

**ENGLISH 341/ THEATER 341: SHAKESPEARE**

Professor: Dr. Elizabeth L. Sawin Office: EDER 215  
Phone: 271-4274 or 271-4535 Office hrs: 9:45 – 10:30 a.m. or after class as needed  
Email: sawin@missouriwestern.edu  
Section 01 10:30 a.m.-1:20 p.m. Classroom: Murphy 106 (for first 3 weeks)

**COURSE OBJECTIVES:**

To read and analyze several of Shakespeare's plays as *literary texts* AND *as scripts* meant to be performed

As literary texts:

- To understand Shakespeare's artistic development (internal structure of plays, methods of characterization, conventions of genre, recurrent themes)
- To demonstrate understanding of Shakespeare's vocabulary, syntax, and stylistic techniques (including a study of some of his sonnets)
- To set Shakespeare's work in the context of the historical period in which he lived
- To learn how Shakespeare transformed the sources he used

As scripts:

- To learn what makes an action "dramatic"
- To identify the tasks directors face and the skills actors must have
- To understand the theatrical setting of Elizabethan plays and the differences in live performances in other venues, videos of stage productions, and film adaptations
- To analyze the directorial interpretations of Shakespeare's texts embodied by specific performances

**REQUIRED TEXTS:**

*The Riverside Shakespeare: The Complete Works* 2<sup>nd</sup> edition Boston: Houghton Mifflin, 1997.

**ATTENDANCE POLICY:**

Films, in-class writings, *discussions*, *quizzes* and video showings can't be "made-up." Once these activities occur they are lost to you. Likewise, *your contributions are lost to us* when you are not here. ONE absence in a four-week summer class is equivalent to three missed classes during a regular term. One absence is understandable. Two will affect your grade. With a third absence, your passing of this course is unlikely.

**SHAKESPEARE IN THE PARK:**

We will all attend a live performance of *Romeo and Juliet* in Southmoreland Park in Kansas City. Our task for the first week of this course is to determine what makes this story so compelling. What is the nature of its hold upon audiences? Why do high schools assign this play? What is our understanding of love?

**DISABLED STUDENT POLICY:**

If you have a recognized disability that requires special consideration, please make an appointment to see me during the first week of classes so that we can discuss privately how I might help you succeed.

**ACADEMIC HONESTY:**

You are expected to do your own reading and writing in this course. Any student who submits someone else's work as his or her own will receive no credit (0 points) for that assignment. A second infraction will earn an "F" in the course. Taking ideas from articles published anywhere *without citation* or copying work from other students is NOT acceptable behaviors.

**REQUIRED ASSIGNMENTS:**

Paper #1: 100 points Shakespeare in performance.  
Paper #2: 100 points  
In-class work/reports/attendance: 100 points  
Maps: 100 points

400 points

A	B	C	D
100-90%	89-80%	79-70%	69-60%

N.B. I reserve the right to make changes in the nature of the work we if need be.  
The percentages for the final grade assignment will, however, stay the same.

**REQUIRED FORMATTING for out-of-class copy:**

Identify yourself in the upper, right-hand corner:

Name  
English 341: Shakespeare  
Nature of the Assignment  
Date

Use regular white paper. Leave one-inch margins on all sides. Center the title.  
Number each page (bottom right) *if* more than one is required.  
Single-space within paragraphs.  
Double-space between paragraphs *if more* than one page is required.  
Use 10-point TIMES NEW ROMAN

**ASSIGNMENTS**

**WEEK ONE**

July 2 Introduction / *In Search of Shakespeare* / Shakespeare's Language / Sonnets.

July 3 Read *Romeo and Juliet*(1595) / Construct a MAP of the play / Select an important scene that you will analyze

In-class We will be *viewing* Franco Zeffirelli's 1968 Film Adaptation of *Romeo and Juliet* with Olivia Hussey, Leonard Whiting, Milo O'Shea, Michael York MW Video 87002 Paramount Pictures (138 minutes)  
[Handout: sound, language, physical elements, camera elements ...What is the effect of these aspects on the scene you have chosen? How does the director establish a tone for the rest of the play?]

July 4 National Holiday. No class.

July 5 One-page essay on Zeffirelli DUE. To be shared in class. Set one-inch margins. Use 10 point Times Roman type. Single-space within and between paragraphs. Keep to one page.

In-class: *Viewing* William Shakespeare's *Romeo and Juliet*. Directed by Baz Luhrman. Twentieth Century Fox 1997 [MW Video 96260](#) (120 minutes) with Leonardo di Caprio, Claire Danes, Brian Dennehy, John Leguizamo, Pete Postlethwaite, Paul Sorvino, Diane Venora. A modern adaptation of the classic love story.

July 6 One-page essay on Luhrman using the same scene you used for the Zeffirelli production is DUE at 5 p.m. in the library parking lot of MWSU where a reserved bus will take us to Southmoreland Park In Kansas City to see a live production of *Romeo and Juliet*. Bring a picnic lunch, a small folding chair or blanket, sunglasses, hand wipes, and bug repellent. The gates open at 6. We will return us to campus around 11 p.m.

**WEEK TWO**

July 9 Paper Due: Comparing / Contrasting Shakespeare in Performance (Approximately 3-4 pages single-spaced within paragraphs/ double spaced between. 10 point Times New Roman font).

July 10 Read *A Midsummer Night's Dream* (1594) Construct a MAP.

July 11 Read assigned article or chapter of book. Prepare one-page report.

July 12 Read *Much Ado About Nothing*(1599)

**WEEK THREE**

July 16 Read *Othello*( 1604) Construct a MAP

July 17

July 18 Read *Hamlet* (1601) Construct a MAP

July 19

## **WEEK FOUR**

TENTATIVE SCHEDULE (depending upon the interests and ability of the class)

July 23 Read *King Lear* (1605) Construct a MAP

July 24

July 25 Read *The Tempest* (1611)

July 26