

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.

Programme:

Jan 9 Introduction: singularity (or not)

Jan 16 William Shakespeare (and George Peele?), *Titus Andronicus*

- Alexander Pope, 'The Preface of the Editor', *The Works of Shakespeare in Six Volumes* ed. Pope (Jacob Tonson, 1725), i-xxiv
- Pope's 1725 edition (Gale Cengage, Eighteenth Century Collections Online)

Jan 23 Anon, *Arden of Faversham*

- C. F. Tucker Brooke (ed.), *The Shakespeare Apocrypha: Being a Collection of Fourteen Plays which have been Ascribed to Shakespeare* (Clarendon, 1908), pp. iii-xv

Jan 30 William Shakespeare and John Fletcher, *The Two Noble Kinsmen*

- Jeffrey Masten, *Textual Intercourse: Collaboration, Authorship, and Sexualities in Renaissance Drama* (Cambridge UP, 1997), chapter two, pp. 28-62

Feb 6 Anthony Munday and others, *Sir Thomas More*, 1911, 1949

- W. W. Greg (ed.), *The Book of Sir Thomas More*. Malone Society Reprint (1911), pp. v-xx
- R. C. Bald, 'The Booke of Sir Thomas Moore and its problems', *Shakespeare Survey* 2 (1949), 44-65.

Feb 13 *Sir Thomas More*, c. 1603 (and 1970 and 2014)

- Scott McMillin, 'The Book of Sir Thomas More. A Theatrical View', *Modern Philology* 68 (1970), 10-24
- MacDonald P. Jackson, 'The Date and Authorship of Hand D' s Contribution to *Sir Thomas More*. Evidence from "Literature Online"', *Shakespeare Survey* 59 (2006), 69-78
- James Purkis, 'Shakespeare' s Singularity and Sir Thomas More', *Shakespeare Survey* 67 (2014), 150-64

Feb 20 **READING WEEK. NO CLASS**

Feb 27 William Shakespeare, '*Hamlet*'

- Paul Werstine, 'The Textual Mystery of *Hamlet*', *Shakespeare Quarterly* 39 (1988), 1-26

Mar 6 *The Tragicall Historie of Hamlet Prince of Denmark* (Q1,1603)

- Robert Weimann, *Author' s Pen and Actor' s Voice* (Cambridge UP, 2000), pp. 18-28

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

Mar 13 William Shakespeare, *'Romeo and Juliet'*

Mar 20 William Shakespeare, *Romeo and Juliet* (Q1, 1599)

- 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

Mar 27 John Madden (dir.), *Shakespeare in Love*

Assignments

Seminar 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%)

Seminar 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%)

Written 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)

Research 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 28th 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.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

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

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. *for example*, please check out the Faculty of Music web page <http://www.music.uwo.ca/>, and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>. Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>. Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html.