

This syllabus has been provided as a reference tool for students considering this course. It has been modified to follow Senate regulations. Current students enrolled in any undergraduate course must obtain the most recent syllabus from their course instructor or from their course website. This is not the latest version.



Department of English & Writing Studies

Seminar in Drama: Shakesqueer **English 4820F (001)** Fall 2013

Instructor: James Purkis

Date/Time: Wednesday 10:30am-1:30pm

Location: University College 282

Prerequisites

Two of English 2200F/G, 2210F/G, 2220F/G, 2230F/G, 2235A/B (Huron), English 2240F/G, 2250F/G, Theatre Studies 3205F/G, or permission of the Department.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Objectives:

Successful students who complete the course will be better able to:

- Read the drama as participant in the culture in which it was first written, addressing matters of subjectivity, sexuality, gender, history, and literary tradition;
- Understand and explore ideas of friendship, homosociality, and sodomy as if they pertain to the period;
- Develop a knowledge of aspects Of queer theories, including matters of sexuality and the writing of history;
- Develop writing skills, including the formulation of arguments, the use of textual support and analysis, and the incorporation of critical work into essays;
- Improve oral communication skills through class discussion.

Course Materials

The Folger Library editions (eds. Mowat and Werstine) of *As You Like It*, *Coriolanus*, *Romeo and Juliet*, and *The Two Noble Kinsmen* are available at the bookstore. Hopefully, the New Mermaids edition of *Edward II* will be available soon.

Methods of Evaluation

Seminar presentation		20%
Written responses	3 of 4 set questions	20%
Annotated Bibliography	Due Nov 13	15%
Research Essay	Due Dec 4	30%
Participation	Over the term	15%

A student must receive a passing grade for both term work and the final examination in order to receive a passing grade for the course. This applies to all courses in all programs offered by the department. Students whose term and final exam grades average 50% or above, even though one of the two is a failure, shall receive a default grade of 48%. **Please note:** The department of English & Writing Studies does not release final grades. All undergraduate grade reports will be available online from the Office of the Registrar.

Students are fully responsible for looking at and being familiar with the information posted on the department website at <http://www.uwo.ca/english/undergraduate/info%20for%20students.html#grade>.

Timetable:

Sep 11	Introductory class		
Sep 18	Edward II		
Sep 25	Edward II (<u>Goldberg</u>)	2 seminars	
Oct 2	Romeo and Juliet	2 seminars	short response due
Oct 9	Romeo and Juliet (<u>Freccero</u>)	2 seminars	
Oct 16	Shakespeare in Love		(film; dir. John Madden)
Oct 23	The Two Noble Kinsmen	2 seminars	short response due
Oct 30	The Two Noble Kinsmen (<u>Sinfield</u>)	2 seminars	
Nov 6	Coriolanus	2 seminars	short response due
Nov 13	Coriolanus (<u>Smith</u>)	2 seminars	annotated bibliography due
Nov 20	Coriolanus		(film; dir. Ralph Fiennes)
Nov 27	As You Like It	2 seminars	
Dec 2	As You Like It (<u>Orgel</u>)		research essay due

Assignments:

Seminar presentation: Seminars last for thirty to forty minutes, during which the student is responsible for directing class discussion. The seminar have a formal component, of between 15 and 20 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 primary 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.

Short responses: On four occasions over the term I shall set a question arising from the assigned reading. Students will write a short (500 words) response for submission in the following class. Your best three responses will count.

Annotated bibliography: In preparation for the essay, students will compile an annotated bibliography of critical work relevant to their chosen topic. The annotated bibliography permits students to consider divergent arguments without having to commit to a specific position. It consists of analytical responses to SIX SOURCES that will serve as the basis for the essay. It should be divided into three sections: 1) annotations; 2) summary; 3) conclusion. In the first section (approx. 1,000 words), the annotations, you will begin to consider your own position on an issue or debate by briefly summarizing several other authors' arguments. Don't worry if some of your sources don't seem to quite fit your interests; often seemingly promising articles do not provide the help or inspiration that they promise. This is an inevitable part of the research process. You may use the annotations to formulate analytical questions or even express ambivalence about the authors' positions. The last page should include sections 2) and 3). The summary section synthesizes the key issues and analytical questions that your reading has occasioned. The conclusion briefly outlines what you have achieved and where you think that you still need to look.

Annotations: In five to ten sentences (your annotations will vary in length depending on their usefulness to your argument) reference each source and include as many of the following points as possible:

1. What is the author's thesis/argument? What is the question or debate driving the argument?
2. Briefly describe each author's approach to the topic (Cultural Materialist? New Historicist? Feminist? Queer? Psychoanalytic?)
3. Relate the source to your topic - why is it useful to your project?
4. Do you agree/disagree with the author's thesis? What aspects of the argument coincide with your own position? How did the source add to your understanding of the topic?
5. Briefly link the reading to one or more of your sources: is this reading focusing on the same issue, topic, or drawing on the same historical documents? Does it support or challenge your other sources?
6. Include analytical questions that will help you to develop a thesis for your essay.

Sample annotation (for an essay on gender relations in *Taming of the Shrew*):

Smith, Amy L. "Performing Marriage with a Difference: Wooing, Wedding and Bedding in *The Taming of the Shrew*." *Comparative Drama* 36 (2002): 289-320. Smith uses Judith Butler's notion of "performativity" to argue for the gap between the thing done and the thing coming into being. Enactments of a ritual such as a wedding can allow us to perceive the perilous condition of identities of gender and sexuality through (failures of) rearticulation. She sidesteps deadlocked arguments for and against the perception of irony in the final speech by working through a less monolithic interpretation of the wedding as performance that allows us to see that Katherina's and Petruchio's relationship participates in the formation of masculine and feminine identities. By offering a more flexible sense of gender identity, Smith offers a new and relevant

perspective on gender politics in the Shrew, but the essay is limited by its unreflective, formulaic application of Butler. I need to consider further how constructionist models of gender and sexuality might allow one to think differently about Shakespeare's treatment of marriage and romantic love.

Research essay: An essay of 3000 to 3500 words on one of the plays studied on the course that offers a significant engagement with the interpretative issues broached in class. Students should demonstrate a rigorous engagement with appropriate critical work (hence the annotated bibliography). However, while demonstrating a knowledge of relevant criticism is important, formulating a cogent argument, supported with close readings of the text, is essential. Please attach your graded copy of the annotated bibliography. This allows me to see how you have worked out your own questions.

Participation: As a seminar, each student's participation is crucial. Contributions to class discussion will be given a grade each week.

Submission of assignments: Written assignments may be submitted in class, given to me in person, sent to me (at the Department) by post or courier, or may be submitted in the essay boxes outside the Department of English office (UC 173). Note that essays submitted before 8:30 am in the essay box are stamped with the previous day's date and I accept those datings.

Do not put assignments under my office door or email or fax assignments. Assignments submitted in these ways will not be accepted. Please keep a copy of all assignments submitted.

Grace days: You are each given THREE grace days, which you can use all at once, or allocate between your essays (except in-class quizzes, of course). When your grace days are gone, they are gone, and you are faced with a late assignment (see next section). In view of these days and of the advance notice given for each assignment, further extensions will only be given in accordance with the statement on academic accommodation on the first page of this guide.

Late assignments: If you submit an assignment after the due date (plus whatever grace days you have remaining) but within two weeks of it, the grade will be reduced by a penalty of two marks (2%) for each calendar day that it is late. The arrangements for date-stamping essays in the Department of English essay box are accepted for late essays.

PAPERS SUBMITTED MORE THAN TWO WEEKS AFTER THE DUE DATE WILL NOT BE ACCEPTED UNLESS ACADEMIC ACCOMMODATION HAS BEEN AGREED IN ACCORDANCE WITH THE STATEMENT BELOW.

Accommodation

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 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 request for relief specifying the nature of the accommodation being requested. The UWO Policy on Accommodation for Medical Illness and further information regarding this policy can be found at http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Downloadable Student Medical Certificate (SMC):

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or passage 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 offence.

Plagiarism Checking:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com <http://www.turnitin.com>.

Support Services

Registrarial Services <http://www.registrar.uwo.ca>

Student Support Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Services provided by the USC <http://westernusc.ca/services/>

Student Development Centre <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to MentalHealth@Western: <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.