English 3119WA: Adaptations and Appropriations of Shakespeare  
Course Location: RB 3026  
Class Times: TTH10:00-11:30  

To our Students: Should you require information or documents from our office in another format, please let us know. We are happy to help you. Contact your instructor or our Department of English Administrative Assistant.

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Instructor Information

Instructor: J.M. Richardson  
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Email: mrichard@lakeheadu.ca  
Office Hours: M: 12:00-2:30, TTh 11:30-12:30, or by appointment
Course Description/Overview

A study of adaptations and appropriations, in various media and cultural contexts, of Shakespeare and his works. Among the issues and questions that will be dealt with: to what extent can an adaptation still be Shakespeare? To what extent should it still be Shakespeare?

Prerequisite(s):

Two FCEs in English, including at least one half-course at the second-year level, or permission of the Chair of the Department

Course Objectives and/or Learner Outcomes

Read adaptations and appropriations of Shakespearean texts of various kinds critically, and assess their rhetorical, ideological and aesthetic strategies.
write well (grammatically correct, clear, effective prose).
communicate ideas effectively and coherently, in both the persuasive essay, and a variety of other forms.
identify the conventions of a variety of means of adapting and appropriating works of Shakespeare; e.g., drama, film, television, graphic novels, advertisements, prose fiction, poetry, music and songs (including musicals and stand-alone songs), tourism and marketing, etc.
analyze specific adaptations/appropriations, both literary and non-literary, and explain how those adaptations/appropriations contribute to the meaning of a Shakespearean text and/or create wholly new meanings.
explain how a text is produced by, and produces, its historical and cultural context, and read texts critically within these contexts
use library resources to research a topic and use what they discover to illuminate a text
apply their knowledge of how literature works to their own writing.
think independently and critically about adaptation and appropriation and the issues raised by their often contested relations to their "source" texts
identify and assess the social, environmental and other ethical themes presented in texts
analyze texts from a variety of theoretical perspectives and become familiar with the theoretical issues involved in enjoying and analyzing adaptations/appropriations both in a general sense and in such treatments of Shakespeare specifically

Course Resources

Required Course Texts

Course Schedule
Note: This schedule is adaptable and subject to revision.

Weeks 5-6 (February 6-17): Lanier, pp. 21-49, Sanders, pp. 80-119.
February 20-24: Study Break
Weeks 7-8 (Feb. 27-March 10): Lanier, pp. 50-81, Sanders, pp. 123-150.
March 10: Final Drop Date (without academic penalty)
Weeks 11-12 (March 27-April 7): Lanier, pp. 110-167, Sanders, pp. 190-212.

Assignments and Evaluation

Table of Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Value</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar based on chapters in Lanier and Sanders</td>
<td>TBA</td>
<td>30%</td>
<td>15-20 minutes plus write-up, etc.</td>
</tr>
<tr>
<td>Group work adaptation/appropriation</td>
<td>March 23, 2017</td>
<td>40%</td>
<td>c. 10-12 pages in Times New Roman 12, double-spaced</td>
</tr>
<tr>
<td>Essay on an adaptation/appropriation or theory</td>
<td>February 28, 2017</td>
<td>30%</td>
<td>c. 10-12 pages in Times New Roman 12, double-spaced</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Assignment Policies
All assignments, unless otherwise specified, are individual assignments and cannot be completed collaboratively.
Assignments are due by 4:30pm on the dates indicated. If you do not hand in your paper in class, have it date stamped by security and submit it either to the English department office (RB3029), or to the instructor's office.
If you require an extension, you must ask for one BEFORE the due date and use my Extension Request Form.
Policy concerning late assignments: Deadlines for assignments should be adhered to strictly. Unless extensions have been granted, the grades of late assignments will be reduced by 1/3 grade (e.g., from B to B-) on the day after the due date and by an additional 1/3 grade for each subsequent three-day period until the assignments are turned in.
All assignments must be in MLA format, double spaced, with 1” margins, and in 12 point font, preferably Times New Roman. Assignments are to be handed in in hard copy. If an emergency of some sort requires electronic submission, it must be in either Word or pdf (or both). Exceptions to these policies are allowed only with a doctor's note or other appropriate documentation.

Details of Assignments

Group Work Adaptation or Appropriation (40%): The class will be divided into five groups of about 3 per group. A Shakespeare play will be selected, either by the class or by me, and each group will produce an adaptation or appropriation of one act of that play along with a detailed explanation of how and why you handled that act in the way that you did, relating your activity to the issues discussed in Sanders and in Lanier. In other words, there is both a practical, creative aspect to the assignment and a theoretical, abstract side to it, dealing with how you adaptation works to produce meaning and the cultural context out of which it arose. By the end of the term, there will be an adaptation/appropriation of an entire play. While it would be desirable for groups to communicate with each other to see how well the different acts will cohere, it is not required that each act handle its material in the same way or use the same genre and mode. There should, however, be a measure of continuity of character. By "continuity of character" I mean that if, for example, you are working on Romeo and Juliet, don't have a wimpy and whiny Romeo or Juliet for one act and a confident, take charge sort, for another, unless there is some good explanation for the change. You might find Sanders's discussion of John Updike's Gertrude and Claudius helpful (pp. 72-74). Updike's novel is in three parts, in which the characters have different names: in Part 1, they come from the original source of the story, Saxo Grammaticus's history of Denmark; in Part 2 they come from Belleforest's French retelling; and in Part 3 they are the familiar names from Shakespeare's version of the story. Your adaptation/appropriation should also retain the basic plot of your chosen play, but the story can be told from the perspective of any character(s) you choose (e.g., a Romeo and Juliet told from the standpoint of Juliet's Nurse), just as Tom Stoppard retells Hamlet from the perspective of Rosencrantz and Guildenstern (see Sanders pp. 69-70), or Jane Smiley retells King Lear from the standpoint of Goneril (renamed Ginny, in a Mid-West setting in the 1980s, see Sanders, pp. 61-63). Due date: March 23, 2017.

Seminar (30%): During the first or second week of class, I will circulate a signup sheet for the seminars. Please choose a chapter from either Sanders or Lanier to present on. For the presentations themselves, aim at a duration of about 15-20 minutes, not including the class discussion component. You can discuss issues raised in the chapter, take issue with points that the author makes, extend his or her argument, illustrate his or her points by using different examples from Shakespeare, etc. One good possibility is for you to think of the seminar presentations as being like papers presented at a conference (for which typical lengths are 15-20 minutes). You may provide some sort of a handout to the class, use overheads, PowerPoint, etc., if you think that will facilitate the presentation. If there is material other than the chapter you are discussing that you want the class to be familiar with ahead of time (e.g., some readily accessible
adaptation not covered in the chapter but which you can illuminate by means of that chapter) please let me and the class know in plenty of time. You may use whatever critical and theoretical approach(es) you wish and may tackle whatever issues you see as central to a fuller understanding of the chapter and the issues it raises (e.g., gender, class, genre, intertextuality, narrative structures, character types, linguistic features, etc.). You could also deal with some especially important or problematic part of a chapter rather than the whole chapter. (Whatever specific matter your seminars deal with, you should devise at least three questions or prompts per seminar that you will pose to the class in order to focus and direct the discussion. After the presentation, you will hand in whatever notes, script, overheads, PowerPoints, etc. that you used. The seminar will not be considered complete and ready to be graded until the questions, notes, etc. have all been handed in.

Essay (30%): You will do one research paper, 10-12 pages in length in Times New Roman 12, double-spaced and following the MLA format for documentation. For this paper, you can write either a detailed analysis/appraisal of an adaptation or appropriation of a Shakespearean work (play or poem) or an essay exploring a major theoretical issue surrounding Shakespearean adaptation and appropriation. Whichever option you choose, your paper must be researched, so if you are discussing a specific adaptation (e.g., a film version of a play, a novel based on a play, etc.), your paper must show some familiarity with previous discussions of that work (reviews, articles in journals like Shakespeare Quarterly, Shakespeare Bulletin, Shakespeare Studies, etc.), or of works like it or relevant to it, or theoretical work that helps illuminate the adaptation/appropriation you have chosen. And of course you will probably wish to include studies of the Shakespeare text as well as studies of the adaptation/appropriation you have chosen. Due date: February 28, 2017.

NOTE: I may later provide other materials, such as short bibliographies for some of the plays. If so, I will probably either provide them in hard copy, or by email.

Marking Standards
All assignments will be marked in accordance with the English Department Marking Standards¹.

Collaboration/Plagiarism Rules
Plagiarism is the unacknowledged use of someone else's words and/or ideas. Not acknowledging your debt to the ideas of a secondary source, failing to use quotation marks when you are quoting directly, buying essays from essay banks, copying another student’s work, or working together on an individual assignment, all constitute plagiarism. Resubmitting material you've submitted to another course is also academic dishonesty. All plagiarized work (in whole or in part) and other forms of academic dishonesty will be reported to the Dean, who is responsible for judging academic misconduct and imposing penalties. The minimum penalty for academic misconduct is a

¹ https://www.lakeheadu.ca/academics/departments/english/marking-standards
0 on the assignment in question. It might also be subject to more severe academic penalties. See the Code of Student Behaviour².

**Course Policies**

In order to keep the environment as conducive to learning as possible, students are expected to attend class regularly, and behave in a respectful and professional manner. All work is to be done individually, not collaboratively, unless otherwise specified.

**University Policies**

Students in this course are expected to conform to the Code of Student Behaviour³.

**Accommodations:** Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS)⁴ and register as early as possible.

In accordance with the terms of the Ontario Human Rights Code⁵. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the course.

This course outline is available online through the English Department homepage⁶ and/or the Desire2Learn⁷ site for the course.

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² [https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities](https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities)
⁴ [http://studentaccessibility.lakeheadu.ca](http://studentaccessibility.lakeheadu.ca)
⁶ [https://www.lakeheadu.ca/academics/departments/english](https://www.lakeheadu.ca/academics/departments/english)
⁷ [https://lakeheadu.desire2learn.com/d2l/home](https://lakeheadu.desire2learn.com/d2l/home)