

English 304: Shakespeare and Media

Mondays/Wednesdays 2:00-3:15, Tawes Hall 1107

Professor: Scott Trudell
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Office hours: Mondays 11:30-1:30 and by appointment
Tawes Hall 3228

This course will focus on "Shakespeare and Media": that is, the printed books, manuscripts, theatrical settings, actors, musical instruments, and other means by which Shakespeare's plays and poems were transmitted. Readings will include the Sonnets, *Titus Andronicus*, *Richard III*, *Love's Labor's Lost*, *Hamlet*, *Cymbeline*, and *The Tempest*. We will also read contextual material, scholarship on Shakespeare's works, and scholarship on media history and theory. Requirements will include weekly blog posts, two writing assignments, and a final exam.

Books:

- *Cymbeline*. Ed. Valerie Wayne. Arden Shakespeare, 2017. ISBN: 9781904271307.
- *Hamlet*. Ed. Barbara Mowat and Paul Werstine. Folger Shakespeare Library, 2003. ISBN: 9780743477123.
- *Love's Labor's Lost*. Ed. Barbara Mowat and Paul Werstine. Folger Shakespeare Library, 2005. ISBN: 9780743484923.
- *Richard III*. Ed. Barbara Mowat and Paul Werstine. Folger Shakespeare Library, 2015. ISBN: 9780743482844.
- *Shakespeare's Sonnets*. Ed. Barbara Mowat and Paul Werstine. Folger Shakespeare Library, 2004. ISBN: 9780671722876.
- *The Tempest*. Ed. Barbara Mowat and Paul Werstine. Folger Shakespeare Library, 2004. ISBN: 9780743482837.
- *Titus Andronicus*. Ed. Barbara Mowat and Paul Werstine. Folger Shakespeare Library, 2005. ISBN: 9780671722920.

Check www.bookfinder.com and www.amazon.com for used copies. If you already own other editions of the required texts, please check with me: other scholarly editions are generally acceptable, with the exception of *Cymbeline* (for that you need the Arden edition listed above). Online editions are not acceptable for this course.

Additional required texts will be available for download as pdfs on our ELMS course site. **You are required to bring all required reading in hard copy on the days we discuss it.** I strongly advise purchasing a printer if you do not already own one.

Course requirements:

- Paper of 1750-2250 words (20%)
- Preparedness and active participation in class (20%)
- Weekly blog submissions and play review (20%)
- Wikipedia assignment (20%)
- Final exam (20%)

What to expect:

**The Engliſhe is according to the tyme it was written in, and
the fence ſomewhat darke, but not ſo hard; but that it maye
be vnderſtande of ſuch as wyll not ſticke to breake the ſhell
of the nutte for the kernelles ſake,**

-Robert Crowley on *Piers Plowman*, 1550

This course requires no previous experience with early modern English. We will work on reading comprehension in class. Just make sure to put in the effort right away, especially by reading aloud (my #1 tip for getting the hang of it) and by going through and re-reading the language once you understand the plot. Work on it, hang in there, and you will see rapid improvement.

I may give unannounced reading quizzes; the only preparation necessary is to complete the assigned reading for each class. Failing quizzes after having done the reading may be a warning sign of comprehension problems, or it may be a warning sign that you have not read closely enough. If you are having reading comprehension trouble, email me to make an appointment or drop into my office hours.

The final exam will take the form of five short essay questions, each asking you to pair two texts on the syllabus. The exam touches on many texts and rewards those who have read attentively throughout the course. I will provide a sample exam so that you are able to practice your responses on the blog and on your own. You will be allowed to use your books and your marginal notes (but not notebooks or loose sheets of paper) on the exam, so it is to your advantage to take notes in your books over the course of the semester (using post-it notes if you don't want to write in them).

Your first writing assignment will be a paper of 1750-2250 words (approximately 5-6 pages) on a media adaptation of *Richard III*. You will locate and select the adaptation, and your goals will be 1) to show how the material production, technologies, and cultural practices of media shape the meanings of the adaptation, and 2) what your interpretation of the adaptation reveals about Shakespeare's play itself. Plan to give a 2-minute flash presentation on your adaptation in class on **February 25**. A draft of the paper will then be **due March 3**, and the final paper will be **due March 10**.

Your second writing assignment will take place on Wikipedia, where our goal as a class will be to improve the article on *Cymbeline*. All components of this assignment will be laid out for you in a detailed course module developed through the Wiki Education Foundation: make sure keep up to date with the module **beginning March 25**.

You are required to attend and review at least one Shakespearean play this semester. I will arrange class trips (with discounted tickets) to the Shakespeare Theater Company production of *Richard III* and the Folger

Theatre production of *Love's Labor's Lost*. Another option is *Hamlet Replayed*, which will be playing at the Clarice February 22 to March 2. Please make sure that your review makes use of what you are learning in class, including your historical understanding of early modern drama and your tools for critical analysis. Your review should be **500-700 words long** and should be posted on the blog en lieu of a given week's required post **by May 12 at the latest**.

Please pay close attention to the due dates on the syllabus: most of your assignments have deadlines outside of class, in electronic form.

Blog requirement:

Bloggging will a key part of this course: you will do a lot of your writing in this format, and class discussion will emerge from what you say online. By Sunday night each week, you are required to make a blog post about the upcoming week's readings and to make at least one comment on peer's post.

Your primary goal each week should be to discuss and interpret a media adaptation of Shakespeare: film, performance, music, edition, early printed book, etc. I strongly encourage you to link to a clip on YouTube that helps to illuminate something at stake in that week's reading. Make sure to explain how your pairing helps us understand the course text in a new way.

Please bookmark the blog here and sign up for email updates:

<<https://english304spring19.wordpress.com>>

The first step will be responding to an auto-generated invitation that you will receive via email. Check for messages from a Wordpress email address, accept the invitation, and follow the instructions for registering with the site.

Remember to make a post of your own **and** at least one comment per week. To make a post, it is best to use the "Write a new post" link, in the "Get to work" column on the right (using the drop-down menu sometimes leads to confusion). Your grade will reflect how thoughtfully you engage with fellow students, so you will need to read the blog each week and respond to your classmates' ideas.

I will occasionally provide blog prompts, but in general I prefer for you to generate the discussion. Your posts will be the starting points for your papers; they will respond to and inspire threads of discussion in class; and they will allow you to draw connections between course texts and contemporary culture.

Posts should generally focus on the reading for the coming week. This means that you will need to have completed the reading by Sunday night each week. That said, it's okay to pick up on something that came up during the previous week's discussion. Try connecting the upcoming reading to what we discussed in class, for example. It's also okay to focus on something from the previous week that we did not have time to discuss in class. Just make sure that most of your posts touch on upcoming material.

Policies:

- Attendance and participation are extremely important in this course.
- I grade participation based on thoughtful, consistent engagement with the class. This is not simply about speaking often: more important is how you listen and respond to your peers.
- I take attendance daily. Absences that are not excused will result in failing participation grades. You may submit written documentation of excused absences before class begins or during my office hours. For the University policy on absences, see <http://www.ugst.umd.edu/courserelatedpolicies.html>
- If you miss class for any reason, follow these steps:
 - 1) Send me a brief email before class begins to let me know that you cannot attend.
 - 2) Post a reaction to that day's readings on the course blog. Make-up posts are in addition to your weekly blog posts: they do not count as your post for the week. Post within three days of the class you missed and title it "Make-up post." Failing to submit make-up posts will result in lower or failing grades for participation and blog performance.
 - 3) Obtain notes. Find a partner and exchange contact information early in the semester to help with this.
- Turn off phones and computers completely (not to vibrate or silent) and leave them in your bag. Some students may require an exception: see me if this is the case.
- You are responsible for following the university code on academic honesty. If I detect plagiarism, I will report it to the Honor Council, and you will be subject to receiving an "XF" for the course, with the notation on your transcript, "Failure due to academic dishonesty."
- If you have a disability that requires accommodation, please let me know during the first two weeks of class.
- If there are hardships that will affect your course performance, I encourage you to let me know early in the semester. We can discuss strategies for succeeding.
- It is my intent that students from diverse backgrounds, perspectives, and learning needs be well served by this course and that the diversity students bring to class be viewed as a resource and strength. Dimensions of diversity include intersections of sex, race, age, national origin, ethnicity, gender identity or expression, sexual orientation, intellectual and physical ability, primary language, faith and non-faith perspectives, income, political affiliation, marital or family status, education, and any other legally protected class. I endeavor to present materials and activities that foster a positive learning environment based on open communication, mutual respect, and non-discrimination. Please let me know of ways to improve the effectiveness of the course for you personally or other students or student groups.

- For further information on course policies and related resources, see <<http://www.ugst.umd.edu/courserelatedpolicies.html>>

Course schedule:

Monday, January 28

- Introductions
- Marlowe: from *Tamburlaine the Great* (handout)

Wednesday, January 30

- Set up your Wordpress account
- *Hamlet*: Act 1

Sunday, February 3

- Blog post due by midnight

Monday, February 4

- *Hamlet*: Acts 2-3
- Stephen Gosson: from *The School of Abuse* (ELMS files folder)
- Philip Sidney: from *The Defense of Poesy* (ELMS files folder)

Wednesday, February 6

- *Hamlet*: Acts 4-5

Sunday, February 10

- Blog post due by midnight

Monday, February 11

- *Hamlet*, dir. Grigori Kozintsev (library streaming reserves)
- Jay David Bolter and Richard Grusin, selection from *Remediation* (ELMS files folder)

Wednesday, February 13

- *Richard III* (read the entire play by this date)

Sunday, February 17

- Blog post due by midnight

Monday, February 18

- *Richard III* (continued)
- Anna Blackwell, "Tweeting from the Grave: Shakespeare, Adaptation, and Social Media" (ELMS files folder)

Wednesday, February 20

- *Richard III* (continued)

Sunday, February 24

- Blog post due by midnight

Monday, February 25

- Flash presentations on *Richard III* adaptations

- *Richard III*, dir. Loncraine (library streaming reserves)

Wednesday, February 27

- Folger visit

Sunday, March 3

- Paper draft due: post an extract on the blog

Monday, March 4

- Sonnets 1, 12, 15, 18, 20, 29, 31, 33, 35

Wednesday, March 6

- Sonnets 42, 55, 60, 71, 73, 86, 94, 106, 107
- Margreta de Grazia and Peter Stallybrass, "The Materiality of the Shakespearean Text" (ELMS files folder)

Sunday, March 10

- Paper due by midnight (via ELMS)

Monday, March 11

- Sonnets 127, 128, 129, 130, 136, 138, 144, 147, 152
- Katherine Rowe, "Shakespeare and Media History" (ELMS files folder)

Wednesday, March 13

- TBD, possible BookLab visit or discussion of sonnet adaptations

-- Spring Break! --

Sunday, March 24

- Blog post due by midnight

Monday, March 25

- *Love's Labor's Lost*

Wednesday, March 27

- *Love's Labor's Lost* (continued)

Sunday, March 31

- Blog post due by midnight

Monday, April 1

- *Love's Labor's Lost* (continued)
- Matthew Harrison, "Love's Labour's Lost and the Layered Temporality of Poetic Reception" (ELMS files folder)

Wednesday, April 3

- *Cymbeline*

Sunday, April 7

- No blog post due this week: concentrate on the Wikipedia module. By this point you should have: 1) Created a Wikipedia account and

registering with our course module; 2) Read the pdfs on Editing and Evaluating Wikipedia; 3) Completed the training on "Wikipedia Essentials" and "Editing Basics"

Monday, April 8

- *Cymbeline* (continued)
- Valerie Wayne, Introduction to the Arden *Cymbeline*, 1-49

Wednesday, April 10

- Wikipedia workshop I. Come to class up to date on the module and prepared to discuss questions including: Who might read the article on *Cymbeline*, and why? Why would the article need updating? What can we do to improve it? What kind of expertise do we need?
- Valerie Wayne, Introduction to the Arden *Cymbeline*, 50-80

Sunday, April 14

- No blog post due: concentrate on making sure that you are up to date on the Wikipedia module.

Monday, April 15

- *Cymbeline* (continued)
- Valerie Wayne, Introduction to the Arden *Cymbeline*, 81-136

Tuesday, April 16

- Wikipedia team proposals due: team representatives should post them on the blog by midnight

Wednesday, April 17

- Wikipedia workshop II. Come to class ready to discuss and evaluate team proposals.

Sunday, April 21

- Wikipedia individual implementation plan due: submit via ELMS

Monday, April 22

- *Titus Andronicus*

Wednesday, April 24

- *Titus Andronicus* (continued)

Sunday, April 28

- Blog post due by midnight
- Last day to make Wikipedia edits

Monday, April 29

- *Titus Andronicus* (continued)
- *Titus*, dir. Taymor (library streaming reserves)

Wednesday, May 1

- *The Tempest*

Sunday, May 5

- Wikipedia reflection essay due: submit via ELMS

Monday, May 6

- *The Tempest* (continued)

Wednesday, May 8

- *The Tempest* (continued)
- *Prospero's Books*, dir. Greenaway (library streaming reserves)

Sunday, May 12

- Blog post due by midnight

Monday, May 13

- Course evaluations: meet in Tawes 0223
- Review

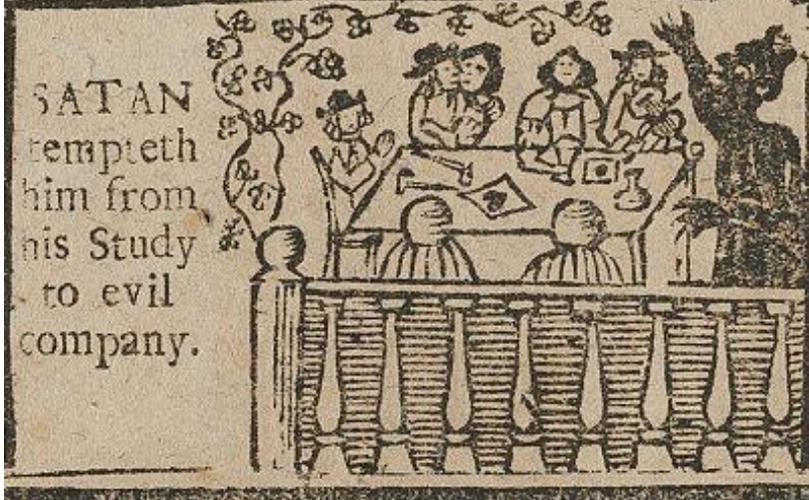
Monday, May 20, 1:30-3:30 in our regular classroom

Final Exam: open-book



The Virtu-
ous Student

Now is the Way, and Stright is the Gate, that



SATAN
tempteth
him from
his Study
to evil
company.