Course Objectives: This class examines the plays of Shakespeare in context: that is political, social, cultural contexts, as well as the context of the theater, entertainment, and performance world that Shakespeare inhabited and so richly incorporated into his plays. We are interested in interrogating and understanding the ideas of theater, stage, entertainment and performance in multiple ways--from the physical realities of the Globe Theater, to the actors, the audience, the meaning of entertainment, and the “performance” of an execution, for example, as well as the influence of other entertainments such as dancing, singing, folk and court entertainments to traveling performers like mountebanks on Shakespeare’s plays. Our goals are to become stronger critical readers of Shakespeare, and the period in which he wrote as well as to strengthen our analytical discussion and writing skills.

Week 1
Sept 2 Introduction
4 The English Renaissance/Shakespeare’s life, theater and entertainment

Week 2
9 Theater and entertainments cont’d.
11 History Plays --Henry IV, I Response for H4, I

Week 3
16 Henry IV
   Reading: Classes--Machiavelli on Nobles; Gurr: “Companies,” 55-65
18 Henry IV
   Reading: Classes--Women by Male Writers

Week 4
23 Richard III. Response for R3
   Readings: Machiavelli and Augustine
25 Richard Gurr: “The Playhouses,” 139-45

Week 5
Oct 2 Richard

Week 6
7 Richard
   Comedy/ As You Like It Response for AYLI
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<th>Week 7</th>
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<td>9</td>
<td>AYLI Reading: Gurr—“The Staging,” 209-29</td>
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<td>Week 8</td>
<td>21</td>
<td>AYLI/ Much Ado About Nothing</td>
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<td><strong>Response for Much</strong></td>
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<td>23</td>
<td>Much Ado</td>
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<td><em><strong>Critical Essay Due</strong></em></td>
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<td>Week 9</td>
<td>28</td>
<td>Much Ado</td>
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<td>Week 10</td>
<td>Nov 4</td>
<td>Shakespeare and Music</td>
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<td>Much Ado, Gurr: “The Audiences,” 258-64; 275-82</td>
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<td>Week 11</td>
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<td>Tragedy/ Hamlet Response for Hamlet</td>
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<td>13</td>
<td>Hamlet Gurr: “The Players” – 100-105; 113-136</td>
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<td>Week 12</td>
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<td>Hamlet</td>
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<td>Week 13</td>
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<td>27</td>
<td>Thanksgiving</td>
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<td>Week 14</td>
<td>Dec 2</td>
<td>Problem/ Measure for Measure Response for Measure</td>
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<td>Measure <em><strong>Critical Essay Due</strong></em></td>
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<td>Measure</td>
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<td>Recap, summary. What did we learn?</td>
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Texts:

Shakespeare, *I Henry IV, Richard III, As You Like It, Much Ado, Hamlet, Measure for Measure*

Andrew Gurr *The Shakespearean Stage: 1547-1642*
Books are in the NYU Bookstore. Unless specified you will be reading the entire text.

Selected readings and essays posted on Classes

Requirements:

1) **Readings:** In reading the plays in the Pelican edition, or any other edition, please read the introduction and any other supplementary materials in the text. Please always come to **class with the book or reading materials.**

2) **Written Responses:** On the first day that we begin to discuss a **play**, please come to class with a **written response** to the reading. This response will be typed and will take the form of **five short comments**. For comments you can raise points, ideas, questions, concerns, and issues that have inspired, puzzled, and intrigued you during your reading of the play. Please also pose questions that the plays provoked in you and ones you think we should discuss in class.

   I suggest that you read the texts on your own to see what inspires you. However, if you use any source—–from Wikipedia or a scholarly text—you must list those sources at the end of the response. **The responses must be handed in** on time, on the **first day** that we begin to discuss the play.

   Please write down in your notebooks five main points from the Gurr, *The Shakespearean Stage* for discussion in class. You do not need to hand these in.

3) **Essays:** Write two **critical essays** of **5 full pages** on a topic of your choice. I recommend that one of your essays be about the play in which you perform. You are not required to do research for these essays, but you are free to do so if you wish. With all papers and, of course, with research essays you must be **scrupulous about documentation**. I cannot emphasize this more strongly. You will need to follow a style sheet so that the documentation is correct. I cannot tolerate plagiarism of any kind—this will result in a failure for the class. See Gallatin’s statement on plagiarism below and link for further information.

   Regarding sources: you must use scholarly sources. You could start with Wikipedia, for example, get general information, and also get further sources from them. You can then find the articles on JSTOR, and PROJECT MUSE—which are collections of academic essays on line. You can access this through Bobcat, under databases. Then you can do a search regarding your subject. Of course, there are always books and the library! Let’s not forget about books—you should consult at least one book. You can also do a Google Book search.

4) **Participate in performing a scene** from one of the plays we are reading. There will be large, medium, and small roles to accommodate everyone’s comfort levels. I expect you all to take this very seriously and to your best to memorize lines, and to make
the scene a success. You will meet with your group to plan and discuss the scene and the individual characters. I would like to see you all do a bit of research on the play you are in and your character to get a fuller understanding of the scene.

I will give you a sheet with the scenes we will perform, so that you can note your first three choices for play and role.

******Hand in a one-page summary of your preparation process, the main points of the scene and your character, as well as a bibliography of any sources used.******

5) Class Discussion: Class discussion is crucial to the class and a major part of the final grade.

All of the above requirements must be completed in order to pass the course.

Grades
Only the essays receive letter grades, but all of the requirements figure into the final grade which is formulated at about 60% for the papers and the other 40% for the rest of the requirements: responses, scene performance, and class participation.

Cell Phones/Computers
Please no laptops in class or cell phones. If you need to use a laptop, please talk to me about. Tablets can be used for reading electronic versions of the texts; however, I would prefer that you all have the books.

Revisions
You are able to revise your essays, but you will have only 2 weeks to do so after we have discussed the revision. Remember also that a grade can change only if the essay has been revised in a substantial way. Please consult Revision Guidelines on classes.

Documentation
With all your work, you must be scrupulous about documenting all your sources—this means any research conducted for paper or for responses. Please consult a proper guide for proper documentation form. Complete honesty with regard to the presentation of your work is crucial. It is not only a foolish and illegal act, it also violates the bond we all form as members of this class. The following is Gallatin’s statement on academic integrity.

Gallatin Academic Integrity Statement

Academic Integrity

As a Gallatin student you belong to an interdisciplinary community of artists and scholars who value honest and open intellectual inquiry. This relationship depends
on mutual respect, responsibility, and integrity. Failure to uphold these values will be subject to severe sanction, which may include dismissal from the University. Examples of behaviors that compromise the academic integrity of the Gallatin School include plagiarism, illicit collaboration, doubling or recycling coursework, and cheating. Please consult the Gallatin Bulletin or Gallatin website (www.gallatin.nyu.edu/academics/policies/policy/integrity.html) for a full description of the academic integrity policy.

Absences
Please always come to class on time and never leave early. Please speak to me if it is necessary to do this. Please know that more than two absences can jeopardize your grade.

Please know that I am here to help you with any problems. If you have any issues please come and speak to me right away so that I know how best to help you.

To me the classroom is a learning community in which teachers and students come together in mutual respect to learn as much as possible. In such an environment teachers are students and students are teachers. I look forward to a wonderful semester together in which we learn a great deal and have as much fun as possible.