

ENG 9120B: Shakespeare's Singularity

UC 377, Friday 9.30-12.30, January - April 2015

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Office Hours Wednesday 1:30 - 2:30 Friday 12:30 - 1:30

Learning Objectives This course will examine the 'singularity' that is commonly evoked in discussions of Shakespeare through the study of a number of plays that sit on the edge of Shakespeare's canon due to uncertainty over their authorship, their collaborative status, their transmission, or spurious historical attributions to Shakespeare or to writers other than Shakespeare. Assignments and class discussion will enable students to improve research and presentation skills, oral and written. Students will learn about the historical reproduction of early modern drama, "bad" or "short" quartos, theoretical and historical critiques of the author, specifically as they pertain to the study of Shakespeare, challenges to critical paradigms posed by collaboration, shifting notions of what makes Shakespeare Shakespeare.

Program

Jan Introduction: singularity or not

Jan William Shakespeare and George Peele: **Titus Andronicus**

- Alexander Pope, 'The Preface of the Editor', **The Works of Shakespeare in Six Volumes**

- **C. F. Tucker Brooke (ed.),**

- Paul Werstine, 'Narratives about Printed Shakespeare Texts: "Bad Quartos" and "Foul Papers"', *Shakespeare Quarterly* 41 (1990), 65-86

ar William Shakespeare 'Romeo and Juliet'

ar William Shakespeare Romeo and Juliet Q1 15

- Wendy Wall, 'De-generation : editions, offspring, and Romeo and Juliet' , in *From Performance to Print in Shakespeare's England* eds. Peter Holland and Stephen Orgel (Houndmills: Palgrave, 2006), 152-170

ar John Madden dir Shakespeare in Love

Ass nts

nar presentation Seminars last for fifty minutes during which the student is responsible for directing class discussion The seminar should have a formal component of between 20 and 30 minutes in which the student addresses issues or offers readings that derive in the first instance from the assigned texts for that class You should supplement this reading with further literary critical or theoretical work but above all demonstrate your own critical engagement with the material Seminars need not present a strong thesis led agenda and may instead comprise of more exploratory considerations of the texts and methodological or theoretical concerns occasioned by the class topic Whatever their formats presentations and subsequent discussion should remain structured and focused 30

nar response Simply put you will identify and respond to the salient points raised by the preceding seminar You may choose to push further ideas discussed in the seminar critique in a collegial manner arguments made earlier or explore blind spots 10

Short response On two occasions over the term (Jan 30 and Mar 6) I shall set a question arising from the assigned reading. Students will write a short response (500 words) and submit it by the following class (10 each, 20 in total).

Seminar paper An essay of approximately 3,500 words. If you wish, you may write on the topic on which you gave your seminar, but your essay must offer an appreciable development of the material of the seminar presentation. The essay is due Monday 2nd April (40).

Assignments may not be submitted by email. All assignments must be completed.

Late penalties work submitted after the due date will incur a penalty of 2% for each day that it is late.