

WESTERN UNIVERSITY
 Department of English
<http://www.uwo.ca/english>

ENGLISH 3227E/002: SHAKESPEARE
 Tuesdays 11:30-1:30, and Thursdays 12:30-1:30 in UC289

INSTRUCTOR: Dr M.J. Kidnie
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TEXTBOOKS: Single-volume OUP editions of the plays are available at the bookstore, and packaged together at a discounted price.

LEARNING OBJECTIVES:

- Engage creatively with the drama as texts for performance, showing a basic familiarity with the constraints and opportunities provided by specific performance spaces (past and present) in which the plays are, or have been, performed;
- Demonstrate an introductory knowledge of historical circumstances shaping the drama written for the professional stage in early modern England;
- Formulate interpretive arguments that incorporate close readings of the plays;
- Locate and build into your own argument well-chosen secondary criticism;
- Communicate your ideas effectively in both oral and written forms.

TEACHING/LEARNING PROGRAMME

This course is organized as a series of lectures that incorporate a substantial amount of classroom participation on the part of students. I will regularly introduce an idea or topic and then ask students to share their views on how it might be applied to the play, scene, or moment under discussion.

In addition, some classroom time for nearly every play we study together will be turned

(PCI). During this windows, we will closely examine a particular passage or exchange in order to consider how its interpretive significance might be affected by performance. We will ask if there are certain choices (gestures, props, styles of delivery, etc) that are required by the text and must be obeyed in performance; we will also explore in

interpretation. I will use theatre history documents, film clips, and in-class stagings during this hour to illustrate key points and to stimulate discussion.

In our first class, I will send around a sheet asking if you would be willing to contribute to an in-class staging *there is no advance preparation required on your part for these stagings and the stagings are not part of your assessment.* Those students who are selected to participate in an in-class staging will be told in advance also try to give them a heads-up about the sorts of questions everyone should reread the selected passage carefully before arriving on the day, the interpretive work will be done by the class as a whole, and I expect everyone to contribute to the discussion.

TEACHING PROGRAMME

SEPTEMBER

4 Welcome and Introduction

9 *Comedy of Errors*11 *Comedy of Errors*16 *Comedy of Errors*

18

23

25

30 *Richard III*

OCTOBER

2 *Richard III*

7 Stratford Trip (matinée) no class

9

14 *Richard III*16 *Richard III*21 *Much Ado about Nothing*23 *Much Ado about Nothing*28 *Much Ado about Nothing*

30 HALF-TERM BREAK

NOVEMBER

4

6

11 Screening *Shakespeare in Love*13 *Shakespeare in Love* (cont.)

18

20

25 *Pericles*27 *Pericles*

DECEMBER

2 *Pericles*

JANUARY

6 *Twelfth Night*8 *Twelfth Night*13 *Twelfth Night*15 *Twelfth Night*20 *Othello*22 *Othello*27 *Othello*29 *Othello*

FEBRUARY

3 *Romeo*

ASSIGNMENTS

Performance Analysis	(10%)	Due 14 October
First Essay, 2000 words	(15%)	Due 2 December; research essay, questions to follow
	(15%)	Due 3 March
Commonplace Book	(10%)	Due 7 April (it will be returned to you at the final exam, and you may consult it during the exam). <i>You will submit this project as a work in progress on 2 December. On 7 April you submit the entire project for final grading (first and second term commonplaces included).</i>
Second Essay, 2000 words	(15%)	Due 7 April; research essay, questions to follow
3 Hour Exam	(35%)	Includes both first and second term work.

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth (either alone or in combination) 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.

Documentation shall be submitted, as soon as possible, to the Office of the Dean of the student=s Faculty of registration, together with a

PERFORMANCE ANALYSIS

[Live performance is] an event for that moment in time, for that [audience] in that place gone. Gone without a trace. There was no journalist; there was no photographer; the only witnesses were the people present; the only record is what they retained.

Peter Brook

We will be seeing
at Stratford this season. The purpose of
this assignment is to strengthen your

DIRECTOR'S NOTEBOOK

I think theater ought to be theatrical ... you know, shuffling the pack in different ways so that it's -- there's always some kind of ambush involved in the experience. You're being ambushed by an unexpected word, or by an elephant falling out of the cupboard, whatever it is.

Tom Stoppard

This assessment pushes further your ability to imagine and analyse these plays as texts for performance. It builds on the performance tests the

sessions. From any of the plays on the syllabus, choose a scene of about 125 lines (you may take more, but 200 lines is the upper limit) on which to write your Director's Notebook. Think about how you would stage this scene if you were directing it. Start this project as soon as possible and update your ideas as you go along with notes from class, reflections on current affairs or modern political debates that resonate with the scene or past productions (not necessarily Shakespearean stagings) that incorporate similar moments

COMMONPLACE BOOK

[T]here scarcely can be a thing more useful, even to ancient, and popular sciences, than a solid and good aid to memory; that is a substantial and learned digest of common places...because it is a counterfeit thing in knowledge, to be forward and pregnant, unless you be withal deep and full; I hold that the diligence and pains in collecting common-places, is of great use and certainty in studying; as that which subministers copy to invention; and contracts the sight of judgement to a strength.

Francis Bacon, *The Advancement of Learning*

The Commonplace book was a central Renaissance method of gathering and organizing material from reading for use in composition at a later date. While there were many variations in methods of commonplacing, they all involved the consistent practice of collecting excerpts while reading—either by marking the margins of text for later copying or by copying as one read. These quotations were then transferred to a commonplace book in which they were organized by topic. In

derives from the Greek term for place, *topos*.

The use of commonplaces, or in Latin, *loci communes*, is derived from the rhetorical practice of invention: the process of finding arguments to support your case in a formal speech. This method became generalized to include the collection of quotations, or *sententiae*, drawn from important authors which might be used for illustration or ornament. There are two important metaphors used to describe the process: bees gathering nectar from flowers and transforming it into honey; and the process of consuming and digesting books (thus *Digest*). As this tradition evolved during the Renaissance, the aim was to produce a style of writing marked by *copia*—a varied style, with frequent and subtle allusion to classical and

miliarity with and command of learned and literary culture.

THE COMMONPLACE BOOK ASSIGNMENT

Use of the commonplace book is intended to be a central part of the course, and of each stu-

compile a collection of quotations from the

plays read which you find interesting or pleasing. You should aim to gather ten quotations from each play, for a total of 120 for the whole year. Each quotation should be assigned to an appropriate topical heading.

The practice of assigning quotations to different headings is an important part of the exercise, because it accustoms you to think in terms of the categories which organized knowledge in the Early Modern period, and, in doing so, guides your reading in the future. You should make your collection either in an exercise book, with separate pages assigned to each topic, or electronically, with a printout handed in on the due dates. In either case, you should cite for each commonplace the play from which it comes with relevant act, scene, line numbers. No individual commonplace should be longer than four lines.

COMMONPLACE TOPICS

Here are a series of basic topics for your commonplace book. Feel free to add to or change the list that you use in order to reflect your own interests.

Faith; Kingship; Virtue; Vice; Love; Nature; Science; Time, Conscience; Reading and Writing; Marriage; Beauty; Fortune; Costume/Disguise; Reason; Truth; Travel; Liberty; Nobility; Family; Marriage & Single Life; Education; Discipline; Desire; the Body; Doubt; Justice; Empire; Colonialism.

It is appropriate to list the same quotation under different topical headings if it is relevant to more than one, but that quotation does not count twice towards the total number of quotations you are expected to gather.

EVALUATION

The commonplace exercise is worth 10% of your final grade. You will be assessed based upon the number and variety of your quotations and their appropriateness to their assigned topic. I will return your commonplace book at the final exam, where it may be used as a memory aid, quotation reference, etc. Please remember: no individual commonplace should be longer than four lines.

These may be handed in at class, given to me in person, sent to me (at the Department) by post or courier, or may be submitted to the essay box outside the Department of English office, where they will be date/time-stamped.

Do *not* put assignments under my office door

Essays submitted before 8:30 a.m. in the essay box are stamped with the previous

8:30 a.m. Monday.)

Assignments posted to me will be counted as submitted on the postmark date; so, obtain and carefully keep proof of posting (ie., priority post receipt, recorded delivery receipt, etc).

The Department will not accept assignments by fax or e-mail.

Because of the prevalence of viruses, etc., on the internet, I will not open attachments to e-mails whose authenticity has not been independently verified.

write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offense Policy in the Western Academic Calendar). Plagiarism checking: The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their wor

Please also consult the statement on plagiarism on the sheet located on the English Department home page.

-year course which you can use all at once, or allocate them between your various term assignments (first essay, second essay, or whatever).

monly

notes, kid sister drew all over essay, cat threw up on notes, overslept, etc. etc.).

Grace days are not transferable, nor do they have any value if unused.

that means that Saturdays and Sundays are free. A wise course is to save your grace days until you really need them, particularly in second term when you will probably be under a lot more pressure than in first term.

assignment (see next section).

Students requiring further extensions based on medical or compassionate grounds must apply to the Academic Counselling office of their home Faculty. Please see page 5 for academic accommodation details.

If you submit a paper after the due date (plus whatever grace days you have remaining) but within two weeks of it, the paper will be counted as late and the following procedures will apply:

The paper will not be read until all the assignments handed in on time have been read and returned (all papers are read in order of receipt).

The paper will be read and a grade given, but NO COMMENTS OR CORRECTIONS will be made on it.

The grade will be reduced by a penalty of two marks (2%) for each calendar day that it is late. Note that when a paper is late, every day counts (including weekends); however the arrangements for date-stamping essaywBTp5.33 709.68 Tt-nange