
Shakespeare and London

COURSE DESIGNATOR LNDN 3323

LANGUAGE OF INSTRUCTION English

NUMBER OF CREDITS 3

COURSE DESCRIPTION

A range of plays will be studied from Shakespeare's middle to later periods, to see what he can do in the genres of comedy, history and tragedy. For a written portrayal of the range and depth of human emotion Shakespeare has never been equalled, and to see him as 'timeless' is to see how vitally he moves from the concerns of his own day to ours.

COURSE OBJECTIVES

- Read easily in Shakespearian verse, and be capable of paraphrase
- Describe the historical circumstances in which he wrote, and the conventions in his writing
- Describe the relationship between one play and another, thematically
- Analyse the structure of the different genres in which he writes

LEARNING OUTCOMES

At the end of the course students should be able to: identify, define, and solve problems; locate and critically evaluate information; master a body of knowledge and a mode of inquiry; communicate effectively; gain a deeper understanding of the host culture where they are studying.

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

METHODOLOGY

The class proceeds not by formal lecture, but by the outlining of topics to be covered week by week, pertaining to the individual texts. After the first introductory week, students are expected to acquaint themselves with the next text in advance, with one quick reading to master the plot, then another more considered one, to look up vocabulary in the notes and to master the syntax of Shakespeare's verse. They should then be in a position to discuss the topics, one of which may be the subject of a presentation by one student at a time.

REQUIRED READING AND RESOURCES

Shapiro, James (2005) *A Year in the Life of Shakespeare: 1599* (Faber and Faber) – see last page of syllabus for secondary reading list to support the course and your research papers.

CLASS PARTICIPATION AND ATTENDANCE

Participation is a vital part of your grade: CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. If you need to miss class for medical reasons or for a family emergency, please let the Chief Academic Officer know in advance of meetings on excused.absence@capa.org, so plans can be made accordingly – you will need to provide evidence of the reason for your absence. If you miss any meetings without an excused absence from the CAO, your final grade will be dropped accordingly. Students are responsible for making up any missed assignments. See the CAPA Statement of Academic Standards and Policies for further information. All attendance is mandatory.

GRADING

There will be three term papers: In week 3 you will receive a close reading assignment on a passage from a play that you have studied in the first text – this work of 700-1000 words will be due in week 4 = 10%.

The second essay will be due in week 6 –this will be a research based themed essay form a list of questions, and will be approx 2000-3000 words, excluding quotations, due before mid-term, and worth 50 per cent of the total. You will be expected to use sufficient secondary sources of a scholarly standard, a minimum of 5 for the paper will be expected, as well as demonstrating sufficient knowledge of the play/s in the essay through analysis and quotation. The final will be a two-hour final essay based exam on the plays studies in the second half of the semester, worth 30 percent of the total.

There will also be individual presentations, worth 10% and students should be ready for questions and discussion of specific topics arising week by week.

Credit can also be earned for attending a **My Education** event, and combining reflections on this experience into your second paper and in classes on your experience of Shakespeare and theatre in London – in class we are taking a visit to the Globe, but try to attend a trip to the Clink Prison to experience crime and punishment in Shakespeare’s London, or go to another Globe event plus a lecture.

Attending any one or more of these will enhance your experience of the plays.

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work and class behaviour. This means to gain full attendance you must attend all classes, you must not be late (unless with a valid reason) and you must be respectful of the professor and of other students by not talking/whispering in class when others are talking or presenting. Persistent lateness or lack of attention in class, ie reading materials other than the work set, may result in a low or zero grade for participation, and possible referral to the CAO. **No electronic equipment will be used in class**, including laptops, phones, ipods, cell phones, etc, unless you have written permission from the Chief Academic Officer prior to the course. If you are caught using any electronic equipment, you may receive a zero grade for participation. Plagiarism will be dealt with very seriously, and will be referred to the Chief Academic Officer in London. You may receive an F for the course. If all work is not submitted by the end of the program, you will receive an F for the course.

WRITING ABOUT SHAKESPEARE

The actual questions asked must be answered, and personal versions of them may not be substituted. No question ever asks for a recapitulation of the plot; annotated narrative is not to be mistaken for analysis. Quotation from the original text should be used sparingly (with act, scene and line number), and never to illustrate a wholly uncontentious point. Critical views taken from the edition used, or background books, or internet sites, are welcome, but must be acknowledged in the text and listed in a bibliography. They should form part of an argument that has been personally conceived. The poetry of the plays must be read, felt, appreciated and internalised. All reading and viewing and discussion of the plays feeds into the crucial personal decisions of judgment. The challenge is fully embodied in the material itself. As D.H.Lawrence writes, ‘A critic must be able to feel the impact of a work of art in all its force and complexity. To do so, he must be a man of force and complexity himself, which few critics are. A man with a paltry, impudent nature will never write anything but paltry, impudent criticism. A critic must be emotionally alive in every fibre, intellectually capable and skilful in essential logic, and then morally very honest.’ We may not all be able to reach this heroic level, but Shakespeare brings us to some self- knowledge. By pursuing objective and impassioned judgment, we come to the limits of our subjective natures, and perhaps push them back a bit. Our criticism can be akin to his creation, dealing from another angle with the truth of his view of essential human nature.

CAPA PROGRAM AND INSTRUCTOR POLICY

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CLASS PARTICIPATION AND ATTENDANCE

Attendance at all classes is mandated by CAPA; students who miss a class without permission from CAPA's Chief Academic Officer will have their grade for the course lowered. Informed participation is expected in every class, so students must have read the full assignment carefully before coming and be ready to discuss it if called upon. At any meeting there may be a brief, pass-fail two-minute quiz on some utterly obvious fact in the assigned reading. Students will also be asked to complete informal in-class writing assignments on a regular basis, which will require them to demonstrate their familiarity with the assigned materials. Students who repeatedly demonstrate unsatisfactory performance on these quizzes and exercises will be penalized in the participation grade.

CRITERIA FOR GRADING AND GRADING STANDARDS

Grading Rubric		
A	93+	Achievement that is outstanding relative to the level necessary to meet course requirements.
A- B+	90-92 87-89	Achievement that is significantly above the level necessary to meet course requirements.
B B-	83-86 80-82	Achievement that meets the course requirements in every respect.
C+ C	77-79 73-76	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
C- D+	70-72 67-69	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.
D F	60-66 <59	

GRADING FOR ASSIGNMENTS

Assignment 1	10%
Research Essay	50%
Presentation	10%
Final Exam	30%
Overall Grade	100%

CLASS SCHEDULE AND ASSIGNMENTS

Course Topics	
Lesson 1	Introduction to Shakespeare's Life and Times and way of writing. Choice of plays and criteria for writing about him explained. There will be a Globe visit announced in the first couple of weeks.
Lesson 2	Merchant of Venice: Love versus Friendship. The character of the heroine Portia.
Lesson 3	Merchant of Venice: A Jew in 16th Century Venice: The character of Shylock.

Lesson 4	Othello: Venice in the 17th Century. The corruption of the Hero, as a process.
Lesson 5	Othello: Mistress and servants – Desdemona and Emilia
Lesson 6	Henry V: The ethics of war. The nature of a supreme commander.
Lesson 7	Break
Lesson 8	Coriolanus: Aristocrats and Plebeians in Republican Rome – the definition of a Hero.
Lesson 9	King Lear: Rage and Hate in the family – renunciation of the human race.
Lesson 10	King Lear: Redemption and forgiveness
Lesson 11	Edward Bond’s Lear: A 20th Century working of Shakespeare’s Lear – finding hope in politics.
Lesson 12	The Globe visit – background to theatre – an acting workshop based on King Lear.
Lesson 13	The Winter’s Tale : A cure for Jealousy. Conventions of romance working with realistic people.
Lesson 14	Final exam, essay questions on the last five plays, answer on two plays.

ATTENDANCE POLICY

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student’s responsibility to find out what information was given in class including any announcements made.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.