

your course.

COURSE SPECIFICATION DOCUMENT

Academic School / Department:	General Education
Programme:	Performance and Theatre Arts
FHEQ Level:	5
Course Title:	Shakespeare and His World II
Course Code:	THR 5410
Course Leader:	Canan Salih
Student Engagement Hours:	120 (standard 3- credit BA course)
Lectures:	25
Seminar / Tutorials:	10
Field Trips:	10
Independent / Guided Learning:	75
Semester:	Spring
Credits:	12 UK CATS credits 6 ECTS credits 3 US credits

Course Description:

This course provides historical and theoretical contexts to Shakespeare's plays and approaches them with a variety of different critical methods. Shakespeare in performance is an integral part of the course and students are expected to see productions of most texts studied. An additional fee is required for outside trips.

(Students may take both Shakespeare and His World I and II as the plays studied differ every semester.)

Prerequisites:

GEP 4180

Aims and Objectives:

The course aims to develop transferable skills which include:

- reading closely for nuance and appreciating how language and form impact the production of meaning

- engaging critically with both primary and secondary texts to develop informed opinions and make incisive interpretations
- writing carefully and clearly to present persuasive critical arguments that demonstrate good critical thinking skills
- the ability to research purposefully, quote cogently and engage with critical arguments
- the ability to keep multiple contexts in mind when discussing the text and understanding how these contexts affect the production of meaning

Programme Outcomes:

5A(i), 5A(iii), 5B(i), 5B(iv), 5C(i), 5C(ii), 5D(ii)

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by the Registry and found at: <https://www.richmond.ac.uk/programme-and-course-specifications/>

Learning Outcomes:

By the end of this course, successful students should be able to:

- Demonstrate an understanding of cultural and political contexts of the plays discussed, and show evidence of wider reading.
- Articulate ideas that identify, analyse and communicate principles and concepts of the Shakespeare plays discussed, while considering competing points of view.
- Undertake research to demonstrate detailed knowledge of theories and concepts in Shakespeare studies as applied to the plays discussed.

Indicative Content:

- Introduction to complex field of Shakespeare studies
- In-depth study of 4-5 key Shakespeare plays, including comedies, histories and tragedies (Each semester the chosen plays are based on productions currently on in London and at the Royal Shakespeare Theatre in Stratford)
- Theatre visits to see plays in performance and analysis of performances in class
- Overview of Shakespeare's literary contexts: his sources and influences
- Overview of Shakespeare's historical contexts: London in the 1590s and early 1600s
- Understanding of Elizabethan and Jacobean politics and thought
- Understanding of classic-early-twentieth-century Shakespeare scholarship
- Introduction to contemporary theory and its application in Shakespeare studies
- Appreciation of Shakespeare's use of language and poetic devices

Assessment:

This course conforms to the Richmond University Standard Assessment Norms approved at Academic Board and located at: <https://www.richmond.ac.uk/policies/>

Teaching Methodology:

Lectures, theatre visits, classroom discussions, video

Indicative Text(s):

Greenblatt, Stephen et al (ed.), *The Norton Shakespeare*. W.W. Norton & Co., 2008
 Parvini, Neema, *Shakespeare and Contemporary Theory: New Historicism and Cultural Materialism*. Continuum, 2012
 ----, *Shakespeare’s History Plays: Rethinking Historicism*. Edinburgh University Press, 2012

See syllabus for complete reading list.

Journals

Web Sites

See syllabus for complete reading list

Change Log for this CSD:

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Registry Services
Rewrite of Programme Outcomes	LTPC 30/5/14	
Revised Student Engagement hours to reflect field trips.	LTPC 30/5/14	
Change to assessment norms	AB October 2016	June 2017
Change to assessment norms	AB March 2019	