**USC**Dornsife

Department of English

**Engl 430 32716**

**Units: 4**

**Summer 2015 TWTH 9:00-11:50am**

**Location:** THH 203

**Instructor:** Professor T. Tomaini

**Office:** THH 404F By appointment.

**Contact Info:** tmtomaini@gmail.com

**SHAKESPEARE’S KINGS**

This course will feature several histories and tragedies by William Shakespeare and will focus especially on kingship in these plays. We will consider Shakespeare’s background for the plays in terms of his understanding of English history and the adaptation of earlier sources. We will also take a close look at the England of Shakespeare’s day, and the effects Elizabethan and Jacobean politics, culture, and religion had on his work. We will also look at the broader context of the influence of Shakespeare on modern culture.

**REQUIRED TEXT**: Greenblatt, et al., eds. The Norton Shakespeare, 2nd edition. New York: W.W. Norton & Co., 2008. Handouts: TBA. Articles available on Blackboard and JSTOR.

**ASSIGNMENTS**: Short response papers of 1-2 pp. for each play, topics TBA. These papers are meant to facilitate and enhance course discussion and to demonstrate student comprehension to the professor. Students are expected to bring their response papers to class and present their responses for class discussion. No late response papers will be accepted. Two research papers of 10-12 pp. (not including bibliography). Students will be given topics by the professor. Bibliographies must include **at least five sources**, and those five must include **both book and periodical sources that reflect literary analysis**. Internet or other media sources may be used (and of course the films we view in class may be used), but they cannot outweigh print sources. Wikipedia, blogs, fan sites, and message boards may not be used without express permission from me. Papers must use Chicago Manual of Style format. Papers must be written in a 12-pt base font (such as Times New Roman), have 1-inch margins, and numbered pages. Please also fasten your paper and include a cover sheet containing your name, the course number, and a title for your paper. Late research papers will be penalized one full letter grade for **each day** after the due date.

Papers will be graded on both form and content, and so students must pay careful attention to thesis, argument, style, citation, and grammar/usage. No paper demonstrating grammatical or mechanical errors can receive an A.

All grades are final. I do not review grades or change grades once they are given.

**Grading Breakdown**

Assignment Percentage

Response Paper 5%

Response Paper 5%

Response Paper 5%

Response Paper 5%

Response Paper 5%

Response Paper 5%

Response Paper 5%

Response Paper 5%

Response Paper 5%

Response Paper 5%

Paper #1 20%

Paper #2 20%

Attendance 5%

Participation 5%

**Total 100%**

**ATTENDANCE AND PARTICIPATION POLICIES**: This is a 400-level course and students are expected to attend diligently. **Because summer courses are condensed, more than three absences is equivalent to missing three weeks of the course, and it will not be possible to pass unless the absences are excused.** An excused absence implies that the student has documentation from university administration, a doctor, or the court, that I have advanced notice and that I have given permission. If you become ill or injured, let me know as soon as possible so I can make sure you don’t fall behind. Keep a copy record of your doctors’ notes as well. (If you are on a sports team, etc., please let me know in advance of dates you will be absent.) Lateness disrupts the course and disturbs the other students, and so it will not be tolerated. If a student is late by 10 minutes or more you will be counted absent. If you are consistently late within those ten minutes your grade will be penalized. Attendance grades are tallied separately from assignment grades.

**NOTE:** I expect a student’s undivided attention. All cell phones and similar devices must be **silenced and put away** or a student will be counted absent. If a student brings a computer or tablet to class he/she will be expected to take notes and not surf the Internet, do homework for another course, play games, or send and receive emails. If I catch a student surfing the Internet or texting (and I can tell) I will count that student absent. The only time students will be allowed to go on the Internet is if, in the course of class discussion, we agree to look up a source together. Any student who gets up in the middle of class and leaves for any reason that does not involve an emergency will be counted absent. If a student has a pressing appointment or pending family issue he/she can speak to me in advance, and the student will be allowed to leave. The same thing goes if a student needs to come to class very late because of something important.

**ACADEMIC INTEGRITY:** The University guidelines for academic integrity are outlined in Scampus, and I cannot help you if you violate them. Violations include, but are not limited to, plagiarism of passages, quotes, or sources, or the purchase of, theft of, or otherwise illegitimate means of obtaining a paper, or research materials for a paper. All materials derived from secondary sources must be cited properly. Remember that websites, films, television broadcasts, and alternative media sources are not in the public domain and must be cited properly. See full policies below.

**WEEK 1: 5/20-5/21**

W: Introduction: Who was Shakespeare? Who *is* Shakespeare?

**Articles**: “Shakespeare and Cultural Tourism,” by Dennis Kennedy; “Selling

the Past: Heritage-tourism and Place Identity in Stratford-upon-Avon,” by Phil Hubbard and Keith Lilley. Background: the ideals of medieval kingship, “feudalism,” and the code of chivalry.

TH: *King John*; **Article**: “The Death of King John in Shakespeare and Bale,” by

James H. Morey. Views of King John in Shakespeare’s Day. **Response Papers**

**Due**.

**WEEK 2: 5/26-5/28**

T: *Richard II*; **Articles**: “History and Tragedy in *Richard II*,” by John R. Elliott, Jr. “The

Medieval in *Richard II*,” by Peter G. Phialas. **Response Papers**

**Due**.

W: *Henry IV, Part I*; **Articles**: “The Humors as Symbolic Nucleus in *Henry IV,*

*Part I*,” by U. C. Knoepflmacher; “*1 Henry IV*: The Metaphor of Liability,” by E. Rubinstein. The Power of the Percys in 15th century England. **Response Papers**

**Due**.

R: *Henry IV, Part I*; **Articles**: “The Humors as Symbolic Nucleus in *Henry IV,*

*Part I*,” by U. C. Knoepflmacher; “*1 Henry IV*: The Metaphor of Liability,” by E. Rubinstein. The Falstaff suit. Both, actually.

**WEEK 3: 6/2-6/4**

T: *Henry IV, Part II*; **Article**: “Shakespeare Makes History: *2 Henry IV*,” by

David M. Bergeron. **Response Papers Due**.

W: *Henry V*; **Articles**: “Shakespeare's *Henry V*: Politics and the Family,” by

Terrell L. Tebbetts; “Shakespeare Celebrations in Times of War,” by Werner Habicht. **Response Papers Due**.

TH: *Macbeth*; **Articles**: “The Recapitulation Dream in *Richard III* and

*Macbeth*,” by Aerol Arnold; “Banquo’s Ghost: The Shared Vision.” **Response Papers Due**.

**WEEK 4: 6/09-6/11**

T: *Richard III*; **Article**: “Ordering Disorder in "*Richard III*,” by Maurice Hunt;

“*Richard III*, Shakespeare, and History,” by Susan E. Leas. **Response Papers**

**Due**.

W: *Richard III*; **Article**: “Ordering Disorder in "*Richard III*,” by Maurice Hunt;

“*Richard III*, Shakespeare, and History,” by Susan E. Leas.

TH: **FILM**: *Looking for Richard*; finding Richard—finding Shakespeare?

**PAPER 1 DUE.**

**WEEK 5: 6/16-6/18**

T: *Julius Caesar*; Articles: “*Julius Caesar* and the Irony of History,” by Myron

Taylor; “Ironic Epithet in *Julius Caesar*,” by Robert C. Reynolds. **Response**

**Papers Due**.

W: *Antony and Cleopatra*; **Articles**: “Shakespeare’s Politics of Loyalty:

Sovereignty and Subjectivity in *Antony and Cleopatra*,” by Richard Nocimson.

**Response Papers Due**.

TH: *Measure For Measure;* **Articles:** “Equity’s Absence:

The Extremity of Claudio’s Prosecution and Bernardine’s Pardon in Shakespeare’s Measure for Measure,” by Andrew Majeske; and “Measure for Measure and Elizabethan Betrothals,” by S. Nagarajan.

**Response Papers Due**.

**WEEK 6: 6/23-25**

T: *King Lear*; **Articles**: “Look Upon Me, Sir:” Relationships in *King Lear*,” by

Richard C. McCoy; “*King Lear* and the Psychology of Dying,” by Susan

Snyder. **Response Papers Due**.

W: *King Lear*; **Articles**: “Look Upon Me, Sir:” Relationships in *King Lear*,” by

Richard C. McCoy; “*King Lear* and the Psychology of Dying,” by Susan

Snyder.

TH: **FILM**: *The Dresser*

**WEEK 7: 6/30**

T: *Titus* *Andronicus*; **Articles**: “Dismembering and Forgetting in *Titus*

*Andronicus*,” by Katherine A. Rowe; “Rape, I Fear, Was Root of Thy

Annoy:” The Politics of Consent in *Titus Andronicus*,” by Sid Ray. **Response Papers Due**.

**PAPER 2 DUE** **THURSDAY 7/2 BY 12 NOON IN MY BOX IN THH 404 MAIN OFFICE**.

**Statement on Academic Conduct and Support Systems**

**Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*<https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

## **Support Systems**

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* <http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html>provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* [*http://emergency.usc.edu/*](http://emergency.usc.edu/)will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.