

USCDornsife

Department of  
English

**Engl 430 32847 Weïrd Shakespeare**

**Fall 2018 MWF 10:00-10:50AM**

**Location: THH 105**

**Instructor: Professor T. Tomaini**

**Office: THH 425**

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

### **COURSE DESCRIPTION:**

This course will focus on Shakespeare's use of the supernatural and uncanny in his plays. There will be ghosts, witches, monsters, demons, prophets, walking trees, and men on fire; we'll see the blood of the bier rite, good and bad magic, weird weather, visions and dreams, and wayward souls. Throughout the course, we will make connections between Shakespeare's use of supernatural elements and his sources in folklore, mythology, and religion. We will frame the discussion of Shakespeare's use of the supernatural in a larger discussion of the Witch Craze period in England, and students will read excerpts from several texts contemporary to Shakespeare's time.

**REQUIRED TEXT:** Greenblatt, et al., eds. The Norton Shakespeare, 2<sup>nd</sup> edition. New York: W.W. Norton & Co., 2008. Other materials available on Blackboard and JSTOR.

**ASSIGNMENTS:** One short paper (6-8 pages, no research required) and one research paper of 15 pages minimum (**not including bibliography**). Students will be given a prompt for the short paper by the professor. For the research paper, bibliographies/works cited pages must include **at least five secondary sources, three of which must be academic book and periodical sources that reflect literary analysis**. Wikipedia, blogs, fan sites, and message boards may not be used without express permission from the professor. Papers can use either MLA Style or 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. Bibliography/Works Cited page must appear on a separate sheet.

### **CONFERENCES/PROSPECTUS:**

During the semester students will be required to have a conference with the professor to discuss the progress of their research papers. At that time a student's prospectus must be presented to the professor. Prospectus includes the topic, thesis, and working bibliography. The following week the student will be required to submit a working outline for the 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 with grammatical or mechanical errors can receive an A. No paper with citation errors can receive an A. See Style Sheet (on Blackboard) for details.

**All grades are final. I do not review or revise/change grades once they are given. I do not allow rewrites, revisions, or do-overs. All students must complete assignments as described in the prompt(s). A student cannot receive a passing grade on the research paper unless the prospectus is approved in advance by me. No extra credit, extra assignments, or alternative assignments are permitted unless a student is enrolled with Disability Services.**

**ATTENDANCE AND PARTICIPATION POLICIES:** This is a 400-level course and students are expected to attend diligently. After three (3) unexcused absences I will start penalizing your grade. 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. Class participation is required. 10% may not seem like much, but it can make a real difference in one's final grade.

**Letters of Recommendation:** Some students desire letters of recommendation for future programs or schools. I only write letters of recommendation for my own students who have completed at least one full course with me (if this is your first course with me, you must wait until the end of the semester if you desire a letter). Also, I only write letters for students who receive an A or A- in the course. No exceptions.

**CELL PHONES AND ELECTRONICS:** I expect a student's undivided attention. **All electronic devices must be silenced and put away** or a student will be counted absent. This includes cell phones, tablets, laptops, and any other contemporary gadgetry. Due to increasing problems with students using social media and the Internet in class, my new policy is that **no electronics are allowed** in my upper division courses. If I am able to see a student's phone I will not mark that student in attendance until it is put away. Manual notetaking (i.e., the traditional way) helps students process more material and retain it for a longer period of time than electronic notetaking (or browsing Amazon bargains on BuzzFeed during lecture). Moreover, transcribing notes into a Word program from handwritten notes helps processing and retention. The Golden Age of social media is over. It was fun until it wasn't. Time to move on.

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.

## Grading Breakdown

Assignment	Points	% of Grade
Paper #1		25
Paper #2		40
Participation		10
Attendance		10
Prospectus		15
<b>TOTAL</b>	0	100

### WEEK 1: 8/20-8/24

- M: The Elizabethan/Jacobean Theatre: London ca. 1590-1612. Background: Who *was* William Shakespeare? Bardolatry, The Genius Myth, The One Author Theory, and the pleasant disappointments of iconoclasm.
- W: Shakespeare's body, Shakespeare's bodies, and his body of work. "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. Reiss, Benjamin. Bardolatry in Bedlam: Shakespeare, Psychiatry, and Cultural Authority in Nineteenth-Century America. *ELH* Vol. 72, No. 4 (Winter, 2005), pp. 769-797.
- F: The Supernatural in Shakespeare's day: The Divine plan, the sympathetic cosmos, relativisms And normativity; "Otherness" and alterities.

### WEEK 2: 8/27-8/31; Julius Caesar

- M: *Julius Caesar*; Lecture: Signs, portents, and omens in Shakespeare's day. 16th/17th century Cosmology.
- W: *Julius Caesar*; Reynolds Robert C. "Irony Epithet in *Julius Caesar*," *Shakespeare Quarterly*, Vol. 24, No. 3 (Summer, 1973), pp. 329-333.
- F: *Julius Caesar*

### WEEK 3: 9/3-9/7; Julius Caesar

M: **LABOR DAY. NO CLASSES.**

- W: *Julius Caesar*; Lecture: illness, grief, and guilt on the Elizabethan stage. The bier-rite and its tradition in Early Modern England.
- F: *Julius Caesar*; Great Caesar's ghost!

### WEEK 4: 9/10-9/14; Richard III

- M: *Richard III*; Lecture: Monstrosity and (dis)ability in 16<sup>th</sup>/17<sup>th</sup> Century England. The mythic Richard III.
- W: *Richard III*; Lecture: Monstrosity and alterities in 16<sup>th</sup>/17<sup>th</sup> Century England. The real Richard III.
- F: *Richard III*

**WEEK 5: 9/17-9/21; Richard III**

M: *Richard III*; Lecture: Curses and blessings in 16<sup>th</sup>/17<sup>th</sup> Century England.

W: *Richard III*

F: *Richard III*; Lecture: Hauntings in 16<sup>th</sup>/17<sup>th</sup> Century England. Arnold, Aerol. "The Recapitulation Dream in *Richard III* and *Macbeth*." *Shakespeare Quarterly*, Vol. 6, No. 1 (Winter, 1955), pp. 51-62.

**WEEK 6: 9/24-9/28; Hamlet**

M: *Hamlet*; Lecture: Ghosts, Purgatory, and the Reformation. **PAPER 1 DUE.**

W: *Hamlet*

F: *Hamlet*; Belsey, Catherine. "Shakespeare's Sad Tale for Winter: *Hamlet* and the Tradition of Fireside Ghost Stories." *Shakespeare Quarterly*, Vol. 61, No. 1 (Spring 2010), pp. 1-27.

**WEEK 7: 10/1-10/5; Hamlet**

M: *Hamlet*; Ratcliffe, Stephen. "What Doesn't Happen in *Hamlet*: The Ghost's Speech." *Modern Language Studies*, Vol. 28, No. 3/4 (Autumn, 1998), pp. 125-150.

W: *Hamlet*; Madness and the uncanny in Shakespeare's time.

F: *Hamlet*

**WEEK 8: 10/8-10/12; Macbeth**

M: *Macbeth*; Lecture: The Witch Craze in 16<sup>th</sup>/17<sup>th</sup> century England.

W: *Macbeth*

F: *Macbeth*; Calhoun Howell V. "James I and the Witch Scenes in *Macbeth*," *The Shakespeare Association Bulletin*, Vol. 17, No. 4 (October 1942), pp. 184-189.

**WEEK 9: 10/15-10/19; Macbeth**

M: *Macbeth*; Puhvel, Martin. "The Perplexing Ghost of Banquo: Ambiguity and its Roots." *Neuphilologische Mitteilungen*, Vol. 94, No. 3/4 (1993), pp. 287-296.

W: *Macbeth*; Arnold, Aerol. "The Recapitulation Dream in *Richard III* and *Macbeth*." *Shakespeare Quarterly*, Vol. 6, No. 1 (Winter, 1955), pp. 51-62. Sleep-experience in Shakespearean tragedy.

F: *Macbeth*; adaptations of the bier-rite.

**WEEK 10: 10/22-10/26; King Lear**

M: *King Lear*; Lecture: Monstrosity and tyranny in 16<sup>th</sup>/17<sup>th</sup> century England: the myth of Ixion

W: *King Lear*

F: *King Lear*; Lecture: Monstrosity and womanhood in Early Modern England.

**WEEK 11: King Lear; 10/29-11/2**

M: *King Lear*; Lecture: Early Modern cosmology and the demonology of storms.

W: *King Lear* Robinson, James E. "*King Lear* and the Space Between." *Notre Dame English Journal*, Vol. 12, No. 1 (Oct. 1979), pp. 27-54.

F: *King Lear*; the paradox of the Fool.

**WEEK 12: 11/5-11/9; A Midsummer Night's Dream**

M: MSND; Lecture: Faerie Lore in 16<sup>th</sup>/17<sup>th</sup> century England;

W: MSND; Uncanny substances, toxic attractions, and pneumatic love-juice.

F: MSND

**WEEK 13: 11/12-11/16; A Midsummer Night's Dream****CONFERENCES; PROSPECTUS DUE.**

M: MSND; Henning, Standish. "The Fairies of *A Midsummer Night's Dream*." *Shakespeare Quarterly*, Vol. 20, No. 4 (Autumn, 1969), pp. 484-486.

W: MSND; Lamb, Mary Ellen. "Taken by the Fairies: Fairy Practices and the Production of Popular Culture in *A Midsummer Night's Dream*." *Shakespeare Quarterly*, Vol. 51, No. 3 (Autumn, 2000), pp. 277-312.

F: MSND

**WEEK 14: 11/19-11/23; The Tempest**

M: *The Tempest*; Lecture: Spirits of the earth and air in the English imagination.

W-F: **THANKSGIVING HOLIDAY: NO CLASSES.**

**WEEK 15: 11/26-11/30; The Tempest**

M: *The Tempest*; Grant, Patrick. "The Magic of Charity: A Background to Prospero," *The Review of English Studies* New Series, Vol. 27, No. 105 (Feb 1976), pp. 1-16.

W: *The Tempest*; Colonialism, alterities, and presumptions of the supernatural.

F: *The Tempest*

**PAPER #2 IS DUE IN MY BOX FRIDAY DECEMBER 7, 2018 BY 3PM.****STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS****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/departments/departments-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](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/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

### **Sexual Assault Resource Center**

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

### **Bias Assessment Response and Support**

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tabs for Events, Programs and Training, Task Force (including representatives for each school),  
Chronology, Participate, Resources for Students