

**San José State University**  
**Department of English**  
**ENGL 225: “Not for an Age, but for All Time”:**  
**Shakespeare and Creative Influence**

**Spring 2016**

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<b>Office Hours:</b>	Mondays, 1:30-3:45 p.m.
<b>Class Days/Time:</b>	Monday, 4:00 – 6:45 p.m.
<b>Classroom:</b>	Sweeney 238
<b>Prerequisites:</b>	N/A

**GWAR:** This course satisfies SJSU’s Graduation Writing Assessment Requirement (GWAR).

**Faculty Web Page and MYSJSU Messaging**

My webpage is [www.sjsu.edu/faculty/eastwood](http://www.sjsu.edu/faculty/eastwood)

**Course Description**

While it is always edifying to read and study Shakespeare, his influence on other writers is seldom explored. In this course, students will get the opportunity to study him in relation to his contemporaries and also in relation to modern texts that respond to his works. In this course, students will study several of Shakespeare’s plays in depth, including a critical history of major essays about them. In addition, I will be pairing each play with a different text that either directly or indirectly responds to it: either a different play on a similar theme by one of Shakespeare’s contemporaries, or a modern (20<sup>th</sup> – 21<sup>st</sup> Century British or American) novel that alludes to Shakespeare, reframing his themes for our age. It is my hope that this approach will help to emphasize the ways in which Shakespeare’s works continue to resonate in this post-postmodern global age.

## Course Goals and Student Learning Objectives

Mission Statement for M.A. program:

The written word grounds the Master of Arts in English and Comparative Literature. Its students learn to analyze literature and to write on literary topics at an advanced level. Students complete a rigorous program of courses that introduce them to cutting-edge research while training them to understand a range of theoretical and literary-historical frameworks for understanding literature. Before students earn a Master of Arts in English, they pass a two-part comprehensive exam. They also may choose to write a thesis. Students have the option to engage in graduate study in rhetoric and to train as college-level writing teachers. The program also offers students pathways to prepare for doctoral work.

The five learning outcomes for the MA program:

Students will demonstrate

- an appropriate level of expertise in literary history, literary theory, and rhetoric.
- high-level proficiency in literary research and in the synthesis of research.
- critical and analytical skills in the interpretation and evaluation of literary texts.
- a command of written academic English, including the abilities to a) organize and present material in a cogent fashion, b) formulate and defend original arguments, c) employ effectively the language of their discipline and d) write under time constraints.
- a reading knowledge of at least one foreign language.

## Required Texts/Readings

Greenblatt, Stephen, ed. *The Norton Shakespeare*. New York: Norton, 1997. 0393-97087-6.

*Routledge Anthology of Renaissance Drama*. Simon Barker and Hilary Hinds Eds. New York, 2003. 0415198347

Marlowe, Christopher. *The Jew of Malta*. Matthew Martin Ed. Broadview. 2012. 978155481068.

Roth, Philip. *Indignation*. Houghton, 2008. 9780547054841

Ray, Kalyan. *Eastwards*. Penguin, 2004. 0143031902.

## Library Liaison

Toby Matoush is the library liaison for the English Department.

**Course Requirements:** This is a seminar, and as such, each of us is responsible for the quality and usefulness of our meetings. I expect that you will find the readings both interesting and valuable, and I encourage you to express and explore your particular interests as we work through the material. Students are required to come to class having read the materials and prepared to discuss what they have read. You will be graded on the quality of your contribution to the discussions each week.

**Presentations:** Each week a student (or students) will be assigned to lead the discussion regarding a particular text. It will be that student's responsibility to ask leading questions and to point to specific passages and scenes in the texts. You will be asked to do a cursory review of the leading secondary sources on your text (3 recent articles) and provide a handout with questions for your classmates. I also expect you to engage in close reading and textual analysis of the primary sources.

**Written Work:** You will be required to write a seminar paper of approximately 15 pages (3,000 words, formatted in accordance with MLA guidelines) in which you present research and an original idea that springs from a contemplation of the texts we will be reading during the term.

**Discussion Posts:** Each week, students will be required to post a response to the readings on the Discussion board for the class located on Canvas (SJSU's online teaching resource). You will need to activate your SJSU One account in order to access Canvas. Your posts should be insightful and they should reveal your interests about the readings. Post by midnight on Tuesdays so that your classmates can read the responses and prepare for our discussion.

### Grading Breakdown:

Contribution and Participation: 20%

Presentation(s): 20%

Reading Responses: 10%

Seminar Paper: 50%

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

## University Policies

### Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

### Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

## ENGL 225: Reading Schedule

### SUBJECT TO CHANGE:

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	2/1	Introductions
2	2/8	<i>The Taming of the Shrew</i>
3	2/15	Heywood, <i>A Woman Killed with Kindness</i> .
4	2/22	<i>Merchant of Venice</i> and Marlowe's <i>The Jew of Malta</i>
5	2/29	<i>Richard II</i>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
6	3/7	<i>Richard II</i> and Marlowe's <i>Edward II</i>
7	3/14	<i>Romeo and Juliet</i> and Ford's <i>Tis Pity She's a Whore</i>
8	3/21	<i>Hamlet, Titus Andronicus</i>
3/28-4/1 SPRING BREAK- NO CLASS		
9	4/4	Kyd's <i>The Spanish Tragedy</i>
10	4/11	<i>Twelfth Night</i>
11	4/18	Roth's <i>Indignation</i>
12	4/25	<i>A Midsummer Night's Dream</i> <i>The Tempest</i>
13	5/2	<i>Eastwards</i>
14	5/9	<i>King Lear</i> and Christopher Moore's <i>Fool</i>
15	5/16	Last Day of Instruction

Final seminar papers due to me in my office by noon on 5/23.