

Course Last Updated 4/4/2024



The Modern Worlds of William Shakespeare

Section I: Course Overview

Course Code: ENG312

Subject Area(s): English Language & Literature

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: N/A

Course Description

The course explores William Shakespeare's influence on world literature, film, and music, investigating how Shakespeare's work spread from the Globe Theatre on the Southbank of London from the turn of the 17th century and continues to shape the arts with its language, characters, and themes in myriad global contexts across diverse media. Incorporating key discussions of politics, sex, feminism, race, violence, history, and gender, the course appraises the ongoing presence of Shakespeare's work across different continents. From the movies of India and the novels of France to the music of the United States and the drama of Latin America, each week demonstrates a major recasting of one of Shakespeare's works, examining original works and their reimagining in a fresh context from global culture. If his contemporary Ben Jonson famously wrote that Shakespeare was for "all time," this course goes further and examines his relevance to all places from the Elizabethan era to the present day.

Learning Objectives

- Explain the historical development of Shakespeare's works in context of its scope and variety through reading representative texts.
- Identify the interplay between written texts and performance, including how London itself has affected presentation of the work across time.
- Analyze Shakespeare's works as expressions of individual and human values in historical and social contexts by evaluating the importance of literary contextual issues.

- Examine various techniques that Shakespeare used in constructing texts, and demonstrate, in both class discussion and in written assignments an understanding of these techniques to support literary interpretation.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: TBC

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

A 1750-word essay assignment - 20%

A 750-word critical/reflective essay - 20%

Presentation - 20%

Final Exam - 20%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the [CEA CAPA Engagement Policy](#), and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

This course is designed to engage your critical mind. Class participation and engagement will be expected via presentations group discussions, group projects, pair work, question and answer sessions from every member.

Oral Presentation (20%): A 15 to 20 minute presentation to the class, followed by a Q+A, on an aspect, or aspects, of Shakespeare's work (outlined by the tutor). Topics will be distributed early in the semester. While your own approach, argument and interpretation should be the main focus of your presentation, students should also place the work in relevant cultural, critical and political contexts while also assessing the text/topic's artistic interest and importance.

General Grading Criteria

You will be assessed on the depth and breadth of analyses and how well insights and contextual ideas from the course are applied, as well as the following criteria:

- Preparation and organization

- Quality of content and analysis, including connection with core themes of the course where appropriate
- Quality of delivery – fluency, clarity, timekeeping etc.
- Creativity of approach
- Ability to generate effective discussion and class questions where appropriate

Here are some things to bear in mind when preparing your presentation:

- Be analytical, not descriptive – plot summary is not enough.
- Make use of parts of the text, and supplementary reading if you choose.
- Make sure to speak slowly and clearly, and speak to (and make eye contact with) the whole group.
- Whether or not you use Powerpoint or other visual aids is up to you; if you do choose to use them, make sure they are clear and useful.

Essay (1750 words; 20%): Attempt the following question. Your essay should be 1750 words in length and pay attention to the language and dramatic/performance elements of the plays/texts. It should be carefully edited and must incorporate at least five secondary critical sources from CANVAS along with, where appropriate, relevant secondary material astutely chosen from elsewhere.

Explore your understanding of the production of Lear's Shadow viewed this semester in relation to Shakespeare's King Lear. How does the play engage with ideas from both Shakespeare's world and the current historical moment?

Critical/Reflective Essay (750 words, 20%): This assignment requires you to undertake an independently-guided journey in the footsteps of Shakespeare in London. Before the assignment, information will be distributed detailing various locations and galleries in London containing art relating to Shakespeare's world and writing.

You will be asked to visit some of these and write a reflective account exploring the artworks in question (sculpture, paintings, architecture etc.) and how you think they engage with Shakespeare's legacy.

Final Written Exam (20%): A written paper and pen in-class exam.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

The assigned field component(s) are:

- Attendance at 2 plays
- An investigative walking tour of Shakespeare's London and London galleries
- A tour of the Globe Theatre.

Students are also strongly encouraged to participate in co-curricular program activities.

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required Reading

Shakespeare, W., (2002). *King Lear*. Oxford: Oxford University Press.

Shakespeare, W., & Merchant, W. M. (1995). *The Merchant of Venice*. London: Penguin Books.

Shakespeare, W., & Neill, M. (2006). *Othello*. Oxford: Oxford University Press.

Shakespeare, W., Dawson, A. B., & Yachnin, P. E. (2011). *Richard II*. Oxford: Oxford University Press.

Course Calendar

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| Session 1 | |
| Topics | SHAKESPEARE, LONDON, AND THE RENAISSANCE WORLD |
| Activity | Lecture, textual analysis, discussion, video material |
| Readings and Assignments | Readings: N/A Assignments: Class participation |

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| Session 2 | |
| Topics | FIELD STUDY: TOUR OF SHAKESPEARE'S GLOBE THEATRE |
| Activity | |
| Readings and Assignments | Readings: N/A Assignments: Class participation |

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| Session 3 | |
| Topics | RACE, LANGUAGE AND CULTURE IN OTHELLO |
| Activity | Lecture, textual analysis, discussion, video material |
| Readings and Assignments | Readings: Othello Assignments: Class participation |

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| Session 4 | |
| Topics | KING LEAR: WISDOM, LOSS AND MADNESS |
| Activity | Lecture, textual analysis, discussion, video material |
| Readings and Assignments | Readings: King Lear Assignments: Class participation |

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| Session 5 | |
| Topics | FIELD STUDY: LEAR'S SHADOW AT THE JACK STUDIO THEATRE |
| Activity | |

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| Readings and Assignments | Readings: King Lear (continued) Assignments: Class participation |
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| Session 6 | |
| Topics | SONG IN SHAKESPEARE: MUSIC, MIND AND MELANCHOLY |
| Activity | Lecture, textual analysis, discussion, video material |
| Readings and Assignments | Readings: N/A Assignments: Class engagement. 2000-word assignment due this week. |

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| Session 7 | |
| Topics | Midterm Break |

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| Session 8 | |
| Topics | RICHARD II: HISTORY, KINGS, CROWNS AND KILLING |
| Activity | Lecture, textual analysis, discussion, video material |
| Readings and Assignments | Readings: Richard II Assignments: Class participation. |

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| Session 9 | |
| Topics | FIELD STUDY: THE MERCHANT OF VENICE 1936 AT THE CRITERION THEATRE |
| Activity | |
| Readings and Assignments | Readings: The Merchant of Venice Assignments: Class participation |

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| Session 10 | |
| Topics | THE CULTURAL WORLD OF THE MERCHANT OF VENICE |
| Activity | Lecture, textual analysis, discussion, video material |
| Readings and Assignments | Readings: The Merchant of Venice (Continued) Assignments: Class participation |

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| Session 11 | |
| Topics | FIELD STUDY: IN THE FOOTSTEPS OF SHAKESPEARE / SHAKESPEARE IN ART |
| Activity | Various sites throughout London |
| Readings and Assignments | Assignments: Exploratory and reflective written assignment |

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| Session 12 | |
| Topics | STUDENT PRESENTATIONS |
| Activity | Student Presentations followed by Q+A |
| Readings and Assignments | Readings: Material relating to students' research. |

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| | Assignments: Presentation / Class participation |
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| Session 13 | |
| Topics | STUDENT PRESENTATIONS |
| Activity | Student Presentations followed by Q+A |
| Readings and Assignments | Readings: Material relating to students' research. Assignments: Presentation / Class participation |

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| Session 14 | |
| Topics | FINAL EXAM REVIEW |
| Activity | Final Exam Review session in class |
| Readings and Assignments | Readings: Review all previous readings and class notes |

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| Session 15 | |
| Topics | FINAL EXAM |

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.