



## **ELL 409 – Shakespeare II**

*Asst. Prof. Michael D. Sheridan*

Thursday 9<sup>30</sup>–12<sup>00</sup> (G113)

*Office Hours:* By appointment (email me to arrange meeting)

*Email:* michael.sheridan@tedu.edu.tr

### **Course Description**

Introduction to tragedy, Elizabethan tragedy, and Shakespearean tragedy. Study of Shakespeare's major tragedies in their historical and intellectual contexts.

### **Course Format and Expectations**

Although there will be occasional lectures or mini-lectures outlining, for example, the intellectual, sociocultural, and historical background of the plays that we will read, for the most part this course is a reading- and discussion-based course. Therefore, you will be expected to come to each class having read, thought about, taken notes on, and prepared questions or comments relating to the assigned texts. The class will then proceed according to your preparation as we discuss, debate, and (hopefully) clarify your thoughts and ideas.

Please note that, in the classroom, I rarely use slides but make frequent and heavy use of the blackboard/whiteboard. Thus, it will be to your benefit to come to each class prepared to take notes. While you are of course welcome to take notes in any manner you wish, it is worth noting that numerous neuroscientific studies have shown that taking notes by hand with pen/pencil and paper is more beneficial than typing (or taking pictures of the board) for learning and retaining information, as well as for understanding and synthesizing concepts.

### **Learning Outcomes**

Upon successful completion of this course, students will be able to:

- ✓ recognize the elements of tragedy and of Elizabethan and Shakespearean tragedy
- ✓ relate Shakespeare's major tragedies to their historical, intellectual, sociocultural, and theatrical contexts
- ✓ analyze and interpret the verbal, generic, structural, and dramatic qualities of Shakespeare's major tragedies
- ✓ formulate and argue independent ideas relating to Shakespeare's major tragedies, their significance in their own time, and their relevance to our time

### **Readings and Course Materials**

All texts for the course will be provided for you via the course Moodle page, mainly in PDF format. However, I strongly recommend that you print out paper versions of the texts and read them that way: this is because reading physical copies of texts allows better annotation and note-

taking as compared to electronic versions, and therefore facilitates more active engagement in the classroom and better understanding as a whole.

Most of the readings will consist of primary sources (*i.e.*, Shakespeare's tragedies), although introductory or analytical secondary sources (*e.g.*, book chapters, journal articles, etc.) may also be occasionally assigned. As Shakespeare used an English that is over four centuries old now, his work can be difficult to read, especially for those for whom English is a second language: the texts that we read will be annotated, but I will also provide you with modernized English versions, either online or as PDFs. You may use these, and/or translations of the plays into your native language, to help you understand the texts, but please use them as *a supplement* to, and *not a replacement* for, the original versions. On occasion, I may also point you toward or provide you with various film adaptations or filmed stage versions of the plays. While these will not be required viewing, I strongly recommend that you watch them (or alternative versions if you can find some) because it must not be forgotten that Shakespeare's plays were meant to be performed and seen, not simply read as texts.

You are also strongly encouraged to seek out and read, on your own, any other material that will help you. One excellent online resource for Shakespeare studies is the Folger Shakespeare Library, which you can find at <https://www.folger.edu/>. I am also, of course, ready and willing and happy to point you in the direction of any other such sources you may need.

## Grading

Your final grade will be determined according to the following criteria:

### *Ongoing (formative) assessment (30%)*

- **Attendance and participation (15% of total grade)**

As noted above, this is a reading- and discussion-based course, so regular attendance and active participation are expected and required. The attendance portion of your grade is 5% of your total grade (determined by the percentage of class hours attended), while the participation portion is 10% of your total grade. If any quizzes or Moodle forum questions are given, they will form part of your participation grade.

- **Assignments (15% of total grade, 7.5% each)**

Over the course of the semester, you will write a total of two (2) short (approximately 750 to 1,000 words) reading responses to the plays and/or other material, focusing on *Othello* for the first assignment and *Macbeth* for the second. Each assignment will be worth 7.5% of your total grade. The content of and approach to adopt with these assignments may vary, but the due dates are listed in the course schedule below. More details about these assignments will be provided periodically in class throughout the semester.

*Summative assessment (70%)*

- **Midterm project (20% of total grade)**

You will be expected to prepare a midterm project, for which there will be both analytical (*i.e.*, an essay) and creative (*e.g.*, an original short dramatic scene) options. The project will be due before class on November 17. More information about this project will be provided in due course.

- **Final project (25% of total grade)**

You will be expected to prepare a final project, for which there will be both analytical (*i.e.*, an essay) and creative (*e.g.*, an adaptation or performance of a text, an original short dramatic scene, etc.) options. The project will be due no later than the last day of classes on December 30. More information about this project will be provided in due course.

- **Final examination (25% of total grade)**

During the final examination period (January 4–18), there will be a comprehensive final examination covering the material from Weeks 1 through 14. More information about this exam will be provided in due course.

**Statement on Academic Integrity**

TED University is committed to maintaining the highest standards of integrity and ethical conduct. Such a level of ethical behavior and academic integrity will be expected in this course. Participating in behavior that violates academic integrity—*e.g.*, unauthorized collaboration on homework assignments, plagiarism, multiple submissions of the same assignment and paper, cheating on examinations, fabricating information, helping another person to cheat, having unauthorized advance access to examinations, altering or destroying the work of others, or any other action deemed as giving an unfair academic advantage—will result in disciplinary action. For more information on what constitutes ethical academic integrity at TED University, please see the following page: <https://student.tedu.edu.tr/en/principles-academic-integrity>.

Also please note that, in this course, any form of discrimination and/or harassment based on race, color, religion, creed, ethnicity, ancestry, national origin, sexual orientation, age, or disability, among other personal characteristics or choices, are strictly prohibited and will not be tolerated.

Any cases of plagiarism or cheating of any kind will on no grounds be tolerated. Such cases will be reported to the department chair and result in a grade of zero for the relevant work.

### **Attendance, Late Submission, and TurnItIn Policies**

You are required to attend class regularly: as noted above, attendance is 5% of your total grade, but please note that more than 12 class hours of unexcused absence will result in failure (FX) of the course. In other words, you must attend at least 30 (71%) of the 42 total class hours.

Late submission of assignments, except in cases of documented illness or emergency, will be accepted at a penalty of 5% reduction of the assignment's overall grade per day. However, after three days from the due date, late submissions will no longer be accepted.

All assignments will be submitted via Moodle and checked with TurnItIn. The TurnItIn similarity index of your assignments must be lower than 25% to qualify for evaluation.

### **Feedback and Email Policies**

There will be a grading rubric available on Moodle that will give you a basic idea of what I look for in written work, and thus how I grade. For each submitted assignment, I will provide a breakdown of your grade according to this rubric, and, where necessary, a couple of short comments as feedback. If you would like more detailed feedback on a graded assignment, please email me to request it within three (3) days after the grade is posted.

Whenever you write an email to me for any question or request, please be aware that I will respond to your email as soon as I am able, but only within weekday business hours; that is, I do not respond to emails in the evenings or on weekends.

### **Course Schedule**

Below you will find a rough reading schedule for each week. You will notice that each of the four plays that we will read has three weeks devoted to it, and that a number of related supplemental readings are included as well; most of these supplemental readings (except for the introductory texts from *The Norton Shakespeare*) are optional, but may be useful for certain assignments. Precise details (page numbers, particular texts, etc.) of each week's reading will be provided via Moodle, email, and/or in class as the semester progresses, but please keep in mind that you are responsible for checking on and keeping up with the assigned reading before coming to class, in order to facilitate discussion.

Please note that the primary reading for each set of weeks (*i.e.*, the actual play by Shakespeare) is highlighted with red text in the schedule below.

Also please note that the schedule below is subject to change, with any changes to be announced via Moodle, email, and/or in class.

**Week 1 (Sept. 29): Introduction to Tragedy, Elizabethan, and Shakespearean Tragedy****Weeks 2–4 (Oct. 6 + 13 + 20)**

- ***Othello***
- Walter Cohen, “Othello” (Introduction from *The Norton Shakespeare*)

*Optional readings*

- “Cinthio’s Tale of the Moor of Venice,” translated by John Edward Taylor
- William Shakespeare, *Sonnets* #131 and 139
- Francis Bacon, “Of Marriage and Single Life,” “Of Suspicion”

**Weeks 5–7 (Oct. 27 + Nov. 3 + 10)**

- ***Hamlet***
- Stephen Greenblatt, “Hamlet” (Introduction from *The Norton Shakespeare*)

*Optional readings*

- The story of Amleth from Saxo Grammaticus’ *The History of the Danes*, translated by Peter Fisher
- William Shakespeare, *Sonnets* #129 and 147
- Francis Bacon, “Of Delays,” “Of Revenge”

**📌 Assignment #1 (on *Othello*) Due Before Class on October 17.**

**Weeks 8–10 (Nov. 17 + 24 + Dec. 1)**

- ***Macbeth***
- Stephen Greenblatt, “Macbeth” (Introduction from *The Norton Shakespeare*)

*Optional reading*

- Excerpts from Niccolò Machiavelli’s *The Prince*

**📌 Please note that your midterm project will be due before class on November 17.**

**Weeks 11–13 (Dec. 8 + 15 + 22)**

- ***King Lear***
- Stephen Greenblatt, “King Lear” (Introduction from *The Norton Shakespeare*)

**📌 Assignment #2 (on *Macbeth*) Due Before Class on December 8.**

**Week 14 (Dec. 29): Review and Prep for Final Examination**

**📌 Please note that your final project will be due no later than December 30.**

**Student Development and Psychological Counseling Center**

The Student Development and Psychological Counseling Center is mandated with providing crisis intervention and supportive listening services to the campus community. The center conducts individual counseling, group guidance studies, workshops, seminars, and orientation studies for all students in need. You may apply to the center in order to deal with all your current problems.

For further information and/or questions: [ogrencidanismamerkezi@tedu.edu.tr](mailto:ogrencidanismamerkezi@tedu.edu.tr),  
<http://csc.tedu.edu.tr>

**TEDU Without Barriers Unit**

Please inform the *TEDU Without Barriers* Unit and the instructor of the course about specific issues in case you have a physical or mental disability and are having trouble with anything related to this course, such as accessing the material; participating in the class; taking notes; or preparing for, attending, or managing to complete the exams. Your situation will be reviewed by commission, in accordance with the principle of confidentiality, and if deemed appropriate, facilitating measures will be taken so that you can take the course more efficiently.

For further information and/or questions: [engelsiz@tedu.edu.tr](mailto:engelsiz@tedu.edu.tr),  
<https://www.tedu.edu.tr/engelsiz-tedu>