**Course Coordinator, Fall Term**  
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**Course Coordinator, Winter term:**  
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**Teaching Assistants:**  
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**Lecture:**  
R 12:30-14:30  
Goldstein/ Williams  
LAS C

**Tutorials:**  
01 R 14:30–15:30  
Goldstein/ Williams  
VH 1005

02 R 15:30–16:30  
TBA  
ACW 003

03 R 14:30-15:30  
TBA  
ACW 003

04 R 16:30-17:30  
TBA  
R S129

05 R 15:30-16:30  
TBA  
ACW 104

**General Description**  
This course offers a survey of the major works of Shakespeare, and provides a general introduction to the literary, cultural and historical contexts in which Shakespeare composed his plays. We will pay particular attention to the following themes: sex and love; New World exploration and colonialism; definitions and ideologies of race, class and gender; classical literature and the world of learning; concepts of English history and nationhood; eating and hospitality; the material culture of the book and the stage; and witches, magic and the marvelous. We will pair our readings of the plays with an attentiveness to Shakespeare’s prominent status in contemporary popular culture, and to the central role played by Shakespeare’s work in the history of film.

**Requirements**  
First Essay (1500 words)  
20%

Second Essay (2000 words)  
30%

2 midterm tests  
20% each

Participation, including tutorial quizzes and assignments  
10%
Reading List
(all Pelican; in order of appearance): Titus Andronicus; Romeo and Juliet; A Midsummer Night’s Dream; The Merchant of Venice; Henry V; As You Like It; King Lear; Othello; Macbeth; The Tempest.

All course readings are available for purchase in the bookstore and on reserve in the library. Please be sure to bring a copy of the assigned material to class. You will be at a distinct advantage if you purchase the assigned edition (as every edition of Shakespeare is different, and ours have excellent notes) but it is not absolutely essential.

Organization of the Course
Each week you will attend a two-hour formal lecture and a one-hour tutorial session of about 25 students each. Lectures will provide historical, cultural, and other contexts, while the tutorials will involve discussion of the lectures, the readings and course assignments. Films, videos and other fun visuals will supplement the lectures and tutorials. Students will be expected to come to lecture and tutorial having read the assigned material, and prepared to discuss various issues that the texts raise.

Course Learning Objectives
The purpose of the course is to introduce students to the study of Shakespeare, and to chart the chronology of Shakespeare’s career through the intense reading and discussion of ten major plays. We will situate Shakespeare and his work within the context of the historical and cultural changes of the Renaissance.

Specific Learning Objectives:
It is hoped that students will:
- feel comfortable reading and interpreting Shakespeare’s work.
- grasp the idea of the Renaissance and key moments in England’s Renaissance history.
- develop an appreciation for Shakespeare’s work, and understand why Shakespeare plays a unique role in English, European and World culture.
- improve their ability to read and write about literature.

Comments and Policies
- Attendance and Participation. As the tutorials are generated largely by student discussion, active and enthusiastic participation in tutorial will be crucial to the grade. Although York does not allow use of an attendance policy, it will be difficult for students to do well on the participation grade if you miss more than one or two tutorials during the year. Missing more than one or two lectures will likewise have a negative impact on your comprehension of the course and its concerns.
- Essays. Essays are due by the beginning of lecture on the day that they are assigned and are to be submitted to your tutorial leader. Tutorial leaders will set their own policies about whether you are required to hand in a hard or electronic copy. You should organize your essay so that its argument is effectively communicated. That is, while each essay’s structure will be individually determined, the connection the essay forges should be articulated in focused, well-developed paragraphs that make clear how your ideas relate to one another. The essay should also be free of spelling, punctuation, and grammar errors. It should be formatted according to the guidelines provided by EITHER the MLA Handbook for Writers of Research Papers or the Chicago Manual of Style.
- Plagiarism: Students are expected to be familiar with York University’s policy on academic honesty. Remember that plagiarism is not only word-for-word theft of another person’s prose, even if you found it online; it is also improper use of citations or submission of work from another class. York’s policy on plagiarism will be strictly enforced. If you are questioning whether or not
your use of a source is plagiarism, ask. When in doubt, cite your sources. Your tutorial leaders may submit your essays, or portions of them, to Turnitin.com or other academic integrity websites; please alert the Course Director if this practice is unacceptable to you.
For more information, please consult the Academic Integrity Tutorial:
http://www.yorku.ca/tutorial/academic_integrity.
The Senate Policy on Academic Honesty may be found at:
http://www.yorku.ca/secretariat/legislation/senate/acadhone.htm

*• Academic Conduct*:
All students are expected to familiarize themselves with the following information regarding academic conduct and various university procedures available on the Senate Committee on Curriculum and Academic Standards webpage (see Reports, Initiatives, Documents): http://www.yorku.ca/secretariat/policies/

• **Midterm Tests**: The midterm tests will be under 2 hours long and will cover the entire term’s material. They will consist of short answer identification questions and a choice of essay topic. You are welcome to make brief reference to first term material in the second term test.

• **Grading Scheme**: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (A+ = 9, A = 8, B+ = 7, C+ = 5, etc). Assignments and tests will bear a letter grade designation and a corresponding number grade (A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79 etc). For a full description of York grading system see the York University Undergraduate Calendar:
http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf

• **Lateness Penalty**: Essays received later than the due date will be penalized ½ letter grade per day that the assignment is late. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the TA or Course Director, but will require supporting documentation such as a doctor’s letter, as well as at least 24 hours advance notice. In the unlikely event that your paper is submitted late, please email it to your tutorial leader, who will record the date it was submitted. If your tutorial leader wishes to receive a hard copy, you must also submit one to the course mailbox (on the second floor of Stong College) as soon as possible.

• **Missed Tests**: Students with a documented reason for missing a midterm test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation such as a doctor’s letter, may request accommodation from the Course Director in the form of a make-up test. Any further extensions or accommodation will require students to submit a formal petition to the Faculty.

• **Break**: There will usually be a 10-minute break at an appropriate time during the lecture.

• **Good Manners**: Out of consideration for your fellow students, please do not come late or consume food during the lecture. Coffee, tea, water, etc. ok (especially if you bring them in a reusable container!). Turn off all cellphones and internet-accessible devices. PLEASE if you absolutely have to bring your laptop to class (and I seriously advise against using it, see below), *just use your laptops to take notes*. Turn off your wireless ports for the duration of the class. Using your laptops for other purposes besides note-taking is a waste of your own time (and tuition money) and distracting to other students.

• **Laptops**: For an account of a study that suggests that laptop use in class has a negative impact on class performance see: http://www.findingdulcinea.com/news/education/2009/march/Students-Using-Laptops-in-Class-Do-Worse-on-Tests.html

**Top Tips for Succeeding in this Course**: Read the plays—more than once. Come to every class: lecture and tutorial. Bring the play. Arrive on time. Sit at the front. Take out your play and a notebook and a pen or other designated note-taking device, and listen, watch, and ask questions or contribute to a class discussion. Make it your personal goal to speak at least once in every tutorial. Don’t miss a lecture or a tutorial (did I say that already?). Start planning and writing your essays well advance of the deadline: at
least two weeks before is best. Come to office hours to discuss your essays with your tutorial leader well in advance of the deadline.

**COURSE OUTLINE**

**Fall Term**

Sept. 8: Introduction

Sept. 15: *Titus Andronicus*

Sept. 22: *Titus Andronicus*

Sept. 29: *Romeo and Juliet*

Oct. 6: *Romeo and Juliet*

Oct. 13: *A Midsummer Night’s Dream*

Oct. 20: *A Midsummer Night’s Dream*

Oct. 27: NO CLASS (READING DAYS)

Nov. 3: *The Merchant of Venice*

Nov. 10: *The Merchant of Venice*

Nov. 17: *Henry V*

FIRST ESSAY DUE

Nov. 24: *Henry V*

Dec. 1: IN CLASS TEST

**Winter Term**

Jan. 5: *As You Like It*

Jan. 12: *As You Like It*

Jan. 19: *Othello*

Jan. 26: *Othello*

Feb. 2: *King Lear*

Feb. 9: *King Lear*
Feb. 16: Macbeth  
SECOND ESSAY DUE

Feb. 23: NO CLASS (READING WEEK)

March 2: Macbeth

March 9: The Tempest

March 16: The Tempest

March 23: Review Session

March 30: IN CLASS TEST