



# ENGL701

## Shakespeare and the Renaissance

S2 Evening 2014

*English*

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#### **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](mailto:tony.cousins@mq.edu.au)

Contact via [tony.cousins@mq.edu.au](mailto:tony.cousins@mq.edu.au)

Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

LIT802

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. Students are encouraged to develop their own research projects around these themes, and to consider the unit's primary texts 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:

Acquire a coherent and advanced knowledge of the principles and concepts within a discipline area. Demonstrate an advanced knowledge of research principles and methods.

Synthesize and analyze information from a variety of sources. Articulate clearly a coherent argument in written and oral form to a variety of audiences. Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.

Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship. Demonstrate high standards of ethical conduct in research activities and relationships.

## General Assessment Information

### 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?

### Final Assignment Questions

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.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Final Essay</a>	50%	14/11
<a href="#">Annotated reading list</a>	20%	end of week 6
<a href="#">Presentation/First Essay</a>	30%	as described above

### Final Essay

Due: **14/11**

Weighting: **50%**

Write a 3,000-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 independent research.

On successful completion you will be able to:

- Acquire a coherent and advanced knowledge of the principles and concepts within a discipline area. Demonstrate an advanced knowledge of research principles and methods.
- Synthesize and analyze information from a variety of sources. Articulate clearly a coherent argument in written and oral form to a variety of audiences. Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.
- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship. Demonstrate high standards of ethical conduct in research activities and relationships.

### Annotated reading list

Due: **end of week 6**

Weighting: **20%**

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 assignment's focus is on research skills and techniques. The assignment has a 1,000 word limit.

On successful completion you will be able to:

- Acquire a coherent and advanced knowledge of the principles and concepts within a discipline area. Demonstrate an advanced knowledge of research principles and methods.
- Synthesize and analyze information from a variety of sources. Articulate clearly a coherent argument in written and oral form to a variety of audiences. Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.
- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship. Demonstrate high standards of ethical conduct in research activities and relationships.

## Presentation/First Essay

Due: **as described above**

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 1,000-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 research independently: that is, to engage independently with current scholarship.

On successful completion you will be able to:

- Acquire a coherent and advanced knowledge of the principles and concepts within a discipline area. Demonstrate an advanced knowledge of research principles and methods.

- Synthesize and analyze information from a variety of sources. Articulate clearly a coherent argument in written and oral form to a variety of audiences. Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.
- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship. Demonstrate high standards of ethical conduct in research activities and relationships.

## Delivery and Resources

Seminars E2.

<http://ilearn.mq.edu.au>

### 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 at 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, and on the web at <http://www.student.mq.edu.au/plagiarism/>. If you are in doubt consult your lecturer or tutor.*

## Unit Schedule

<b>Week 1</b>	Introduction
<b>Week 2</b>	Marlowe: <i>Hero and Leander</i> ; Spenser: <i>Amoretti</i>
<b>Week 3</b>	Marlowe: <i>Doctor Faustus</i>
<b>Week 4</b>	Shakespeare: The Sonnets
<b>Week 5</b>	Shakespeare: <i>Antony and Cleopatra</i> ; Donne: <i>The Sun Rising</i>
<b>Week 6</b>	Shakespeare: <i>Hamlet</i> ; Donne: <i>Satire III</i>
<b>Week 7</b>	Shakespeare: <i>Macbeth</i>
<b>Week 8</b>	Shakespeare: <i>King Lear</i>
<b>Week 9</b>	Shakespeare: <i>Othello</i>
<b>Week 10</b>	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

## Learning and Teaching Activities

### Annotated reading list

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.

### Presentation/First Essay

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 (to your tutor) as expanded into a 1,000-word essay.

### Final Essay

Write a 3,000-word essay on one of the topics or questions and submit it, online or at the Faculty of Arts Office on level 1 of W6A, by the end of 15 November.

## 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](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](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](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/](https://students.mq.edu.au/support/student_conduct/)

Seeks to follow all required procedures in order to implement all relevant policies.

## **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](http://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](#)

Students will be directed to support as deemed necessary.

## **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.

Students will be made aware of Equity Support as may be necessary.

## **Student Enquiries**

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

Students will be made aware of availability of Enquiry Service.

## **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.

Compliance with Policy advocated.

## 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

- Acquire a coherent and advanced knowledge of the principles and concepts within a discipline area. Demonstrate an advanced knowledge of research principles and methods.
- Synthesize and analyze information from a variety of sources. Articulate clearly a coherent argument in written and oral form to a variety of audiences. Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.
- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship. Demonstrate high standards of ethical conduct in research activities and relationships.

#### Assessment tasks

- Final Essay
- Annotated reading list
- Presentation/First Essay

#### Learning and teaching activities

- 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.
- 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 (to your tutor) as expanded into a 1,000-word essay.
- Write a 3,000-word essay on one of the topics or questions and submit it, online or at the Faculty of Arts Office on level 1 of W6A, by the end of 15 November.

### 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**

- Acquire a coherent and advanced knowledge of the principles and concepts within a discipline area. Demonstrate an advanced knowledge of research principles and methods.
- Synthesize and analyze information from a variety of sources. Articulate clearly a coherent argument in written and oral form to a variety of audiences. Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.
- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship. Demonstrate high standards of ethical conduct in research activities and relationships.

## **Assessment tasks**

- Final Essay
- Annotated reading list
- Presentation/First Essay

## **Learning and teaching activities**

- 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.
- 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 (to your tutor) as expanded into a 1,000-word essay.
- Write a 3,000-word essay on one of the topics or questions and submit it, online or at the Faculty of Arts Office on level 1 of W6A, by the end of 15 November.

## **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

- Acquire a coherent and advanced knowledge of the principles and concepts within a discipline area. Demonstrate an advanced knowledge of research principles and methods.
- Synthesize and analyze information from a variety of sources. Articulate clearly a coherent argument in written and oral form to a variety of audiences. Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.
- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship. Demonstrate high standards of ethical conduct in research activities and relationships.

## Assessment tasks

- Final Essay
- Annotated reading list
- Presentation/First Essay

## Learning and teaching activities

- 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.
- 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 (to your tutor) as expanded into a 1,000-word essay.
- Write a 3,000-word essay on one of the topics or questions and submit it, online or at the Faculty of Arts Office on level 1 of W6A, by the end of 15 November.

## 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

- Acquire a coherent and advanced knowledge of the principles and concepts within a discipline area. Demonstrate an advanced knowledge of research principles and

methods.

- Synthesize and analyze information from a variety of sources. Articulate clearly a coherent argument in written and oral form to a variety of audiences. Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.
- Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship. Demonstrate high standards of ethical conduct in research activities and relationships.

## Assessment tasks

- Final Essay
- Annotated reading list
- Presentation/First Essay

## Learning and teaching activities

- 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.
- 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 (to your tutor) as expanded into a 1,000-word essay.
- Write a 3,000-word essay on one of the topics or questions and submit it, online or at the Faculty of Arts Office on level 1 of W6A, by the end of 15 November.

## 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.

#### 1. 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.

### **1. 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

### **1. 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

### **1. 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):

At the completion of this unit students will:

Acquire a coherent and advanced knowledge of writings by Shakespeare and by his contemporaries;

synthesize and analyze information from a variety of sources, and acquire an understanding of rhetorical practices and of genre in early modern British texts;

gain insights into the social environment of early modern British texts, and be able to articulate clearly a coherent argument in written and oral form to a variety of audiences;

think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts;

demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship; and

demonstrate high standards of ethical conduct in research activities and relationships (all outcomes link with 1-4, 6 above).

### **How LOs work at the level of the unit:**

In alignment with the Masters of Research Program aims, the emphasis in the expected learning outcomes is on advanced rather than on introductory or merely competent knowledge and understanding. The level of thinking required of students is such as to enhance and advance their capacities for critical thinking across a range of literary works. Independence of thought, increased self-reflection, and a greater capacity for shaping individual research-essay topics are all expected and encouraged at this level. Students are expected to gain advanced knowledge not just of current scholarship in the field, but of how this scholarship shapes current debates and how their own research practices can engage with and intervene in these debates.

### **700-Level Learning Outcomes**

#### KNOWLEDGE (2):

Acquire a coherent and advanced knowledge of the principles and concepts within a discipline area.

Demonstrate an advanced knowledge of research principles and methods.

#### SKILLS (3):

Synthesize and analyze information from a variety of sources.

Articulate clearly a coherent argument in written and oral form to a variety of audiences.

Think critically and make informed and logical judgments of the arguments of others to arrive at reasoned and meaningful arguments and positions, and formulate and apply ideas to new contexts.

#### APPLICATION OF KNOWLEDGE AND SKILLS (2):

Demonstrate the ability to apply accumulated knowledge and skills to make decisions in the context of professional practice and/or scholarship.

Demonstrate high standards of ethical conduct in research activities and relationships.

## Changes since First Published

Date	Description
01/07/2014	- Added learning outcomes information as a section.
01/07/2014	- Added Unit Schedule - Added assessment questions - Added seminar topics