

**English 380 Shakespeare Section 44504
Spring Term 2004**

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Tuesday & Thursday 12.30-1.45
NELS 102
Office Hours: 2.00-3.00 PM T & Th
and by appointment

<http://www.ndsu.edu/ndsu/maune>
<http://blackboard.ndsu.nodak.edu/>

Objectives

In this course, we will explore Shakespeare's plays and poetry, as well as the cultural institution that has grown around the man and his work. We will be engaging with Shakespeare using two primary strategies, performance and cultural history.

Requirements

We will pursue our study of Shakespeare through a mixture of lecture, discussion, and student presentations. I will be giving brief lectures on a variety of cultural and historical topics. In groups, you will make presentations on concepts more specifically related to Shakespeare. You will also write two reviews of performances of Shakespeare, and perform a short scene. There will also be ten unannounced quizzes and a term paper.

Grading		Scale	
Performance Project	100 points	A	100-90 %
Review	75 points	B	89-80 %
Group Presentation	100 points	C	79-70 %
10 Quizzes	100 points	D	69-60 %
Précis	25 points		
Total	400 points		

Texts

The Riverside Shakespeare
A dictionary (bring to every class)

Students with Special Needs

Any students with disabilities or other special needs who need special accommodations in this course are asked to share these concerns with me as soon as possible.

Academic Honesty

I assume that all work you turn in for this course is yours, and any material that you have acquired from an outside source is documented properly. Failure to do so is considered plagiarism and will result in possible failure of the course. See NDSU

University Senate Policy, Section 335: Code of Academic Responsibility and Conduct
<http://www.ndsu.nodak.edu/policy/335.htm>.

Late Papers

Late papers will lose ten points per day until they are turned in. You are responsible for turning in all work assigned in this class. Failure to do so will result in failing this class.

Attendance and Participation

Important parts of the work for this course will be done in small and large groups. This means that your consistent presence is important to the success of the class as a whole. If you are unable to attend class, you must contact me via phone or email within twenty-four hours. You are still responsible for any work done or due in class that day. Similarly, you are responsible for contacting your group members if you miss a class.

Participation includes not only contributing to class discussion, it also covers prompt attendance, and listening and responding constructively to your classmates. Simply reading the material before class is insufficient at this level. You must have thoroughly read the material and be ready to discuss it actively.

Paper Format

Unless otherwise noted, all assignments are to be type-written, double-spaced, with one-inch margins, in twelve-point Times font. Your name, the date, the class, my name and the assignment are to be at the top of the first page. Don't forget to title your work. Any papers longer than one page must have page numbers and be stapled.

Group Presentations

I will divide you into five groups and each group will give the class a presentation on a particular aspect of the course. Specific instructions will be handed out.

Performance Project

The last week of class will be devoted to staging performances of scenes or parts of scenes from plays that we've read. Details of this project will be handed out.

Quizzes

There will be ten, brief, ten-item unannounced quizzes. They will consist of short answer and identification questions. They will cover the reading for that day and any recent terms and concepts discussed in class. The quizzes will be handed out at the beginning of class and collected after fifteen minutes. Quizzes may not be made up.

Review

Details of the assignment will be handed out later in the course.

Calendar (subject to change)

13 January	Introductions
15 January	<i>Romeo and Juliet</i>
20 January	<i>Romeo and Juliet</i>
22 January	<i>Romeo and Juliet</i>
27 January	<i>Macbeth</i>
	Presentation: Shakespeare's Biography
29 January	<i>Macbeth</i>
3 February	<i>Macbeth</i>
5 February	<i>Richard II</i>
10 February	<i>Richard II</i>
	Presentation: Shakespeare's Genre
12 February	<i>Richard II</i>
17 February	Sonnets
	Presentation: Shakespeare's Poetry
19 February	Sonnets
24 February	<i>Othello</i>
	Presentation: Shakespeare's Theater
26 February	<i>Othello</i>
2 March	<i>Othello</i>
4 March	<i>Merchant of Venice</i>
9 March	<i>Merchant of Venice</i>
	Presentation: Shakespeare's Actors
11 March	<i>Merchant of Venice</i>
16-18 March	Spring Break, no class
23 March	<i>Merchant of Venice</i>
	Presentation: Shakespeare and Gender
25 March	<i>Merchant of Venice</i>
30 March	<i>12th Night</i>
1 April	Research Day
6 April	<i>12th Night</i>

8 April	Review Due <i>12th Night</i> (film)
13 April	<i>12th Night</i>
15 April	<i>Hamlet</i>
20 April	<i>Hamlet</i>
22 April	<i>Hamlet</i>
27 April	<i>Hamlet</i>
29 April	Performance Project Preparation
4 May	Performance Projects
6 May	Performance Projects

Group Presentations

Group rules

You have two major and a variety of minor projects that will be conducted in groups. In order for evaluation and grading to be consistent and reflect work done by individuals, a number of procedures must be followed. Ethical group participation means that each member is responsible for the group's performance. Each member must contribute as well as encourage others to contribute.

During the first group meeting, the group must generate an agreement that describes the group's goal. The goal will be to earn a high score on the project, but in a way that values the opinions of all members. Group members must be committed to the group's goals, complete their individual tasks, avoid interpersonal conflict, encourage group participation, and keep the discussion focused. The group must compose a "Code of Ethics" that describes the goals and responsibilities of the group. This is to be no more than one page, it must list the group number, each member's name and contact information (whatever means is most reliable), the group's goal, and the responsibilities of members. Each group member and the instructor must receive a typed copy of this.

Each group must meet at least twice outside of class for each project. Time will also be provided in class for group work.

On the day the group presentation is due, each group member must fill out and turn in a *Group Member Evaluation Form* for each member. Each member must also fill out and turn in a *Peer Rating of Group Members*. These forms are available for download from the course website.

Class Presentation

This will be a lesson on some cultural or historical aspect of Shakespeare studies that your group will present to the class. Your presentation should be twenty minutes long and involve all members of your group. You are encouraged to use audio/visual or other aids in your presentation. If you need specific equipment, please let me know at least a week in advance. You should also prepare a type-written outline (one page) and a bibliography (MLA format) of the sources you used as well as other sources that a student of Shakespeare might find helpful (at least six total). No more than one quarter of the sources may be on-line.

Each group member must provide a 250 word précis of an essay related to your topic, that I will assign. A précis is an extremely brief summary, which uses no direct quotations. It must communicate the thesis and support of the essay clearly and briefly.

The group will earn a single score for the project. This score will be modified by the peer response forms in order to determine each student's score. The précis will be worth an additional 25 points.

Your course text will provide you with some basic information on these topics. More material is available in the library. Do not hesitate to contact me if you need assistance.

Group 1: Shakespeare's Biography

Who was Shakespeare? What was his religious and class background? What was his profession? What was his family background? Where was he from? Who are the anti-Stratfordians and what do they believe?

Essay: Ernst Hongman, "Shakespeare's Life" in De Grazia & Wells

Group 2: Shakespeare's Genre

What is genre? How did Shakespeare and his contemporaries conceive of, and use genre? How is genre thought of today?

Essay: Jean E. Howard, "Shakespeare and Genre" in Kastan

Group 3: Shakespeare's Theater

What was theater like in the Elizabethan and Jacobean periods? How was it different than today? What theaters did Shakespeare use? Why did theaters look the way they did? Where were they located and why?

Essay: Andrew Gurr, "Shakespeare's Playhouses" in Kastan

Group 4: Shakespeare's Actors

What sort of profession was acting? How did actors make money? Why didn't women act professionally? Who played the female roles? Who were Shakespeare's competitors and collaborators? What was an acting company?

Essay: S. P. Cerasano, "The Chamberlain's-King's Men" in Kastan

Group 5: Shakespeare's Poetry

What did Shakespeare write besides plays? What genres did he use? Are there any contested poems? How were the poems published? How did dedications work?

Essay: Burrow, Colin. "Life and Work in Shakespeare's Poems" *Shakespeare's Poems* Shakespeare: The Critical Complex 4. Ed. Stephen Orgel and Sean Keilen. New York: Garland, 1999. ??-??.

Group 6: Shakespeare and Gender

How was gender understood in Shakespeare's time? What were the theories of biology and reproduction? What rights/opportunities did women have? How did being ruled by a woman affect Elizabethan culture?

Valerie Traub, "Gender and Sexuality in Shakespeare" in De Grazia and Wells

Reserve Books

Cox, John D. and David Scott Kastan, eds. *A New History of Early English Drama*. New York: Columbia University Press, 1997.

Kastan, David Scott ed. *A Companion to Shakespeare*. Oxford: Blackwell Publishing, 1999.

McDonald, Russ ed. *The Bedford Companion to Shakespeare*. New York: Bedford/St. Martin's, 2001.

Review

This is a three to four page formal review of a performance of a film of a Shakespeare play. The film must be a commercial production, not a filmed stage performance. This is to be a formal review, not like a brief newspaper or popular magazine review. The review should have three parts:

1. An introduction, which gives the basic information about the play/film, date, director, lead actors, length, etc.
2. The second part is a summary of the play/film. Note, this is not a summary of the playscript, but of the performance or film that you saw. This is usually fairly conventional, but you must address issues of any changes made in the basic playscript.
3. The third part is your analysis of the play/film. As an interpretation of a Shakespeare play, what do you feel are its strengths and weaknesses? The handouts on watching Shakespeare will be helpful in writing this section.

The introduction should be no more than a paragraph and should only introduce characters who are mentioned later in the review. The summary should be no longer than two paragraphs. The analysis should take up about two-thirds of the review.

We will watch several clips and seen an entire film in class. The ideas that come up in the discussion of these videos will be helpful for you in writing your review. In general, what you are doing is comparing a director's vision of what a play is like with your own vision. The director has taken the same text you have read and altered it. Think about the alterations and how they affect the final experience.

If a performance is particularly good, you will find yourself caught up in it. You will not watch it critically. This is why I urge you to watch whatever it is you are reviewing at least twice.

A helpful guide to watching Shakespeare both on film and in performance can be found here: <http://www.jetlink.net/~massij/shakes/films/filmgen.htm>

Another good resource for Shakespeare on film research is the Internet Movie Database: <http://www.imdb.com>

The review may not be of the film we watch in class.

Othello is playing at MSU Moorhead, 26 February 2004 at 7.30 pm.

English 380 Spring 2004 Shakespeare Performance Project

We have talked about the ambiguities inherent in many scenes this term. We've also watched various directors' interpretations of those scenes. Now is your opportunity to present your own interpretation. Choose a short scene or part of a longer one (ca. 100-200 lines) from any play we've read this semester, except *Twelfth Night*. You must cast, costume, and direct that scene. The performances will take place in the classroom, so observe the potentials and the limits of the space.

Class on Thursday 29 April will be given over to preparation. The performances will take place on 4 and 6 May (the last week of class).

You will be evaluated in two ways. Forty of the one hundred possible points will be based on your interpretation of the scene and how you communicate that interpretation to the class. (That is, you will not be judged on your acting ability.) As with the group presentation, this score will be modified by the peer response forms in order to determine each student's score. The remaining sixty points will be based on a one to two page written (following all the rules) explanation of your interpretation of the scene. Each group member is to work independently on the written portion. This part of the project is due on Monday 10 May, in my office, before noon.

Here are some places to begin in preparing your scene.

1. What happens in this scene?
2. What is the mood of the scene?
3. What motivates the characters, what do they want from one another?
4. What are the key lines or speeches? How would they be said? (Think about several possibilities)
5. How does this scene develop the themes of the play, as we are coming to understand them?

For the written portion, answer one of the following questions:

- What did you learn about the character you played, and about his/her place in the scene and the play?
- What did you learn about how your scene is (or is not) integral to the play?
- What did you learn about the Elizabethan stage and how your scene was written for it?
- What performative obligations did the text impose on our group? On your own role?
- What important performative options were available to you and/or your group? What choices were made and why?
- What was the interpretive result? What readings of character, action, and so on were enabled or disabled by your choices?

NB: Avoid summarizing the scene. Your paper should describe what you have done and analyze your performance.

Also, do not forget to fill out the feedback forms on your group meetings. These are also due on 10 May.