

## **ENGLISH 308A: SHAKESPEARE AND MEDIA**

Mondays/Wednesdays 2:00-3:15, Tawes Hall 1321

**PROFESSOR:** Scott Trudell (he/his/him)  
trudell@umd.edu

**OFFICE HOURS:** Mondays 11:30-1:30 and by appointment  
Tawes Hall 3228

### **WHAT IS THIS COURSE ABOUT?**

Our focus is "Shakespeare and Media": that is, the printed books, manuscripts, theaters, actors, musical instruments, films, and other means by which Shakespeare's plays and poems have been transmitted. Readings will include the Sonnets, *Hamlet*, *Cymbeline*, *Much Ado About Nothing*, and *1 Henry IV*. We will also read contextual material, scholarship on Shakespeare's works, and scholarship on media history and theory.

### **WHAT MATERIALS DO I NEED FOR THIS COURSE?**

- *Cymbeline*. Ed. Barbara Mowat and Paul Werstine. Folger Shakespeare Library, 2003. ISBN: 9780671722593
- *Hamlet*. Ed. Barbara Mowat and Paul Werstine. Folger Shakespeare Library, 2003. ISBN: 9780743477123.
- *Henry IV, Part 1*. Ed. Barbara Mowat and Paul Werstine. Folger Shakespeare Library, 2005. ISBN: 9780743485043.
- *Much Ado About Nothing*. Rev. edn. Ed. Claire McEachern. Arden Shakespeare, 2016. ISBN: 9781472520296.
- *Nutshell*, by Ian McEwan. Knopf, 2016. ISBN: 9780385542081.
- *Prince of Cats*, by Ron Wimberly. Image Comics, 2016. ISBN: 9781534312074.
- *Romeo and Juliet*. Ed. Barbara Mowat and Paul Werstine. Folger Shakespeare Library, 2004. ISBN: 9780671722852.
- *Shakespeare's Sonnets*. Ed. Barbara Mowat and Paul Werstine. Folger Shakespeare Library, 2004. ISBN: 9780671722876.

Check [www.bookfinder.com](http://www.bookfinder.com) and [www.amazon.com](http://www.amazon.com) for used copies. If you already own other editions of Shakespeare, you may use them as long as they are scholarly editions (with notes), in print (online editions or ebooks will not work for our purposes). The exception is *Much Ado About Nothing*: for that you will need the Arden edition listed above.

Additional readings will be available via ELMS course reserves.

I run a need-based scholarship program for textbooks; to apply, please see me after class or in my office hours.

### **HOW WILL MY LEARNING BE ASSESSED?**

- Preparedness and active participation in class (20%)  
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 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.

- Paper of 1750-2250 words (20%)  
Your first writing assignment will be a paper of 1750-2250 words (approximately 5-6 pages) on a media adaptation of *Romeo and Juliet*. 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 *Romeo and Juliet*. Plan to give a 1-minute flash presentation on your adaptation in class on **March 2**. The final paper will be **due March 8**.
- Wikipedia assignment (20%)  
Your second writing assignment will take place on Wikipedia, where our goal as a class will be to improve the article on *Much Ado About Nothing*. 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 23**.
- Final exam (20%)  
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 on the exam (but not notebooks or loose sheets of paper), 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 your textbooks).
- Weekly blog submissions (20%)  
Blogging will be 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 will 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 YouTube clip or other link on the open web 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://english308spring20.school.blog>

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. Just make sure that most of your posts touch on upcoming material.

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

#### HOW WILL I SUCCEED IN THIS COURSE?

**The Englishe is accordyng 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.

#### WHAT ARE THE COURSE POLICIES?

- Attendance and participation are extremely important.
- 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.
- Please turn off phones and computers completely (not to vibrate or silent) and leave them in your bag. Some students may require an exception: please 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 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.
- Your pronouns, gender, race, sexuality, religion, and dis/ability, among all aspects of your identity, are your choice to disclose and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you all to do the same.
- For further information on course policies and related resources, see <<http://www.ugst.umd.edu/courserelatedpolicies.html>>

#### **WHAT RESOURCES ARE AVAILABLE TO HELP ME?**

- The Writing Center  
The UMD Writing Center is an excellent resource for students of all writing abilities who are looking for feedback on their writing. Peer consultants can help you with any aspect of your

writing, from generating ideas to organizing your thoughts to drafting, revising, and editing. The Writing Center is located in 1205 Tawes Hall. Daytime hours include both 30- or 60-minute appointments and walk-ins. Evening hours are walk-in only. The Writing Center also maintains limited walk-in hours at McKeldin Library. To make an appointment, visit [umd.mywconline.com](http://umd.mywconline.com) or call 301-405-3785.

- Students with Disabilities  
The Accessibility and Disability Service office (1101 Shoemaker Building) has information and resources for students with disabilities. Those in need of accommodations should contact ADS and me during the first two weeks of the semester.
- UMD Counseling Center  
Located in 1101 Shoemaker, the University of Maryland Counseling Center provides comprehensive support services that promote the personal, social, and academic success of UMD students. Contact them at 301-314-7651 or at <http://www.counseling.umd.edu> for Counseling Services, Accessibility and Disability Services, and testing. Consultation and referral services are also available to UMD faculty, staff, parents, and guardians.

#### **WHEN ARE THINGS DUE?**

Below is a course schedule. Please be sure to complete the readings and other assignments by the dates listed.

#### **Monday, January 27**

- Introductions
- Christopher Marlowe, prologue to *Tamburlaine the Great* (handout)

#### **Wednesday, January 29**

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

#### **Sunday, February 2**

- Blog post due by midnight

#### **Monday, February 3**

- *Hamlet*: Acts 2-3
- Stephen Gosson, selection from *The School of Abuse* (course reserves)
- Philip Sidney, selection from *The Defence of Poesy* (course reserves)

#### **Wednesday, February 5**

- *Hamlet*: Acts 4-5

#### **Sunday, February 9**

- Blog post due by midnight

#### **Monday, February 10**

- *Hamlet*, dir. Michael Almereyda (library streaming reserves)

- Jay David Bolter and Richard Grusin, selection from *Remediation* (course reserves)

**Wednesday, February 12**

- Ian McEwan, *Nutshell*

**Sunday, February 16**

- Blog post due by midnight

**Monday, February 17**

- *Romeo and Juliet*

**Wednesday, February 19**

- *Romeo and Juliet* (continued)

**Sunday, February 23**

- Blog post due by midnight

**Monday, February 24**

- *Romeo and Juliet* (continued)
- Tiffany Stern, "The Theatre of Shakespeare's London" (course reserves)

**Wednesday, February 26**

- Preschool class visit! 10:00am, Ulrich Recital Hall
- *William Shakespeare's Romeo + Juliet*, dir. Baz Luhrmann (library streaming reserves)

**Sunday, March 1**

- Blog post due by midnight: try out ideas for your paper

**Monday, March 2**

- Ron Wimberly, *Prince of Cats*
- Flash presentations on *Romeo and Juliet* adaptations

**Wednesday, March 4**

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

**Sunday, March 8**

- Paper due by midnight (via ELMS)

**Monday, March 9**

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

**Wednesday, March 11**

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

-- Spring Break! --

**Sunday, March 22**

- Blog post due by midnight

**Monday, March 23**

- Visit to Special Collections

**Wednesday, March 25**

- *Much Ado About Nothing*

**Sunday, March 29**

- Blog post due by midnight

**Monday, March 30**

- *Much Ado About Nothing* (continued)
- Scott Trudell, "Shakespeare's Notation" (course reserves)

**Wednesday, April 1**

- *Much Ado About Nothing* (continued)

**Sunday, April 5**

- 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 6**

- *Much Ado About Nothing*, dir. Kenneth Branagh (library streaming reserves)
- Claire McEachern, Introduction to the Arden *Much Ado*, 1-51

**Wednesday, April 8**

- Wikipedia workshop I. Come to class up to date on the module and prepared to discuss questions including: Who might read the article on *Much Ado*, and why? Why would the article need updating? What can we do to improve it? What kind of expertise do we need?
- Claire McEachern, Introduction to the Arden *Much Ado*, 52-81

**Sunday, April 12**

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

**Monday, April 13**

- *Much Ado About Nothing*, dir. Kenny Leon, at the following link: <https://drive.google.com/drive/folders/1mQgcuwmJBIwe8Snc8YFEIiMtQFb4M2eq?usp=sharing>
- Claire McEachern, Introduction to the Arden *Much Ado*, 124-182

**Tuesday, April 14**

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

**Wednesday, April 15**

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

**Sunday, April 19**

- Wikipedia individual implementation plan due: submit via ELMS

**Monday, April 20**

- *Henry IV, Part 1*

**Wednesday, April 22**

- *Henry IV, Part 1* (continued)

**Sunday, April 26**

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

**Monday, April 27**

- *Henry IV, Part 1* (continued)
- *My Own Private Idaho*, dir. Gus Van Sant (library streaming reserves)

**Wednesday, April 29**

- *Cymbeline*

**Sunday, May 3**

- Wikipedia reflection essay due: submit via ELMS

**Monday, May 4**

- *Cymbeline* (continued)

**Wednesday, May 6**

- *Cymbeline*, dir. Michael Almereyda (library streaming reserves)

**Sunday, May 10**

- Blog post due by midnight

**Monday, May 11**

- Course evaluations: meet in computer classroom 0223
- Review

**Monday, May 18, 1:30-3:30 in our regular classroom**

Final Exam: open-book

