

### DETAILS OF THE SUBJECT

**Title:** 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

**Classroom hours:** 60

**Face-to-face classroom percentage:** 40%

**Non-contact hours:** 90

**Online platform:**

### TEACHER INFORMATION

**Name:** JIMENEZ HEFFERNAN, JULIAN SEBASTIAN (Coordinador)

**Department:** FILOLOGÍAS INGLESA Y ALEMANA

**Area:** FILOLOGÍA INGLESA

**Office location:** ala lateral

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### SPECIFICS OF THE SUBJECT

#### REQUIREMENTS AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None.

#### Recommendations

None specified.

### SKILLS

- 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.
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. Theoretical content

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.

### 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

Examen de parte de la materia. Lecturas obligatorias.

#### Face-to-face activities

Activity	Large group	Medium group	Total
<i>Lectures</i>	32	8	40
<i>Text commentary</i>	10	10	20
<b>Total hours:</b>	42	18	60

#### Not on-site activities

Actividad	Total
<i>Analysis</i>	45
<i>Self-study</i>	45
<b>Total hours:</b>	90

### WORK MATERIALS FOR STUDENTS

Dossier

### EVALUATION

Skills	Tools		
	Attitudes scales	Final exam	Text commentary
<i>CB1</i>	X	X	X
<i>CB10</i>	X	X	X

CB11	x	x	x
CB12	x	x	x
CB13	x	x	x
CB14	x	x	x
CB15	x	x	x
CB16	x	x	x
CB17	x	x	x
CB18	x	x	x
CB19	x	x	x
CB2	x	x	x
CB3	x	x	x
CB4	x	x	x
CB5	x	x	x
CB6	x	x	x
CB7	x	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	x
CE23	x	x	x
CE27	x	x	x
CE28	x	x	x
CE29	x	x	x
CE33	x	x	x
CE34	x	x	x
CE35	x	x	x
CE36	x	x	x
CE37	x	x	x
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>	10%	80%	10%
<b>Minimum grade.(*)</b>	5	5	5

(\*) Minimum grade necessary to pass the subject

**What is the weight of the attendance in the final grade ?:**

5%

**General clarifications on instruments for evaluation:**

Examen final. Participación.

**General clarifications on evaluation and methodological adaptation for part-time students:**

Examen parte materia. Control lecturas obligatorias

**Qualifying criteria for obtaining honors:** *Excellence. 10 points in the final exam*

**¿Hay exámenes/pruebas parciales?:** *No*

## 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

## SCHEDULE

Period	Activity	
	Lectures	Text commentary
<i>1# Fortnight</i>	6	2
<i>2# Fortnight</i>	6	2
<i>3# Fortnight</i>	6	2
<i>4# Fortnight</i>	6	2
<i>5# Fortnight</i>	8	4
<i>6# Fortnight</i>	6	4
<i>7# Fortnight</i>	2	4
<b>Total hours:</b>	<i>40</i>	<i>20</i>