

San José State University
Department of English
ENGL 145: Shakespeare and Performance, Fall 2017

Course and Contact Information

Instructor:	Dr. Adrienne Eastwood
Office Location:	FOB 116
Telephone:	(408) 924-4509
Email:	Adrienne.Eastwood@sjsu.edu
Office Hours:	Mondays and Wednesdays, 12:00 noon – 1:30 p.m. and by appointment.
Class Days/Time:	Mondays and Wednesdays, 9:00 a.m. – 10:30 a.m.
Classroom:	BBC 130
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 (Required)

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 (Optional)

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.

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

This course serves the department's Student Learning Objectives 1 and 2 (LO1 and LO2) by introducing you to Shakespearean poetry and drama (i.e., British Literature). Students read closely throughout the course and will have ample opportunity to discuss and write about what they learn. Success in 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 (Required)

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.

Other Requirements

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.

Other technology requirements / equipment / material

MLA Guidelines available here: <https://owl.english.purdue.edu/owl/resource/747/01/>

Course Requirements and Assignments (Required)

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

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.

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.

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 respond creatively to one of Shakespeare's plays or to an important scene in one of the plays. You might decide to "produce" a version of an important scene for yourselves and then provide a written rationale of your production. Consider your creative options wide open. One approach could be to choose a small cast and act the scene for the class; however, depending on your talents and interests, you might wish to approach this project differently, choosing instead to film a scene on video, do an audio production, or respond to the scene in some other way. For example, you might draw a cartoon version of a scene, or write an "updated" version. Since many of you will be going on to teach Shakespeare in high schools, you might choose to write a lesson plan for a unit on Shakespeare. Further instructions will be distributed later in the semester, but keep this requirement in mind as you read through the material.

Late Papers: Turning in assignments late is unfair to the other students and to me; therefore, I will lower your grade one full letter for each day the paper is late. In the case of emergencies, please see me. Papers are due at the beginning of class. If I do not receive your paper by 9:15 a.m., I will consider it late.

I do not accept emailed assignments under any circumstances.

Final Examination or Evaluation

Include University's Credit Hour Requirement below.

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

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 (Required)

Specify your grading policy here. Provide rubrics and explain how grades are assessed and assigned. Allow multiple opportunities to give feedback on student learning. Use rubrics or examples to explain and show students how they can assess themselves or check their own learning. More guidelines on grading information and class attendance can be found from the following two university policies:

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- [University Attendance and Participation policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

Determination of Grades

Grading Breakdown:

Class Participation: (discussion & performances) 10%

Soliloquy: 5%

Essay 1: 10 %

Essay 2: 15%

Film Reviews: 15%

Final Project: 15%

Research Assignment: 5%

Final Exam: 25 %

In order to receive a passing grade in this course, you must complete **all** of the above assignments.

In ALL assignments, students will be graded on the depth of their knowledge and understanding of Shakespeare's works.

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F = failure. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

Classroom Decorum: Have the plays and supplementary materials read in full by the time we begin to discuss them in class. Regular attendance and active class participation are encouraged. Please come to class on time, bring your books to every class, and be considerate of the other students should you have to leave the room during our class.

I reserve the right to assign quizzes and written assignments throughout the semester.

Cell phones, laptops, e-readers, and other devices will remain turned off and put away for the duration of the class period unless otherwise instructed by me.

ENGL 145 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

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/23	Introductions
2	8/28	Shakespeare's Life and Times (Read the introductory material in your anthologies)
2	8/30	Playing Shakespeare (John Barton – video)
3	9/4	LABOR DAY – NO CLASS
3	9/6	Crash Course on the Sonnet (Read sonnets 1-5, 18-20, 127, 131, and 144)
4	9/11	<i>Romeo and Juliet</i>
4	9/13	<i>Romeo and Juliet</i>
Required Viewing: <i>Romeo + Juliet</i> , dir. Baz Luhrman. Review due 9/20 Recommended Viewing: <i>Romeo and Juliet</i> , dir. F. Zeffereilli		
5	9/18	<i>Midsummer Night's Dream</i>
5	9/20	<i>Midsummer Night's Dream</i> (Film Review Due)
6	9/25	<i>Merchant of Venice</i>
6	9/27	<i>Merchant of Venice</i> - ESSAY 1 DUE
Required viewing: <i>The Merchant of Venice</i> , dir. M. Radford, (with Al Pacino). Review due 10/9		
7	10/2	<i>Merchant of Venice</i>
7	10/4	<i>Richard III</i>
8	10/9	<i>Richard III</i> (Film Review Due)
8	10/11	<i>Richard III</i>
Recommended Viewing: <i>Richard III</i> , Dir. Richard Loncraine with Ian McKellen		
9	10/16	<i>Twelfth Night</i>
9	10/18	<i>Twelfth Night</i> ESSAY 2 DUE
Recommended Viewing: <i>Twelfth Night</i> . Dir. Trevor Nunn, with Helena Bonham Carter and Ben Kingsley.		

Week	Date	Topics, Readings, Assignments, Deadlines
10	10/23	<i>Hamlet</i>
10	10/25	<i>Hamlet</i>
Required viewing: <i>Hamlet</i> Dir. M. Almereyda, with Ethan Hawke. Review due 11/6. Recommended viewing: <i>Hamlet</i> . Dir. K. Branagh.		
11	10/30	<i>Hamlet</i>
11	11/1	NO CLASS - Research Assignment Due
12	11/6	<i>Othello</i> (Film Review Due)
12	11/8	<i>Othello</i>
Recommended viewing: <i>Othello</i> . Dir. Parker, with Lawrence Fishburne		
13	11/13	<i>Othello</i>
13	11/15	<i>Much Ado About Nothing</i>
14	11/20	<i>Much Ado About Nothing</i>
14	11/22	NO CLASS
Recommended viewing: <i>Much Ado About Nothing</i> , dir. Joss Whedon.		
15	11/27	<i>Macbeth</i>
15	11/29	<i>Macbeth</i>
16	12/4	Screen <i>Macbeth</i> , dir. Rupert Goold, with Patrick Stewart.
16	12/6	Screen <i>Macbeth</i>
	12/11	Last Day of Instruction. Final Projects Due
Final Exam	12/18	7:15 – 9:30 a.m. – BRING BLUE BOOKS