English 360 Dramatic Literature and the Moral Life 1580-1642 Fall 2006

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Course Objectives

- To explore an astounding period of English life and drama, that is, the late sixteenth and early seventeenth centuries, called the early modern period in England
- To study selected plays of that period—mainly tragedies—by Marlowe, Jonson, Webster, and Ford, with an emphasis on the work of Shakespeare
- To investigate in these plays, and especially in their characters, issues of race, ethnicity, religion, and gender, as well as other concerns that create or compromise the moral life as it is experienced in the modern world
- To enhance the literary and theatrical study of this dramatic literature by drawing upon complementary or rival perspectives, including the historical, psychological, philosophical, and theological, as well as the always helpful view of the fine arts
- To identify and understand better the personal values each reader or audience member brings to his or her judgment of a play or a character
- To develop analytical, oral, and writing skills
- To strengthen the listening and viewing skills of a practiced audience member at readings and performances, both live and filmed

Required Texts

Beckerman, Bernard, ed. Five Plays of the English Renaissance. New York: Penguin, 1993.

Shakespeare, William. <u>Measure for Measure</u>, ed. by S. Nagarajan, 2nd rev. ed. New York: Penguin Putnam, 1998.

<u>The Merchant of Venice</u>, ed. by Kenneth Myrick, 2nd rev. ed. New York: Penguin Putnam, 1998.

<u>Othello</u>, ed. by Alvin Kernan, 2nd rev. ed. New York: Penguin Putnam, 1998.

Note: The Beckerman anthology is out-of- print. The College has acquired a sufficient number of used copies in good condition that will be loaned to the students for the duration of the course. The Shakespeare texts are available in the College Bookstore.

Course Requirements

- Each student will keep an electronic journal of her or his reactions to the readings and videos for the course, writing at least 250 words each week, except for the week of Thanksgiving, for a total of 14 responses (two for each play studied). Each response will be e-mailed to student colleagues in the course and to the instructor at any time during a given week but no later than midnight on Saturday. Each response can earn 5 points (one point each for being on time, being at least 250 words long [include a word-count at the end of each response], focussing on a specific moral issue, including a relevant reference to the text, and demonstrating thoughtful consideration) for a total of 70 points. At the end of the semester, on December 11, the entire journal and a 500-word concluding essay (worth 30 points) reflecting on personal moral positions that you have strengthened, questioned, and/or changed through journals written, read, or discussed in class will be compiled and submitted to the instructor in hard (paper) copy form for a grade worth 20% of the final grade.
- After the first class meeting, quizzes will be a feature of every class meeting except September 12 and October 5. Each class member will sign-up for two class meetings on which to serve as "quizmeister." The quizmeister will prepare, administer, and grade a five-question quiz on the assigned reading for the day and, no later than the next class meeting, submit to the course instructor a copy of the quiz questions and correct answers, the list of quiz scores, and the graded quiz sheets. Quiz questions may be posed in a variety of forms: identification, multiple-choice, true-or-false, fillin-the-blank, or short-answer. They may be projected on a screen for the quiz administration, read aloud to the class, or duplicated and distributed to the class. The average of quiz scores will count as 20% of each student's final grade, so quizmeisters are expected to prepare testing instruments that are substantive and fair and to administer and grade them responsibly.
- A mid-term examination on October 5 will be worth 20% of the final grade. There will be no final examination.
- A research paper dealing with a moral issue in a play studied for the course will be due on November 30. Each student will identify at least three critical essays addressing the issue and will integrate these essays with her or his own perspective. The citation (in MLA style, as it will appear on the works-cited page of the finished draft of the research paper) and a brief summary (100 words) of one critical essay will be due on September 21, a second on October 19, and a third on November 16. The ultimate draft will coherently present these three points of view, demonstrating the student's understanding of each argument and the relationships among the three arguments, and then take a position on them, asserting and supporting the student's own approach to the criticism and the play. It will include appropriate documentation in the MLA style. The final paper will be 8-10 word-processed, double-spaced pages in length, including documentation, and will count as 20% of the final grade.

- Each student will choose a character from the play under consideration at the class meeting to which the student has committed on the sign-up sheet circulated for the purpose of scheduling oral presentations. The student will present orally to the class
 - a. <u>either</u> a visual analysis of the nature, behavior, moods, motives, feelings, etc., of that character in facing a moral crisis, using a non-representational painting to illustrate the analysis
 - b. <u>or</u> a critical analysis of the character based on what the character says, what he or she does, what other characters say about the character, and, if applicable, what the playwright says about the character.

The visual or critical analysis should not exceed 15 minutes. A companion essay two word-processed, double-spaced pages of written analysis summarizing the oral presentation—will be submitted to the instructor immediately following the oral presentation. The student will conclude the activity with a practiced reading of a speech by the character, selected for its illustrative and/or revelatory significance. This activity will be worth 20% of the final grade.

Grading

The final grade will, in general, be computed according to the percentages noted above. Late work will be penalized. Missed quizzes cannot be re-scheduled, but a mathematical adjustment will be applied if a quiz is missed for a valid, documented reason (a medical or family emergency or a college-related commitment approved by the instructor by prior arrangement). A mid-term examination missed for a valid, documented reason may be re-scheduled at the discretion of the instructor. Since students are expected to attend class regularly, absences will be noted and will negatively affect a final grade. In addition to formal oral presentations, contributions to class discussions and participation in other class activities will be considered in assigning the final grade. The instructor will apply both quantitative and qualitative judgments in determining grades for individual assignments and for the course.

Grading equivalents:

A+	98	B+	88	C+	78	D+	68
А	95	В	85	С	75	D	65
A-	92	B-	82	C-	72	D-	62
						F	55

Academic Honesty

Students in this course should refer to the statement on academic honesty at Moravian College in the current *Student Handbook*. It is also available online at http://www.moravian.edu/StudentLife/handbook/academic2.htm

Students must retain copies of all written work submitted to the instructor, as well as all notes, drafts, and materials used in preparing assignments. These are to be made available for inspection by the instructor at any time.

Questions about appropriate collaboration, proper documentation, and other honesty issues can be confusing. If in doubt, ask the instructor.

<u>N.B.</u>

- This syllabus, including the schedule of readings and written assignments that follows, is subject to change.
- To be successful, students should expect to work at least six hours per week outside of class preparing for this class.
- Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Learning Services Office as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

	20	Schedule of Readings and Written Assignments
Aug.	29 31	Introduction to the course Christopher Marlowe, <i>Doctor Faustus</i> , Acts I-II
Sont	05	Equature A ata III IV
Sept.	05 07	<i>Faustus</i> , Acts III-IV <i>Faustus</i> , Act V and Appendix
	12	Lasture by Deen James V. Skelnik on the historical contant of the plays
	12 14	Lecture by Dean James V. Skalnik on the historical context of the plays William Shakespeare, <i>The Merchant of Venice</i> , Acts I-II
	19	Merchant, Acts III-IV
	19 21	Merchant, Act V; summary of first critical essay due
	26	William Shakaspaara Othella Aata I II
	20 28	William Shakespeare, <i>Othello</i> , Acts I-II <i>Othello</i> , Acts III-IV
Oct.	03	Othello, Act V
0.1.	05	Mid-term examination
	12	William Shakespeare, Measure for Measure, Acts I-II
		winnam Shakespeare, <i>measure for measure</i> , ricts 1-11
	17	Measure, Act III
	19	Measure, Act IV; summary of second critical essay due
	24	Measure, Act V
	26	Ben Jonson, Volpone, Acts I-II
	31	Volpone, Act III
Nov.	02	Volpone, Act IV
	07	Volpone, Act V
	09	John Webster, The Duchess of Malfi, Act I-II
	14	Duchess, Act III
	16	Duchess, Act IV; summary of third critical essay due
	21	Duchess, Act V
	20	John Fond "Tig Dity She's a Whone Acts I H
	28 30	John Ford, <i>'Tis Pity She's a Whore</i> , Acts I-II <i>'Tis Pity</i> , Act III; research paper due
Dec	05	Tig Dity. A of IV
Dec.	05 07	'Tis Pity, Act IV 'Tis Pity, Act V
	11	
	11	Journal due