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ENG 5003-600: Studies in 17th Century British Literature

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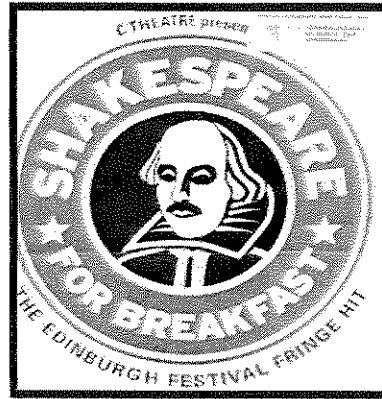
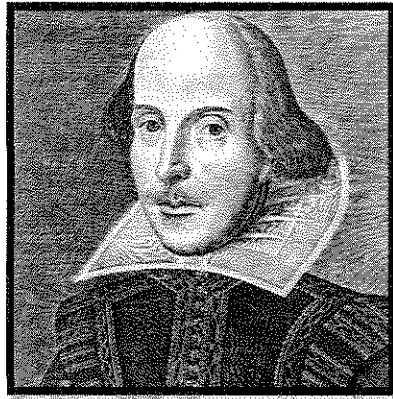
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**English 5003-600: Studies in 17th-Century British Literature—
Shakespeare for All
Online Course Syllabus
Fall 2018**



Dr. Julie Campbell
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Welcome

Welcome to Studies in 17th-Century British Literature: Shakespeare for All. This course will be delivered online through Eastern Illinois University's D2L system.

Course Access

Login to the course in D2L from the EIU Homepage. You will access the course in D2L using your EIU Net ID and password.

Meet the Professor

Hello—I am Dr. Julie Campbell. My area of specialization is Renaissance/17th-Century literature, and I always look forward to teaching this course. In graduate school, I was a research assistant for the *World Shakespeare Bibliography* (<https://www.worldshakesbib.org>), which is published for the Folger Shakespeare Library (<https://www.folger.edu>), and I have taught courses on topics in Shakespeare throughout my career. I love Shakespeare on the page and in performance. You can learn more about me and my work by going to the Department of English website: <https://www.eiu.edu/english/faculty.php>, and selecting my profile in the Faculty Directory.

The best way to contact me is by email, through my campus email address: jdcampbell@eiu.edu.

My office hours are TTH 2-4pm and W 10am-11am. In most cases, I will respond to email messages within 24 hours.

Course Description

When we read or teach Shakespeare, sometimes the complexity of the language, Renaissance dramatic constructs, and historical contextualization required can seem intimidating. Moreover, we are often haunted by the notion that Shakespeare's work is exclusively "high culture," that is, belonging only to the culture of the elite. In this course we will confront these issues through an exploration of the range of Renaissance popular culture in which Shakespeare's works reside. We will also examine ways in which Shakespeare's plays have been adapted in our own popular culture.

You will be responsible for contributing comments in response to discussion questions, writing short research reports regarding secondary source material, reviewing one performance, and preparing one major research project/paper. There will also be a mid-term and a final exam.

Textbooks

Bill Bryson, *Shakespeare: The World as Stage* (2007)

Shakespeare: *Midsummer Night's Dream; Henry V; Othello; Much Ado about Nothing; As You Like It; Merchant of Venice; Twelfth Night; Tempest*

E-Reserves

Primary works

--Nashe, excerpt from *Pierce Penniless*

--Lyly, excerpt from *Euphues's Glass for Europe*

--Sidney, excerpt from *The Countess of Pembroke's Arcadia (New Arcadia)*

--Wroth, excerpt from *The Countess of Montgomery's Urania*

--Andreini, excerpt from *La Mirtilla*

--Anger, "Jane Anger, her Protection for women..."

--Gosynhill, "Mulierum Paean"

--Gosynhill, "Schoolhouse of Women"

Secondary works

--Pamela Brown, "'Cattle of his colour': Boying the Diva in *AYLF*"

--Melissa E. Sanchez, "Seduction and Servitude in the *Tempest*"

--Andrew Grewar, "The Clowning Zanies: Shakespeare and the Actors of the *Commedia dell'Arte*"

--Richard W. Whalen, "Commedia dell'arte in *Othello*: a Satiric Comedy Ending in Tragedy"

Available in Full Texts via Booth Library

Secondary works

--Mary Ellen Lamb, "Taken by the Fairies: Fairy Practices and the Production of Popular Culture in *A Midsummer Night's Dream*"

--Ariane Balizet, "Just Say Yes: Shakespeare, Sex, and Girl Culture"

--Nancy Lindheim, "Rethinking Sexuality and Class in *12th Night*"

--John Klause, "Catholic and Protestant, Jesuit and Jew: Historical Religion in *The Merchant of Venice*"

--Stephanie Chamberlain, "Rotten Oranges and Other Spoiled Commodities: The Economics of Shame in *Much Ado about Nothing*"

--Catherine Thomas, "Nunn's Sweet Transvestite: Desiring Viola in *Twelfth Night*"

--Ruth Vanita, "'Proper' Men and 'Fallen' Women: The Unprotectedness of Wives in *Othello*"

Course Objectives

1. Students will gain an understanding of key Renaissance cultural contexts for Shakespeare's plays.
2. Students will identify ways that directors have adapted elements of Shakespeare's works to resonate with our contemporary cultural contexts.
3. Students will become familiar with the traditional delineations of subgenres of Shakespeare's plays: comedy, history, tragedy, and romance.
4. Students will learn how to use the following databases: MLA International Bibliography, J-Stor, and EEBO, as well as Booth Library's E-Reserves.
5. Students will write two (4-6 page) research reports.
6. Students will write one (3-5 page) performance review.
7. Students will contribute to the course discussion forum as directed in specific modules. Discussion prompts will be provided.
8. Students will turn in one rough draft of the capstone project for an email consultation with the professor **at least two weeks before the project is due.**
9. Students will produce **one** of the following capstone projects: a conference-length (10-12 page) research paper with an abstract and a list of potentially appropriate conferences for the paper **or** a six-week lesson plan for a unit on Shakespeare at the secondary level, accompanied by a (3-5 page) rationale for the unit and a bibliography of primary and secondary sources included.

Course Format

English 5002 Online will be completed over the course of Fall Semester 2018. Due dates for assignments are noted in each module. The course includes reading assignments, writing assignments, and forum discussion requirements.

Policies

--The English Department statement on plagiarism stipulates that any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author and representation of them as one's original work" (*Random House Dictionary of the English Language*)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the assigned

essay and a grade of NC for the course, and to report the incident to the Judicial Affairs Office.

--Hand papers in and have reports prepared on time. If you're having problems, let me know. Assignments more than a week late without a University-approved excuse will not be accepted.

--If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583).

Requirements and Grades

10 responses to forum discussions	20%
2 exams: 10% each of final grade	20%
2 research reports: 10% each of final grade	20%
1 performance review: 10% of final grade	10%
1 capstone project: 30% of final grade	30%
Total:	100%

Responses to Forum Discussions: Specific modules will include discussion prompts. You will contribute your responses to the forums in question through D2L.

Exams will be reading- and research-based. Each will require one short essay (2-3 pages) written for a specific prompt and a series of short answers to specific questions.

Research Reports (4-6 pages) will address assigned and/or other secondary source readings of your choice. The purpose of this assignment is two-fold: first, it is meant to help you begin exploring potential topics and sources for your capstone project, and second, it will allow you to examine, consider, and critique the work of another scholar. In other words, you will begin joining in the academic conversation on Shakespeare.

For these assignments: You will briefly summarize the article (in 2-3 paragraphs), identifying the main thesis and arguments, then you will critique the article, based on research that you do on the topic/s in question in the article.

Performance Review (3-5 pages): You will select a modern/contemporary performance (film or live performance) to critique, and you will specify a venue and audience for your review. You will receive a set of review guidelines to follow as you craft your review.

The Capstone Project will be either a conference-length (10-12 page) research paper with an abstract and a list of potentially appropriate conferences for the paper **or** a six-week lesson plan for a unit on Shakespeare at the secondary level, accompanied by a (5-7 page) rationale for the unit and a bibliography of primary and secondary sources included.

Notes:

1. For documentation of research in any of your assignments this semester, please use MLA Parenthetical Style, with a Works Cited page for bibliographies.
2. Exams, papers, and capstone projects will be turned in via the professor's campus email address: jdcampbell@eiu.edu.

Content Module Topics

- Module 1: Course Overview/Syllabus
Shakespeare and the English Renaissance/Shakespeare and Popular Culture
- Module 2: Comedy and *Midsummer Night's Dream*
- Module 3: *Midsummer Night's Dream* Film
- Module 4: History and *Henry V*
- Module 5: *Henry V* Film
Research Report 1
- Module 6: Tragedy and *Othello*
- Module 7: Comedy and *Much Ado About Nothing*
- Module 8: *Much Ado About Nothing* Film
Midterm Exam
- Module 9: Comedy and *As You Like It*
Introduce Capstone Project
- Module 10: Problem Play and *Merchant of Venice*
- Module 11: *Merchant of Venice* Film
Research Report 2
- Module 12: Comedy and *Twelfth Night*
- Module 13: *Twelfth Night* Film
Performance Review
- Module 14: Romance and *The Tempest*

Module 15: Course Summary; Capstone Project due

Final Exam: The Final Exam in this course is due via e-mail to the professor by 5pm on Dec. 14.