ENGLISH 362  Shakespeare 1
Section 01, 10:00-11:30 TR, ML 117

Professor L. Magnusson, HH 264, phone ext. 2759
Office hours: T 1:00-3:30, W 2:30-4:00, and Th 12:00-2:00 (call ext. 3558 for appointment)

A. COURSE DESCRIPTION

English 362 focuses on the plays Shakespeare wrote before 1600, providing intensive coverage of seven plays. Close study of the plays is encouraged, with attention given to Shakespeare's techniques of plot construction, to his accomplishment in language, and to elements of his stage craft. The lectures also reflect on social and political themes, and they assess the intellectual contribution of Shakespeare's writings. They discuss the sixteenth-century cultural and theatrical contexts from which the plays arise, but they also reflect on the uses to which Shakespeare's works are put in the present day. The course introduces students to the current developments in Shakespeare studies.

B. OBJECTIVES

English 362 has four related objectives.
1. It aims to make you fully conversant with seven Shakespeare plays.
2. It aims to give you a vocabulary and skills for the close reading and analysis of Shakespeare's plays, skills which you can transfer to other plays and texts.
3. It aims to encourage interrogative thinking about the plays.
4. It aims to help you improve your writing ability.

C. TEXT


D. ASSIGNMENTS AND GRADING

Note: A series of small assignments based on group work and seminars is designed to help prepare you for the major essay assignment of the course—a scene analysis. You are strongly encouraged to participate fully in these discussions to help create a lively intellectual exchange in the classes.

1. Course essay—an essay proposal of 1-2 double-spaced typed pages (250-500 words) and a course essay of 7-8 double-spaced typed pages (1750-2000 words). The essay assignment (to be described in more detail later) will consist in the close analysis of one scene.
   Due dates: Proposal due 3 November. Grade value 10%.  
   Course essay due 17 November. Grade value 35%.

2. (a) Seminar preparation sheet--1 typed page, point form, due on the seminar date--and
   (b) seminar report--2 double-spaced typed pages, paragraph form, due one week after the seminar. Grade value 10%.
3. Group and seminar discussion "issue sheets"—3 per term. 1 double-spaced typed page (250 words) each. Due one week after each group or seminar discussion. **Total grade value 10%.**

4. Final examination—scheduled in examination period. Covers all course work. Includes identification and discussion of passages (selected from those treated in class lectures) and essay questions. **Grade value 35%.**

E. CLASS SCHEDULE


15 Sept.  Plot construction.

20, 22, 27 Sept.  *The Taming of the Shrew* 1, 2, and 3

29 Sept.  *Much Ado About Nothing* 1, 2, and 3


11, 13, 18 Oct.  *Love’s Labour’s Lost* 1, 2 and 3
Beginning and ending. Rhetorical tradition. Group discussion on 18 October.

20, 25, 27 Oct.  *Romeo and Juliet* 1, 2, and 3

1, 3, 8 Nov.  *King Richard II* 1, 2, and 3
Representing history. The theatre of power; the power of the theatre. Indirection. Kingship. Scene seminar on 8 November. **Reminder: Essay proposals due 3 November.**

10, 15, 17 Nov.  *A Midsummer Night’s Dream* 1, 2, and 3
Reminder: Essay due 17 November.

22, 24, 29 Nov.  
*2 Henry IV* and *Sonnets* 1, 2, and 3.  
Sequel, time theme, disillusion, diminishment. Time and the sonnets.  
Group discussion on 29 November.

1 Dec.  
Catch-up or sonnets

F. GENERAL ESSAY GUIDELINES

1. An essay assignment requires a formal academic essay.

2. Essay assignments should not merely repeat lecture materials. They should involve your own definition and thinking through of issues. Lecture materials may serve as starting points for your thoughts, but where this occurs there should be a clear development of ideas beyond what was said in the lectures.

3. Once you have generated material for your essay, be sure to find a suitable way of organizing it. Give special attention to your opening paragraph, which should at least (a) introduce the main topic or argument, or the main set of issues and problems (take care to explain them clearly), (b) indicate the plan and direction of the essay, and (c) interest the reader, though not by gimmicks.

4. Make an effort to offer at least one strong idea, articulated in a topic sentence, in every paragraph. Use the remainder of the paragraph to develop, prove, or illustrate the main assertion. Aim for a clear and concise writing style.

5. Where you consult secondary sources, be sure to cite them in a bibliography and use footnotes to clarify the extent of any indebtedness.


7. Before you submit a paper, be sure to proofread it carefully, checking for errors in typing, spelling, and grammar, and considering whether you have expressed your ideas as clearly as you would like to. You owe it to yourself to use the opportunity of a university course in English to improve your writing.

*Plagiarism warning:*

The Faculty of Arts requires instructors do remind students that plagiarism—the use of another’s words or ideas as one’s own—is a serious academic offence. For further information, see the undergraduate calendar.