



**UNSW**  
SYDNEY

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University



# ARTS2034

Shakespearean Drama

Semester Two // 2018

## Course Overview

### Staff Contact Details

#### Convenors

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#### Lecturers

Name	Email	Availability	Location	Phone
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### School Contact Information

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The School of the Arts and Media would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.

### Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social

Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **Academic Information**

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Course Details

### Credit Points 6

### Summary of the Course

Subject Area: *English*

The course is an opportunity for you to enjoy and understand Shakespeare's tremendous achievement in comedy, tragedy, history, and romance. Studying the vocabularies and rhetorical strategies that Shakespeare himself studied and mastered, you will understand aspects of his creative process and acquire powers to describe his dazzling script with precision. You will consider Shakespeare's aesthetic choices as they were enabled and constrained by the traditions of theatre and historiography in which he was schooled, and which he plundered. You will also benefit from some of the great commentary on Shakespearean drama provided by Samuel Johnson, Coleridge, Hegel, Nietzsche, Bradley, Frye, Eliot, and Bloom. The focus will be on the script, but you will also learn things that are essential to both strong performance and effective directing of the plays in schools, on stage, and on screen. By the end, you will see why Shakespeare is better than *Game of Thrones*, and why an astonishing array of Shakespearean performances is coming soon to cinemas and theatres near you and across the globe.

### At the conclusion of this course the student will be able to

1. recognise and discuss the key characteristics of the four sub-genres(history, tragedy, comedy, romance) within Shakespearean drama.
2. analyse the linguistic, poetic, structural and dramatic features of a range of Shakespeare's plays.
3. construct and justify arguments about the compositional merits, cultural value and educational importance of Shakespearean drama.
4. refer to a range of critical approaches to Shakespeare's plays.

### Teaching Strategies

The course will be delivered by lectures and tutorials and will deploy the LMS.

The lectures will rehearse academic argumentation, provide context and ways of reading the texts and familiarise students with technical vocabulary needed to write about Shakespearean drama.

The tutorials will provide opportunities for the discussion and reading of texts, and guidance regarding assessment.

## Assessment

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
In-Class Test	20%	13/08/2018 12:00 PM	2,3
Essay	40%	14/09/2018 05:00 PM	1,2,3,4
Final Exam	40%	Not Applicable	1,2,3,4

### Assessment Details

#### Assessment 1: In-Class Test

**Start date:** Not Applicable

**Details:** 1-Hour test held during one regular lecture time. Students are asked to identify the merits of two passages from one of the history plays and to account for those merits by using a technical vocabulary. Instructor provides written feedback on assessment sheet which will include rankings in relation to assessment criteria, grade as a percentage, and some brief comments on the student's performance

#### Assessment 2: Essay

**Start date:**

**Details:** 1500-word essay on one of several topics provided to the students. Instructor provides feedback via assessment sheet which will include ratings in relation to assessment criteria and comments on the strengths and weaknesses of the essay

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

#### Assessment 3: Final Exam

**Start date:** Not Applicable

**Details:** 2-Hour examination during the university examination period. This is the final assessment for the course. Instructor provides mark on the exam in response to formal request from students, who may also calculate their grade on the basis of their final grade for the course and the grades they received on the other two pieces of assessed work.

**Turnitin setting:** This is not a Turnitin assignment

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

## Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

### ***Task with a non-integer percentage mark***

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore  $17 - [25 (0.05 \times 3)] = 13.25$

### ***Task with a percentage mark***

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore  $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,
- \* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration webstie:

<https://student.unsw.edu.au/special-consideration>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time



- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Lecture	Introduction (BW)
	Lecture	<i>Richard III</i> (JA)
	Tutorial	<i>Lexis</i> (diction): Meter and Sound  Moodle Documents: "Sounds" and "Meter" (in vocabulary folder)  <i>Richard III</i> : Richard's opening soliloquy (1.1.1-41)
Week 2: 30 July - 5 August	Lecture	Shakespeare's Texts (BW)
	Lecture	<i>Richard III</i> (JA)
	Tutorial	<i>Lexis</i> (diction): Figure (Scheme)  Moodle Document: "Figures" (in vocabulary folder)  <i>Richard III</i> : Anne's curse (1.2.1-32); Richard's soliloquy (1.2.237-73)
Week 3: 6 August - 12 August	Lecture	<i>Henry IV, part 1</i> (JA)
	Lecture	<i>Henry IV, part 1</i> (JA)
	Tutorial	<i>Lexis</i> (diction): Trope  Moodle Document: "Tropes" (in vocabulary folder)  <i>Henry IV, part 1</i> : Hal's soliloquy (1.2.132-54); King to Hal (3.2.29-91)
Week 4: 13 August - 19 August	Assessment	In-class test
	Lecture	Shakespeare's Traditions of Comedy (BW)
	Tutorial	<i>Lexis</i> (diction): Narration  <i>Richard III</i>  <i>Henry IV, part 1</i> (Hotspur to Blunt [4.3.58-112])  What distinguishes Shakespeare's representation of English history from historian's representation of it? Do the Shakespearean script and performances governed by it, include the principal tool of the historian--narrative? What does Shakespeare gain and lose by representing English history on stage as he does?

Week 5: 20 August - 26 August	Lecture	<i>As You Like It</i> (EM)
	Lecture	<i>As You Like It</i> (EM)
	Tutorial	<p><i>Melos</i> (song):</p> <p><i>As You Like It</i>:</p> <p>"Under the greenwood tree" (2.5.1-8)</p> <p>"Blow, blow, thou winter wind..." (2.7.178)</p> <p>"What shall he have that killed the deer?" (4.2.10-18)</p> <p>"It was a lover and his lass..." (5.3.14-31)</p> <p>"Wedding is great Juno's crown" (5.4.132-37)</p>
Week 6: 27 August - 2 September	Lecture	Comic <i>Dianoia</i> in Shakespearean Drama ( <i>Henry IV, part 1</i> and <i>As You Like It</i> ) (BW)
	Lecture	Shakespeare's Traditions of Tragedy (BW)
	Tutorial	<p><i>Ergon</i> (function/purpose)</p> <p><i>As You Like It</i></p> <p>Comedy is supposed to make us laugh, but Shakespeare wants his comedy to make us do more than that. How does <i>As You Like It</i> make you feel, especially at the end? What is it about the plot, character, thought, diction, song, and spectacle that make you feel this way?</p>
Week 7: 3 September - 9 September	Lecture	Shakespeare and Ancient Rome (BW)
	Lecture	<i>Coriolanus</i> (BW)
	Tutorial	<p>Essay Writing</p> <p>"Essay Writing" folder in Moodle</p>
Week 8: 10 September - 16 September	Lecture	<i>Coriolanus</i> (BW)
	Lecture	<i>Coriolanus</i> (BW)
	Tutorial	<p><i>Opsis</i> (spectacle)</p> <p>Consider how the scenes of the action change in the opening act of the play. Why does Shakespeare shift the scene in this way? What does he gain and lose by doing this? What problems does this shift pose for performance?</p>

Week 9: 17 September - 23 September	Lecture	<i>Julius Caesar</i> (BW)
	Lecture	<i>Julius Caesar</i> (BW)
	Tutorial	<p><i>Ergon</i> (function/purpose)</p> <p>How does the demise of Coriolanus and Brutus make you feel? What value do you place upon this feeling? Also, does the play teach you anything?</p> <p>What is it about the plot, character, thought, diction, and song of the play that accounts for your answers to these questions?</p>
Break: 24 September - 30 September		
Week 10: 1 October - 7 October	Reading	Public Holiday--No Lecture
	Lecture	<i>Julius Caesar</i> (BW)
	Tutorial	<p>Consider the domestic scene in which Brutus converses with his wife, Portia, immediately following the resolution of the conspirators to assassinate Caesar (2.1.243-323). How is this scene related to the action of the play? What difference does it make to the overall achievement of the play as tragedy? How is it relevant to the fate of Portia, and Brutus' response to it?</p>
Week 11: 8 October - 14 October	Lecture	<i>Antony and Cleopatra</i> (BW)
	Lecture	<i>Antony and Cleopatra</i> (BW)
	Tutorial	<p>Read closely Enobarbus' famous description of Cleopatra at 2.2.206-283, and Cleopatra's description of Antony in Act 5.</p> <p>What purpose do these passages serve? What is it about the language of the passages that allows them to serve the purpose you think they do?</p>
Week 12: 15 October - 21 October	Lecture	<i>The Tempest</i> (BW)
	Lecture	<i>The Tempest</i> (BW)
	Tutorial	Review and Exam Preparation

## **Resources**

### **Prescribed Resources**

William Shakespeare, *Complete Works* (Macmillan, 2007)

### **Recommended Resources**

Aristotle, *Poetics*

### **Course Evaluation and Development**

### **Image Credit**

Bodies & Interfaces 2016

### **CRICOS**

CRICOS Provider Code: 00098G