

University of Puerto Rico
Department of English
PO Box 23356
College of Humanities
Río Piedras, PR 00931-3356

English 4001: Shakespeare's Early Works
INGL 4001
Monday & Wednesday, 2:30-3:50
LPM 215A
Fall, 2018
Dr. Conlan
james.conlan@gmail.com
Office hours: MW 4-5:30 and by appointment
Credit Hours: 3

Prerequisites: Permission of the Department of English

Course Description: Study of representative comedies, tragedies and histories from Shakespeare's early period, and study of his development as a dramatist in the first half of his career.

“As *Plautus* and *Seneca* are accounted the best for Comedy and Tragedy among the Latines: so *Shakespeare* among y^e English is the most excellent in both kinds for the stage; for Comedy, witnes his *Ge'tleme' of Verona*, his *Errors*, his *Love labours lost*, his *Love labours wonne*, his *Midsummer night dreame*, & his *Merchant of Venice* : for Tragedy his *Richard the 2.* *Richard the 3.* *Henry the 4.* *King John*, *Titus Andronicus* and his *Romeo and Juliet*.” Francis Meres, *Palladis Tamia* (1598)

“And what he thought, he uttered with that easinesse, that we have scarce received from him a blot in his papers. But it is not our province, who onely gather his works, and give them to you, to praise him. It is yours that reade him....Reade him, therefore; and againe, and againe: And then if you do not like him, surely you are in some manifest danger, not to understand him.”

Following the advice offered above by Shakespeare's literary executors, John Hemminge and Henrie Condell, in their introduction to the 1623 Folio of Shakespeare's works, our study of Shakespeare's pre-1598 works shall adopt the practice of focused reading and rereading toward the end of arriving at an appreciation of the “manifest dangers” of miscomprehension that Shakespeare's early works once presented (and still present) to readers and play-goers alike.

Course Objectives:

By the end of the course, students should be able to

- Recall accurately the inner and sometimes hidden workings of several of Shakespeare's plots;
- Discuss the religious, literary, historical and theatrical contexts of Shakespeare's plays;
- Understand the strengths and limitations of using Aristotle's elements of drama to analyze Shakespeare's plays;
- Develop intelligent responses to problems in Shakespeare's plays and defend these responses in writing;
- Parse Shakespeare's language with such confidence that they can disagree with published Shakespeare criticism without fear.

Text:

The Norton Shakespeare, Second Edition. Ed. Stephen Greenblatt. New York: W.W. Norton, 2008. Clothbound. 3392 pages. ISBN 978-0-393-92991-1

OR

The Norton Shakespeare, first edition.

Course Outline:

20 August Introduction to Shakespeare theatrical contexts
22 August Tragedy, Melodrama & Catastrophe

27 August *Romeo & Juliet*
28 August
29 August

3 SEPTEMBER: LABOR DAY: NO CLASS
5 September

10 September Introduction to Shakespearean Comedy: *Taming of the Shrew*, *Inductions 1 & 2*
12 September *A Midsummer Night's Dream*

17 September
19 September

24 September *Richard II*
26 September: NO CLASS: FRIDAY

1 October
3 October

8 October
10 October *Titus Andronicus*

15 October
17 October

22 October
24 October *Hamlet*

29 October
31 October

5 November
7 November

12 November: VETERANS' DAY
14 November: *Richard III*

19 November: DISCOVERY OF PUERTO RICO
21 November

26 November
28 November

3 December *Merchant of Venice*
5 December

10 December

Teaching Strategies: Lecture, focused discussion, response papers, and examination.

Class Policies:

1. The email list is ONLY for communication about class activities.
2. Attendance is important: quizzes, response papers and exams reward those who attend class.
3. Assigned works should be read before the first day of class discussion.
4. With the exception of the response paper on *Romeo and Juliet*, which everyone should turn in on the last day of discussion, all response papers are due at the beginning of the second to last class of discussion: late responses will not be accepted.
5. Response papers should be typed, double-spaced, in 12-point font, with 1.25" margins, printed on one side of the page, and written in English to the best of your ability.
6. Please, no active cell phones, eating, or tape-recording in class.

7. Quizzes will be unannounced at the will and pleasure of the professor.
8. The professor reserves the right to alter the syllabus should the needs of the class require it.
9. Work not properly cited will be returned. The submission of plagiarized work will result in failure of the class and charges filed with the Dean.
10. Los estudiantes que reciban servicios de **Rehabilitación Vocacional** deben comunicarse con el profesor al inicio del semestre para planificar el acomodo razonable y equipo asistivo del semestre necesario conforme a las recomendaciones de la Oficina de Asuntos Estudiantes. También aquellos estudiantes con necesidades especiales que requieren de algún tipo de asistencia o acomodo deben comunicarse con el profesor.
11. Evaluación diferenciada a estudiantes con necesidades especiales:
In the spirit of the ancient rhetorical tradition, oral and written assignments may be interchanged in the event that special needs prevent one or the other from being completed.

Grading system: A, B, C, D, F

Each response paper will be evaluated on its thesis, organization, evidence, treatment of its audience, and style. Improperly cited written work will not be graded.

Requirements:

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| 10% | Informed class participation, determined in part by quizzes |
| 60% | A minimum of four response papers, 2-3 pages each, using a different element of drama as defined in Aristotle's <i>Poetics</i> ((plot, character, theme, diction, music and spectacle).
Each essay should address a single aspect of the Shakespeare play then under discussion.
Essays on spectacle should address a published illustration of a scene against the text of the play. The illustration should be submitted with the essay. |
| 30% | An essay on <i>Hamlet</i> that critiques an article published on the play in the past five years. The article should be submitted with the essay. |