

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **SHAKESPEARE**

Code: 100563

Degree/Master: **GRADO DE ESTUDIOS INGLESES**

Year: 3

Name of the module to which it belongs: LITERATURA Y CULTURA DE LOS PAÍSES DE HABLA INGLESA

Field: LITERATURA Y CULTURA DE LOS PAÍSES DE HABLA INGLESA

Character: OBLIGATORIA

Duration: SECOND TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: Moodle

### LECTURER INFORMATION

Name: JIMENEZ HEFFERNAN, JULIAN SEBASTIAN (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None

#### Recommendations

None specified

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### INTENDED LEARNING OUTCOMES

CB1	Capable of analysis and synthesis.
CB2	Capable of organisation and planning.
CB3	Knowledge of a foreign language (English).
CB4	Knowledge of ICTs for study and research.
CB5	Students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues.
CB6	Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
CB7	Decision making
CB8	Students can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.
CB9	Ability to work in teams.
CB10	Ability to work in an interdisciplinary team.
CB11	Ability to work in an international context.
CB12	Recognition of diversity and interculturality.
CB13	Capable of self-assessment
CB14	Adapt to new situations.
CB15	Creativity.
CB16	Knowledge of other cultures and customs.
CB17	Motivation for quality, professional ambition and entrepreneurship.
CB18	Students have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.
CB19	Students have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.
CU1	Accredit the use and mastery of a foreign language.
CU2	User level knowledge and mastery of ICTs.
CU3	Promote habits to actively seek employment and the Capable of entrepreneurship.
CE12	Analysis, commentary and explanation of texts in English of various registers, types, genres and historical periods.
CE13	Proficiency in oral and written academic English, as well as the techniques for writing academic papers. Ability to defend and express abstract concepts, hypotheses and relationships in academic essays.
CE17	Ability to search for and analyse documentary and textual information in relation to literature and other cultural manifestations in the English language, use of bibliographic databases
CE18	Ability to apply the necessary methods of analysis for the understanding and critical reading of literary texts in the English language.
CE20	Ability to write literary analyses and critical reviews in relation to literary texts written in the English language.
CE23	Knowledge of the techniques and methods of textual criticism and editing texts in relation to written texts in the English language.

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CE27	Participation in group learning activities: assignments, studies
CE28	Participation in learning forums and knowledge transfer: newsgroups, blogs
CE29	Analyse factors related to the use of language in situations that affect the final form of written and spoken text.
CE33	Ability to develop critical and independent thinking through the reading and analysis of literary texts and other cultural manifestations in the English language.
CE34	Ability to critically evaluate a bibliography and situate it within a theoretical perspective.
CE35	Ability to design and develop training materials and materials for self-learning related to the academic content of the module.
CE36	Ability to discover literature as an expressive form in its broadest scope.
CE37	Ability to relate various literary manifestations in the English language with cultural events.
CE38	Capable of literary discussion and oral exposition in the English language.
CE44	Ability to synthesize, organize, manipulate and effectively convey the knowledge acquired in the different modules.
CE45	Accept critical currents of thought that differ from that of the students.
CE51	Ability to distinguish between different theoretical/critical approaches to the same problem.
CE52	Ability to identify research problems and topics and assess their relevance.

## OBJECTIVES

The aim of this module is to offer the students a critical introduction to the dramatic work of William Shakespeare. To this end, we will focus on subcorpus of Shakespearean tragedy, more precisely on Romeo and Juliet, Hamlet and King Lear. A combined critical approach is favoured, but special emphasis is placed on philological and traditional hermeneutic tools.

## CONTENT

### 1. Theory contents

1. Shakespeare's production: a critical assessment.
2. Shakespearean tragedy: texts and contexts
3. Romeo and Juliet
4. Hamlet
5. King Lear

### 2. Practical contents

Critical readings and commentaries of parts of the three plays against a backdrop of supplementary sources that include early modern essays, Renaissance and Baroque plays by contemporary authors, and Shakespeare's poems, comedies and historical plays.

## SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Gender equality  
Reduced inequalities  
Peace, justice and strong institutions

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### METHODOLOGY

#### General clarifications on the methodology (optional)

Part-time students are asked to get in touch with the teacher during the first three weeks of the first semester to plan a course of alternative academic activities

#### Methodological adaptations for part-time students and students with disabilities and special educational needs

Written exam of some chosen units. Compulsory readings.

#### Face-to-face activities

Activity	Large group	Medium group	Total
Lectures	32	5	37
Text commentary	13	10	23
<b>Total hours:</b>	<b>45</b>	<b>15</b>	<b>60</b>

#### Off-site activities

Activity	Total
Analysis	45
Self-study	45
<b>Total hours</b>	<b>90</b>

### WORK MATERIALS FOR STUDENTS

Case studies  
Exercises and activities  
References

### EVALUATION

Intended learning	Debate	Exams	Text commentary
CB1	X	X	X
CB10	X	X	X
CB11	X		
CB12	X	X	X

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Intended learning	Debate	Exams	Text commentary
CB13		X	X
CB14	X		
CB15	X	X	X
CB16	X	X	X
CB17	X	X	X
CB18	X	X	X
CB19		X	X
CB2		X	X
CB3	X	X	X
CB4		X	X
CB5	X	X	X
CB6	X	X	X
CB7		X	X
CB8	X	X	X
CB9	X	X	X
CE12	X	X	X
CE13	X	X	X
CE17	X	X	X
CE18	X	X	X
CE20		X	X
CE23		X	X
CE27	X	X	
CE28	X	X	X
CE29	X	X	X
CE33	X	X	X
CE34		X	X
CE35	X	X	X
CE36	X	X	X
CE37	X	X	X

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Intended learning	Debate	Exams	Text commentary
CE38	X	X	X
CE44	X	X	X
CE45	X	X	X
CE51	X	X	X
CE52	X	X	X
CU1	X	X	X
CU2	X	X	X
CU3	X	X	X
<b>Total (100%)</b>	<b>10%</b>	<b>50%</b>	<b>40%</b>
<b>Minimum grade</b>	<b>1</b>	<b>1</b>	<b>1</b>

(\*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

**Attendance will be assessed?:**

No

**General clarifications on instruments for evaluation:**

Final exam. Participation in class discussions. Text commentary. The grades (or percentages) obtained in participation and text commentary will "expire" in July of the next academic year: until then, they remain valid, and the student may claim them for the calculation of the final grade.

In the September exam, the student may choose between using other assessment instruments for the calculation of the global grade (participation in class discussions 10% and text commentaries 40%) or giving the exam a 100% value in the final grade.

La nota mínima de los comentarios es un 2. La nota mínima del examen final es un 3.

**Clarifications on the methodology for part-time students and students with disabilities and special educational needs:**

Writing of an essay about any of the themes and compulsory readings included in the syllabus. Control lecturas obligatorias.

**Clarifications on the evaluation of the extraordinary call and extra-ordinary call for completion studies:**

El examen computará un 50% de la nota final, computándose el resto en función de la participación durante el curso en debates de clase y del resultado de los dos comentarios de texto realizados como tareas durante el curso. The final exam will be a 50% of the global mark, the remaining 50% comprising participation in class debates and the two tests done during the course.

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### Qualifying criteria for obtaining honors:

*excelencia y máxima nota en examen final (10)*

## BIBLIOGRAPHY

### 1. Basic Bibliography

Harold Bloom. Shakespeare. The Invention of the Human. New York: Riverhead Books, 1998. A.C. Bradley. Shakespearean Tragedy. London: Penguin, 1991. Terry Eagleton. William Shakespeare. London: Blackwell, 1986. T. S. Eliot. Elizabethan Essays. London: Faber & Faber, 1934. William Empson. Essays on Shakespeare. Cambridge UP, 1986. Boris Ford (ed.) The Age of Shakespeare. London: Penguin, 1982. Northrop Frye. On Shakespeare. Yale UP, 1986. Northrop Frye. Fools of Time. Studies in Shakespearean Tragedy. Oxford UP, 1967. Marjorie Garber. Shakespeare After All. New York: Anchor, 2005. Stephen Greenblatt. Shakespearean Negotiations. The Circulation of Social Energy in Renaissance England. Oxford UP, 1988. Stephen Greenblatt. Will in the World: How Shakespeare Became Shakespeare. New York: London, 2004. Andrew Hadfield. Shakespeare and Renaissance Politics. London: Thomson, 2004. Andrew Hadfield. Shakespeare and Republicanism. Cambridge UP, 2005. Paul Honan. Shakespeare: A Life. Oxford UP, 1998. Ted Hughes. Shakespeare and the Goddess of Complete Being. London: Faber & Faber, 1988. Frank Kermode. Shakespeare's Language. London: Penguin, 2001. John Dover Wilson. What Happens in Hamlet. Cambridge UP, 1995. Richard Wilson. Shakespeare in French Theory. King of Shadows. London: Routledge, 2007. Richard Wilson & Richard Dutton. New Historicism & Renaissance Drama. London: Longman, 1992.

William Shakespeare. Hamlet

William Shakespeare. Romeo and Juliet.

William Shakespeare. King Lear

Recommended editions: Cambridge/Oxford/Penguin/Arden

### 2. Further reading

William Shakespeare, The Sonnets, ed. Katherine Duncan-Jones (Arden)

## COORDINATION CRITERIA

common skills

Tasks performance

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## SCHEDULE

Period	Lectures	Text commentary
1# Fortnight	4,0	2,0
2# Fortnight	4,0	3,0
3# Fortnight	4,0	3,0
4# Fortnight	5,0	3,0
5# Fortnight	5,0	3,0
6# Fortnight	5,0	3,0
7# Fortnight	5,0	3,0
8# Fortnight	5,0	3,0
<b>Total hours:</b>	<b>37,0</b>	<b>23,0</b>

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.