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Course Objectives

- To study selected plays of the early modern period in England that pose moral problems for the characters
- 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 through readings and performances

Required Texts

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

Shakespeare, William. Measure for Measure: Texts and Contexts, ed. by Ivo Kamps and Karen Raber. Boston: Bedford/St. Martin's, 2004.

_____. The Merchant of Venice: Texts and Contexts, ed. by M. Lindsay Kaplan. Boston: Bedford/St. Martin's, 2002.

_____. Othello: Texts and Contexts, ed. by Kim F. Hall. Boston: Bedford/St. Martin's, 2007.

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

- Journal. 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, 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], focusing on a specific moral issue [include it as a title or heading], quoting a passage from the text relevant to the main idea of the response, and demonstrating thoughtful consideration) for a total of 70 points. At the end of the semester, the entire journal and a 30-point, 500-word essay rebutting a moral position taken by another student in a previous posting [include the posting] or offering an alternative to or extension of the other student's analysis of a play's moral content will be compiled and submitted to the instructor in hard copy on December 8 for a grade worth 20% of the final grade.
- Quizzes. Peer-generated quizzes will be a feature of most class meetings. Each class member will sign-up for a class meeting on which to serve as quizmaster. The quizmaster 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, fill-in-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 quizmasters are expected to prepare testing instruments that are substantive and fair and to administer and grade them responsibly. Each quizmaster will also be responsible for offering a brief (no more than 5 minutes) interdisciplinary insight on the play under consideration. An interdisciplinary insight will be an idea about or understanding of some aspect of the play from the perspective of a discipline other than literary analysis or theater study. Finally, quizmasters will provide other classroom support as directed by the instructor.
- Mid-term examination. A mid-term examination on October 8 will be worth 20% of the final grade. There will be no final examination.
- Paper. A research paper dealing with a moral issue in a play studied for the course will be due on December 1. Each student will identify at least three critical essays about the play that address the issue. 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 24, a second on October 15, and a third on November 5. Using the three critical essays as a base and a minimum of two additional sources, a student will develop a paper that discusses the moral issue in question. A workshop to foster this development will be conducted in

Academic Honesty

Students in this course should refer to the statement on academic honesty at Moravian College in the current *Student Handbook*, 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.

N.B.

- 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 in preparation.
- Students who wish to request accommodations in this course for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

Schedule of Assignments

See next page.

Journal responses are due electronically by midnight on September 5, 12, 19, and 26; October 3, 10, 17, 24, and 31; November 7, 14, 21, and 28; and December 5. Hard copies of responses and the final essay are due in class on December 8.

A visual or critical analysis of a character (oral presentation and accompanying paper) is due on the date for which a student signed up.

Each student is responsible for administering a quiz and delivering an interdisciplinary insight on the date for which she or he signed up.

Sept.	01	Introduction to the course
	03	Christopher Marlowe, <i>Doctor Faustus</i> , Acts I-II
	08	<i>Faustus</i> , Acts III-IV
	10	<i>Faustus</i> , Act V and Appendix
	15	Lecture by Dean James V. Skalnik on the historical context of the plays
	17	William Shakespeare, <i>The Merchant of Venice</i> , Acts I-II
	22	<i>Merchant</i> , Acts III-IV
	24	<i>Merchant</i> , Act V; summary of first critical essay due
	29	William Shakespeare, <i>Othello</i> , Acts I-II
Oct.	01	<i>Othello</i> , Acts III-IV
	06	<i>Othello</i> , Act V
	08	Mid-term examination
	13	Fall break—no class
	15	William Shakespeare, <i>Measure for Measure</i> , Acts I-II; summary of second critical essay due
	20	<i>Measure</i> , Acts III- IV
	22	<i>Measure</i> , Act V
	27	Ben Jonson, <i>Volpone</i> , Acts I-II
	29	<i>Volpone</i> , Acts III-IV
Nov.	03	<i>Volpone</i> , Act V
	05	Research essay workshop; summary of third critical essay due
	10	John Webster, <i>The Duchess of Malfi</i> , Acts I-II
	12	<i>Duchess</i> , Acts III-IV
	17	<i>Duchess</i> , Act V
	19	Readers' Theatre
	24	John Ford, <i>'Tis Pity She's a Whore</i> , Acts I-II
	26	Thanksgiving—no class
Dec.	01	<i>'Tis Pity</i> , Acts III-IV; research paper due
	03	<i>'Tis Pity</i> , Act V
	08	Conclusions; journal due