

# Shakespeare and Performance Section 01

## ENGL 145

Spring 2024 4 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/05/2024

### Course Information

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## 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.

## Lecture/Discussion

Mondays and Wednesdays, noon to 1:15 p.m.  
Sweeney Hall 413

### Course Description and Requisites

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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.

Prerequisite: Upper division standing.

Letter Graded

### \* Classroom Protocols

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**Course Recommendations:** Readings are due on the day they appear on the syllabus unless otherwise indicated. Read the materials thoroughly before class. Read and listen actively: mark passages that we discuss and note what is important about them. 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.

**Classroom Etiquette:** Students should ask questions and be prepared to engage with the professor and their fellow students.

**AI/ChatGPT:** In many ways, the act of writing is a way to think further on a topic and to organize or clarify those thoughts. The connection between writing and thinking is crucial to your development as a communicator, and it is a skill that will serve you well in all of your future endeavors. Using AI to respond to essay prompts is cheating: it is cheating you out of the education you are paying for. If I see that you used AI for any significant percentage of any written assignment, I will not provide feedback, nor will you receive a passing grade for the assignment.

**Plagiarism:** Success in this class will be measured by how well you understand the materials **as presented in lectures or through class discussion**. Repeating material found on secondary sources online is not acceptable, and will result in failure for the assignment, and possible failure in the course. Further action may be taken by the University per [F 15-7](#).

## Program Information

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The following statement has been adopted by the Department of English for inclusion in all syllabi: 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. 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.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a +(plus) or -(minus) grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

## Program Learning Outcomes (PLO)

Upon successful completion of an undergraduate degree program in the Department of English and Comparative Literature, 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, or rhetoric.
2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
5. Articulate the relations among culture, history, and texts, including structures of power.

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### Department Information:

Department Name: English and Comparative Literature

Department Office: FO 102

Department Website: [www.sjsu.edu/english](http://www.sjsu.edu/english) (<https://www.sjsu.edu/english>)

Department email: [english@sjsu.edu](mailto:english@sjsu.edu) (<mailto:english@sjsu.edu>)

Department phone number: 408-924-4425

## Course Goals

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### 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 (CLOs)

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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 Project, Final Exam, Essays)

This course serves the department’s Learning Outcomes 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 participation, discussion, and reader responses.

Course/Program Learning Outcomes	Assessment Measures
LO 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	Participation/discussion and reader responses

LO 2: Show familiarity with major literary works, genres, periods, and critical approaches to British literature	Participation/discussion, research assignment, and final exam.
LO 3: Write clearly, effectively, and creatively	Essays, film reviews
LO 4: Develop and carry out research projects	Research assignment
LO 5: Articulate the relations among culture, history, and texts, including structures of power	Participation/discussion, essays, final exam

Students are asked to write several essays and reviews for this course (a total of at least 5,000 words) including one research assignment; this clearly serves Learning Outcomes 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 Outcome 5 (LO5) is measured by the students' participation and final grade in the course.

## Course Materials

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### Required 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

**Film Viewing:** There are several films (indicated on the schedule below) that you are required to view for this class. These movies are widely available on streaming sites.

**Kanopy Streaming:** SJSU Library has a link to a streaming database called Kanopy. Full-length films are available there for free (several of which are listed as optional for this course), and links to film clips will also be posted for some assignments. In order to see what is posted there, you must log in using your SJSU account. Please make sure your account is working so that you can view these videos.

# Course Requirements and Assignments

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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 be required to write reviews (a minimum of 1,000 words each) of four required films. The reviews will ask you to evaluate the production against your knowledge of the play itself. Detailed instructions will be available in advance of the first assignment.

**Form for written work:** All written work 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 contact me.

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

**Participation:** Because a large portion of this course involves discussion, workshops, and oral performances, active participation is imperative. Students will be expected to discuss the plays in detail, and to deliver and evaluate a variety of performances. In order to receive an A or a B in participation, you must arrive to class on time and with your books. Active participation in this class will include asking questions about the material, volunteering to read, participating in break-out groups, making requisite online discussion posts, responding to quizzes, and other activities. Meaningful and thoughtful responses to the online discussion threads will be part of your overall grade.

Participation also includes having your book during class and following along as directed. In other words, bring your book and be prepared to open it.

The following assignments will also figure in to your overall participation grade for this course:

**Pop Quizzes:** I reserve the right to conduct unannounced quizzes on the readings and lecture material. These quizzes will be conducted in class, and there will be no opportunity to make up missed quizzes. Grades on these quizzes will be considered as part of your Participation grade.

**Video Clip Viewing/Discussion:** Throughout the semester, you will be asked to view short video clips (found in the Modules on Canvas) and post your thoughts in a discussion thread. These contributions will also be considered as part of your Participation grade.

**Monologue/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. A sign-up sheet will be circulated on Canvas for dates throughout the semester. The monologues will be delivered on Wednesdays, during the first 15 minutes of class. The goal of this assignment is to encourage you to really think about what is happening in your monologue, and to give you an opportunity to really consider what Shakespeare's words mean in context.

**Reading Responses:** Periodically, you will be asked to post responses to the lecture material. These responses are designed to get you to think more fully about certain aspects of the plays. These are worth 5% of your overall grade for the course.

**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. Make your choices dependent upon your talents and interests. You might wish to collaborate with other students 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.

## Grading Information

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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 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>Grade</i>	<i>Points</i>	<i>Percentage</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.”

### Breakdown

**Grading Breakdown:**

Class Participation: 15%

Monologue: 5%

Essay 1: 10 %

Essay 2: 15 %

Film Reviews: 20%

Final Project: 10%

Research Assignment: 5%

Reading Responses: 5%

Final Exam: 15 %

## University Policies

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Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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# ENGL 145 Fall 2023, Reading Schedule: SUBJECT TO CHANGE

## Course Schedule

<b>Week/Module</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b> <i>(If appropriate, add any extra column(s) to meet your needs.)</i>
Module 0		Syllabus
First Day	1/24	Welcome and introductions
HOMEWORK		Before our class on 1/29, read "Shakespeare's World" in your anthologies (pages 1-31) and complete Module 1.

<b>Week/Module</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b> <i>(If appropriate, add any extra column(s) to meet your needs.)</i>
Module 1		Watch <i>Playing Shakespeare</i> Folger Resources
Week 1	1/29	Shakespeare and the public theater
	1/31	How to read and understand Shakespeare's language
HOMEWORK Read sonnets 1-5, 18-20, 127, 131, and 144 for class on 2/5		
Week 2	2/5	Crash Course on the Sonnet Intro to <i>Romeo and Juliet</i>
	2/7	<i>Romeo and Juliet</i>
Module 2		Sign up for Monologues Review Film Review Directions
Week 3	2/12	<i>Romeo and Juliet</i>
	2/14	<i>Romeo and Juliet</i> and <i>A Midsummer Night's Dream</i>
Module 3		Watch film clips and post to Discussion Board for <i>Romeo and Juliet</i>
<p><b>Required Viewing:</b> <i>Romeo + Juliet</i>, dir. Baz Luhrman.</p> <p><b>Optional Viewing:</b> <i>Romeo and Juliet</i>, dir. F. Zefferelli</p>		
Week 4	2/19	<i>A Midsummer Night's Dream</i>

<b>Week/Module</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b> <i>(If appropriate, add any extra column(s) to meet your needs.)</i>
	2/21	<i>A Midsummer Night's Dream</i>
	2/24	Film Review 1 DUE by 11:59 p.m.
Module 4		Post Reader Response 1 by 2/24  View video clip and post to Discussion  Review Essay 1 Prompt
Week 5	2/26	<i>Merchant of Venice</i>
	2/28	<i>Merchant of Venice</i>
Module 5		Post Reader Response 2 by 3/3
<b>Required Viewing:</b> <i>The Merchant of Venice</i> , dir. M. Radford, (with Al Pacino).		
Week 6	3/04	<i>Merchant of Venice</i>
	3/6	<i>Richard III</i>
Module 6		Review Genealogy for <i>Richard III</i>  View video clips and post to Discussion
	3/9	Essay 1 DUE by 11:59 p.m.
Week 7	3/11	<i>Richard III</i>
	3/13	<i>Richard III</i>

<b>Week/Module</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b> <i>(If appropriate, add any extra column(s) to meet your needs.)</i>
Module 7		Post Reader Response 3 by 3/16  Review Essay 2 Prompt
	3/16	Film Review 2 DUE by 11:59 p.m.
Week 8	3/18	<i>Hamlet</i>
	3/20	<i>Hamlet</i>
Optional Viewing: <i>Richard III</i> . Dir. Richard Loncraine with Ian McKellen.		
Optional Viewing: <i>Richard III</i> . Dir. Laurence Olivier. The Criterion Collection, 1955.		
Module 8		Post Reader Response 4 by 3/23  View video clip and post to Discussion  Review Research Assignment Directions  Optional video interview of David Tennant on playing Hamlet
Week 9	3/25	<i>Hamlet</i>
	3/27	<i>Hamlet</i>
	3/30	Essay 2 DUE by 11:59 p.m.
Module 9		Optional Podcast "Aria Code" of "To Be or Not To Be" as an aria  Video clips – Nunnery scene
Required viewing: <i>Hamlet</i> Dir. M. Almereyda, with Ethan Hawke.		
Optional viewing: <i>Hamlet</i> . Dir. K. Branagh.		
Optional viewing: <i>Hamlet</i> with David Tennant. PBS.		

<b>Week/Module</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b> <i>(If appropriate, add any extra column(s) to meet your needs.)</i>
April 1-5 SPRING BREAK		
Read <i>Othello</i>		
Week 10	4/8	<i>Othello</i>
	4/10	<i>Othello</i>
Module 10		View video clip and post to discussion
	4/13	Film Review 3 Due
Optional viewing: <i>Othello</i> , Dir. Parker, with Lawrence Fishburne and Kenneth Branagh		
Optional viewing: <i>Othello</i> , Dir. Jonathan Miller, with Anthony Hopkins.		
Week 11	4/15	<i>Othello</i>
	4/17	<i>Macbeth</i>
Module 11		Review Final Project Directions View video clips and post to Discussion
Week 12	4/22	<i>Macbeth</i>
	4/24	<i>Macbeth</i>
Module 12		Post Reader Response 5 by 5/1
<b>Required Viewing:</b> <i>Macbeth</i> , Dir. Rupert Goold, with Patrick Stewart (2010).		
Recommended Viewing: <i>Macbeth</i> , Dir. Trevor Nunn, with Ian Mckellen and Judy Dench (1979).		

<b>Week/Module</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b> <i>(If appropriate, add any extra column(s) to meet your needs.)</i>
	4/27	Film Review 4 DUE by 11:59 p.m.
Week 13	4/29	Screen: <i>Throne of Blood</i>
	5/1	Screen: <i>Throne of Blood</i>
	5/4	Research Assignment Due by 11:59 p.m.
HOMEWORK		Review the <a href="#">MIT Shakespeare Project Website</a> to discuss in class on 5/6 and 5/8
Week 14	5/6	<a href="#">MIT Shakespeare Project website</a>  Global Shakespeares
	5/8	Global Shakespeares
Week 15	5/13	Final Projects Due in class.
FINAL EXAM 9:45-noon	5/17	Final Exam—Bring Blue Books