, Marxism, gender studies, performance studies, etc.).
- To access, evaluate, and incorporate secondary resources into research papers and presentations.

Students who successfully complete the requirements for this course will be able to:

- Perform close readings of selected passages from Shakespeare’s plays.
- Demonstrate familiarity with some of the theoretical approaches that contemporary Shakespeare scholars use to discuss Shakespeare’s works.
- Craft scholarly arguments that persuasively defend interpretations of Shakespeare’s plays both orally and in writing.
- Produce a scholarly research paper that situates texts within their theoretical and/or literary historical contexts.

Required Texts:

You must purchase *The Norton Shakespeare*, ed. Stephen Greenblatt, et al. (first or second edition). Because published texts of Shakespeare’s plays often vary widely from one edition to another, the only way for us to stay on the same page is to use the same edition (the *Norton* also contains many of the critical essays that we will be reading for the course).

Mandatory Class Trip to Stratford-upon-Avon.

February 27th – March 1st

We will attend two Royal Shakespeare Company productions and tour historic properties associated with Shakespeare and his family. Because the trip is an integral part of this class and its goals, participation is mandatory for all registered undergraduate students. Students who have not paid for the trip by the end of the add/drop period will be dropped from the class.

Selected Bibliography of Resources in the SLU-Madrid Library:

Andrew J. Power and Rory Loughnane, eds. *Late Shakespeare, 1608-1613* (Cambridge: CUP, 2012).

Gerald Graff, ed. *The Tempest: A Case Study in Critical Controversy* (Bedford/St. Martin's 2000).

Margreta de Grazia, et al. eds. *The New Cambridge Companion to Shakespeare* (Cambridge 2010).

Andrew Gurr, *Playgoing in Shakespeare's London* (Cambridge 1996).

---, *The Shakespearean Stage, 1574-1642* (Cambridge 1980).

Jean E. Howard, *The Stage and Social Struggle in Early Modern England* (Routledge 1994).

David Scott Kastan, *A Companion to Shakespeare* (Blackwell 1999).

Ania Loomba, *Shakespeare, Race, and Colonialism* (Oxford 2002).

Rory Loughnane and Edel Semple, *Staged Transgression in Shakespeare's England*, Palgrave, 2013.

Willy Maley and Rory Loughnane, eds. *Celtic Shakespeare* Ashgate, 2013.

Valerie Traub, et al. eds. *Feminist Readings of Early Modern Culture* (Cambridge 1996).

C. B. Wheeler, ed. *Six Plays by Contemporaries of Shakespeare* (Oxford: 1971).

Databases and online journals:

Recommended Library Databases: Project Muse, JSTOR, MLA International Bibliography, Oxford English Dictionary, Oxford Dictionary of National Biography.
-Shakespeare Quarterly (journal): available electronically through Project Muse
-Shakespeare Bulletin (journal with focus on performance studies approaches): available electronically through Project Muse.

Other Online Resources:

-Folger Shakespeare Library (website includes resources on Shakespeare, early modern culture, and theater history): <http://www.folger.edu/>
-Voice of the Shuttle (guide to online humanities resources): <http://vos.ucsb.edu/>
-Luminarium (independent scholarly website with an archive of medieval and early

modern texts and critical essays); <http://www.luminarium.org/>
-The Globe Theatre (resources on Shakespeare and performance):
<http://www.shakespeares-globe.org/>
- Norton Online Guide to Writing about Literature (includes MLA guidelines for citation and documentation):
<http://www.wwnorton.com/college/english/litweb05/writing/welcome.asp/>
-Norton Anthology of English Literature (includes introductions and study topics for the 16th- and 17th-centuries);
<http://www.wwnorton.com/college/english/nael/welcome.htm/>
-Dr. Deborah Schwartz's Shakespeare page (includes study guides to plays and historical topics)
<http://cla.calpoly.edu/~dschwart/engl339/339home.html/>
-Terry A. Gray's Shakespeare's Life and Times:
<http://shakespeare.palomar.edu/life.htm/>
-ERIC: English Renaissance in Context (includes tutorials on Shakespeare's plays):
<http://sceti.library.upenn.edu/sceti/furness/eric/index.cfm/>
-The Online Writing Lab (OWL) at Purdue U's Guide to MLA Style Documentation:
<http://owl.english.purdue.edu/owl/resource/747/01/>

Also, just talk to me about any Shakespeare-related topic that interests you and I will be able to lend you resources and / or direct you to what you need.

Shakespeare is what I work on so I have a lot of Shakespeare stuff!

Schedule of Readings (subject to change) and Key Dates for this Semester

Monday & Wednesday, 3:30-4:45pm, PRH 2

Week 1: Wed., Jan. 14: Introductions

Week 2: Mon., Jan. 19 & Wed., Jan. 21: *A Midsummer Night's Dream*

Week 3: Mon., Jan. 26 & Wed., Jan. 28: *AMND*

Tue Jan 27th Last Day to Drop a Class Without a Grade of W and/or to Add a Class & Last Day to Choose Audit (AU) or Satisfactory/Unsatisfactory (S/U) Options

Week 4: Mon., Feb. 2: Wed., Feb. 4: *AMND*

Week 5: Mon., Feb. 9: *Love's Labour's Lost* Wed., Feb. 11: Colloquium *AMND*

Week 6: Mon., Feb. 16 & Wed., Feb. 18: *LLL* ?First paper due?

Wed., Feb. 18: Registration for Summer 2013 Sessions Begins

Week 7: Mon., Feb. 23: Winter Break: No Class Wed., Feb. 25: *LLL*

Fri., Feb 27 – Sun., Mar 1, Mandatory Class Trip to Stratford-upon-Avon

Love's Labour's Lost & Much Ado About Nothing at the RSC

Week 8: Mon., Mar. 2: *LLL*: Trip Debrief Wed., Mar. 4: *Antony and Cleopatra*

Week 9: Mon., Mar. 9: & Wed., Mar. 11: *Antony and Cleopatra*

Fri., Mar. 13: Last Day to Drop a Class and Receive a Grade of W

Week 10: Mon., Mar. 16: & Wed., Mar. 18: *Antony and Cleopatra*

Mon., Mar. 16: Last Day to Submit Transfer Application for Fall Semester

Week 11: Mon., Mar. 23: *A&C* Wed., Mar. 25: ?Research Paper Proposal Discussion?

Week 12: Mon., Mar. 30: No classes Wed., Apr. 1: No classes

Week 13: Mon., Apr. 6: *Winter's Tale* Wed. Apr.8: *Winter'sTale*

Wed., Apr. 8: Registration for Fall Semester Begins

Week 14: Mon., Apr. 13: *Winter's Tale* Wed. Apr. 15: *Winter'sTale*

Rough Draft of Final Research Paper Due

Week 15: Mon., Apr. 20: In-class workshop of Final Research Papers (bring drafts to class) Wed., Apr. 22: *Tempest*

Week 16: Mon., Apr. 27: *Tempest* Wed., Apr. 29: *Tempest*

Week 17: Mon., May. 4: *Tempest*

Wed., May 13: Final Exam (3:30-6:30pm PRH 2)

Grading Scheme

Attendance, preparation and participation 10%

Close-reading and analysis paper (3-4 pages) 25 %

Performance studies paper (3-4 pages) on either of the plays we see in performance during our trip to Stratford-upon-Avon. 15 %

Research paper (8-10 pages) 35 %

Presentation 15%

Academic Honesty and Plagiarism:

You are expected to maintain the standards of academic integrity required by Saint Louis University. To quote from the University's policy: *Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University's evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator...Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University.*

Examples of plagiarism include: turning in someone else's work (published or unpublished) as your own; presenting ideas that are not your own, or that are not common knowledge, either directly (verbatim) or paraphrased without proper citation; willful misrepresentation of sources (citing a source that isn't the source from which you obtained your information).

Policy: If you turn in work that violates these policies and if this is your first offense, you will receive an "F" on the assignment. If you violate the policy for a second time, you will receive an "F" as a final grade for the class.

Accommodation Statement

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to http://spain.slu.edu/academics/learning_resources.html.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to counselingcenter-madrid@slu.edu, or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an

approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Assessment and Submission of Work

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. ***Thus, copies of your work for this course, including exams, oral presentations, and submitted papers may be kept on file for institutional research, assessment and accreditation purposes.*** If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your professor.

STUDENT RESPONSIBILITIES

Late Assignments

If a problem should prevent you from submitting your work on time, you must speak with me before the due date to discuss a possible extension. If the extension is not pre-approved, late assignments will be docked 1/3 of a letter grade for each day after the due date.

Attendance

Plan to attend all scheduled meetings. I understand that some absences may be unavoidable, but please be wise in your judgement and expect the unforeseen, such as illness, appointments, car trouble. Given that life often interferes with our best-laid plans, know that an absence or two will not affect your class performance too adversely, but at the sixth unexcused absence, your final grade is lowered one-third (A- becomes a B+; B+ becomes a B). Missing eight classes is grounds for a grade of F in the course. If a major crisis occurs that will cause you to miss a number of classes, please contact me about the situation so that we can devise a strategy for completing the class successfully. Please note that I especially appreciate students who provide advance notice regarding anticipated absences, and excused absences require documentation. Students who miss class are obligated to make up the work on their own time.

Courtesy

Please support the class by being prompt and prepared. If you are late or unprepared, you will not be able to participate knowledgeably, which will affect not only your own progress, but also your peers' thinking and growth and our group dynamic. Also, routinely arriving late to class, leaving early, or using the facilities during class time will negatively affect your performance grade since you will be detracting from our collective work.