



LIT 802

Shakespeare and the Renaissance

S2 Evening 2014

English

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	6
<u>Policies and Procedures</u>	7
<u>Graduate Capabilities</u>	8
<u>Learning Outcomes Information</u>	11
<u>Requirements and Expectations</u>	13
<u>Changes since First Published</u>	13

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor

Tony Cousins

tony.cousins@mq.edu.au

Contact via tony.cousins@mq.edu.au

Credit points

4

Prerequisites

Admission to MA in (English Literature or Children's Literature or Creative Writing) or PGDipResPrep(Arts)

Corequisites

Co-badged status

ENGL701

Unit description

This unit studies poems and plays by Shakespeare and other writers of the English Renaissance in relation to notions of gender, sexuality, identity and power. The texts are considered in the context of the unorthodox, the heretical and the alien.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Students will develop an advanced understanding of writings by Shakespeare and by his contemporaries, with particular attention having been given to genre, to then-contemporary social and political concerns, and to the conflicts among worldviews. That understanding will be grounded on a history of ideas approach to the literary culture of Shakespeare's time.

Assessment Tasks

Name	Weighting	Due
<u>Annotated Reading List</u>	20%	End of week 6
<u>Presentation and Essay</u>	30%	TBA
<u>Final Essay</u>	50%	14/11

Annotated Reading List

Due: **End of week 6**

Weighting: **20%**

Description:

Construct a reading list for a topic or question, **but not for the topic or question on which you will be working for the presentation/first essay or for the final essay**. The list should include a mix of older and more recent research, analysing the main arguments of the texts considered, and showing how the texts relate to each other. The list should begin with an introductory overview and end with a formal conclusion. The main criteria for successfully completing this assignment lie not in the discovery of materials—that will be easy—but in which materials you select, how you organize them, and how you choose to analyse them. The list should be no more than 1,500 words in length.

On successful completion you will be able to:

- Students will develop an advanced understanding of writings by Shakespeare and by his contemporaries, with particular attention having been given to genre, to then-contemporary social and political concerns, and to the conflicts among worldviews
- That understanding will be grounded on a history of ideas approach to the literary culture of Shakespeare's time

Presentation and Essay

Due: **TBA**

Weighting: **30%**

Choose one of the seminar topics or questions and in class deliver a 10 minute discussion focused on it. A week later submit the presentation as expanded into a 2,000-word essay. The presentation requires students to demonstrate communications skills; the presentation and the first essay both require students to demonstrate the capacity for close analysis of text (by whatever methodology) and the ability to work independently with current scholarship.

Seminar Topics and Questions

1. Introduction

2. How differently do Marlowe and Spenser represent sexual desire in the poems set for this week?
3. What forms does the idea of self-perfectibility take in *Doctor Faustus*?
4. Discuss the implicit critique of conventional values and techniques in Shakespeare's Sonnets.
5. Discuss the concept of private worlds in the texts set for study for this week.
6. What connections are there between the persona of Donne's third satire and Hamlet?
7. How is kingship portrayed in *Macbeth*?
8. What is 'the natural' in *King Lear*?
9. Is *Othello* more concerned with jealousy or with fictionality?
10. Discuss Jonson's modelling of the 'good place' in the play and the poem set for study this week.
11. What is Bacon's strategy for achieving an ideal society?
12. 'Marvell is a belated maker of myths'. Do you agree?

On successful completion you will be able to:

- Students will develop an advanced understanding of writings by Shakespeare and by his contemporaries, with particular attention having been given to genre, to then-contemporary social and political concerns, and to the conflicts among worldviews
- That understanding will be grounded on a history of ideas approach to the literary culture of Shakespeare's time

Final Essay

Due: **14/11**

Weighting: **50%**

Write a 3,500-word essay on one of the topics or questions and submit it by the end of 14 November. The final essay requires students to consider at least 3 of the set texts in light of the themes and concerns examined throughout the unit. Like the first essay, this one requires students to demonstrate the capacity for close textual analysis and to work independently with the scholarship consulted.

Topics and Questions for the Final Essay

1. How does portrayal of the will to power imply a radical conflict of values in one play by Shakespeare and writings by two other authors you have studied this semester?
2. How are problems of self-knowledge portrayed in three plays you have studied this semester?
3. How important are issues of religious or political conformity in three plays you have

studied this semester?

4. How do Shakespeare and Jonson use notions of acting as themes in their plays?
5. Design a question of your own—but discuss it with me before you start work on it.

On successful completion you will be able to:

- Students will develop an advanced understanding of writings by Shakespeare and by his contemporaries, with particular attention having been given to genre, to then-contemporary social and political concerns, and to the conflicts among worldviews
- That understanding will be grounded on a history of ideas approach to the literary culture of Shakespeare's time

Delivery and Resources

See details in iLearn

Arts Student Centre

Phone:	+61 2 9850 6783
Email:	artsenquiries@mq.edu.au
Office:	W6A/Foyer

Centre staff are there to smooth the way into university life; answer questions; give informed advice; provide a sympathetic ear; de-mystify uni ways and procedures.

Attendance of seminars is compulsory, as are delivery of the presentation and submission of the assignments. As has been mentioned above, extensions will be given only in exceptional circumstances. Late work will be penalised at the rate of 2% per day.

Plagiarism

The University defines plagiarism in its rules: “Plagiarism involves using the work of another person and presenting it as one’s own.” Plagiarism is a serious breach of the University’s rules and carries significant penalties. Information about

plagiarism can be found in the Handbook of Undergraduate Studies, on the web at <http://www.student.mq.edu.au/plagiarism/>. If you are in doubt consult your lecturer or tutor.

UNIT REQUIREMENTS AND EXPECTATIONS

Attendance at seminars and completion of all assessment tasks are compulsory.

ASSIGNMENT SUBMISSIONS

Via Turnitin

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

Greenblatt et al., eds, *The Norton Shakespeare: The Essential Plays/The Sonnets*.

Greenblatt et al., eds, *The Norton Anthology of English Literature, Ninth Edition*

(Volume B).

Both texts contain bibliographical references.

More extensive bibliographical information can be located by consultation of the

MLA Annual Bibliography.

Unit Schedule

Week 1	Introduction
Week 2	Marlowe: <i>Hero and Leander</i> ; Spenser: <i>Amoretti</i>
Week 3	Marlowe: <i>Doctor Faustus</i>
Week 4	Shakespeare: The Sonnets
Week 5	Shakespeare: <i>Antony and Cleopatra</i> ; Donne: <i>The Sun Rising</i>
Week 6	Shakespeare: <i>Hamlet</i> ; Donne: <i>Satire III</i>
Week 7	Shakespeare: <i>Macbeth</i>

Week 8	Shakespeare: <i>King Lear</i>
Week 9	Shakespeare: <i>Othello</i>
Week 10	Jonson: <i>Volpone</i> and <i>To Penshurst</i>
Week 11	Bacon: <i>New Atlantis</i> and <i>Essays</i>
Week 12	Marvell: Poems
Week 13	Preparation for Final Essay

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Students will develop an advanced understanding of writings by Shakespeare and by his contemporaries, with particular attention having been given to genre, to then-

contemporary social and political concerns, and to the conflicts among worldviews

- That understanding will be grounded on a history of ideas approach to the literary culture of Shakespeare's time

Assessment tasks

- Annotated Reading List
- Presentation and Essay
- Final Essay

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Students will develop an advanced understanding of writings by Shakespeare and by his contemporaries, with particular attention having been given to genre, to then-contemporary social and political concerns, and to the conflicts among worldviews
- That understanding will be grounded on a history of ideas approach to the literary culture of Shakespeare's time

Assessment tasks

- Annotated Reading List
- Presentation and Essay
- Final Essay

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Students will develop an advanced understanding of writings by Shakespeare and by his contemporaries, with particular attention having been given to genre, to then-

contemporary social and political concerns, and to the conflicts among worldviews

- That understanding will be grounded on a history of ideas approach to the literary culture of Shakespeare's time

Assessment tasks

- Annotated Reading List
- Presentation and Essay
- Final Essay

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Students will develop an advanced understanding of writings by Shakespeare and by his contemporaries, with particular attention having been given to genre, to then-contemporary social and political concerns, and to the conflicts among worldviews
- That understanding will be grounded on a history of ideas approach to the literary culture of Shakespeare's time

Assessment tasks

- Annotated Reading List
- Presentation and Essay
- Final Essay

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Students will develop an advanced understanding of writings by Shakespeare and by his contemporaries, with particular attention having been given to genre, to then-

contemporary social and political concerns, and to the conflicts among worldviews

- That understanding will be grounded on a history of ideas approach to the literary culture of Shakespeare's time

Assessment tasks

- Annotated Reading List
- Presentation and Essay
- Final Essay

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Students will develop an advanced understanding of writings by Shakespeare and by his contemporaries, with particular attention having been given to genre, to then-contemporary social and political concerns, and to the conflicts among worldviews
- That understanding will be grounded on a history of ideas approach to the literary culture of Shakespeare's time

Assessment tasks

- Annotated Reading List
- Presentation and Essay
- Final Essay

Learning Outcomes Information

All academic programmes at Macquarie seek to develop graduate capabilities. These are:

COGNITIVE CAPABILITIES

1. Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

2. Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher-level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

3. Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

INTERPERSONAL and PERSONAL DISPOSITIONS

1. Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats

5. Engaged and Responsible, Active and Ethical citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

6. Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

Note: The numbers listed at the end of each Learning Outcome indicate how it is aligned with the Graduate Capabilities.

The learning outcomes of this unit are:

(Link to graduate capabilities in brackets):

- A. Students will develop an advanced understanding of writings by Shakespeare and by his contemporaries, with particular attention having been given to genre, to then-contemporary social and political concerns, and to the conflicts among worldviews (1-4)
- B. That understanding will be grounded on a history of ideas approach to the literary culture of Shakespeare's time (1-4)

Requirements and Expectations

Students must attend all seminars, offer a presentation, and submit all written work.

Changes since First Published

Date	Description
09/07/2014	- No changes
01/07/2014	- Added learning outcomes information as a section.
01/07/2014	- added unit schedule