



University "Ukshin Hoti" Prizren

Faculty of Philology

SYLLABUS							
Study cycle	Bachelor	Programme	English language and literature	Academic year	2017/18		
COURSE		RENAISSANCE DRAMA					
Year	III	Status of the course	O	Code		ECTS	8
Semester	VI						
Study weeks	15		Course classes		Lectures	Practice	
Methodology of teaching	Both lectures and seminar classes.						
Consultations							
Professor	Dr. Ismet Bujupaj			e-mail	isbujupaj@hotmail.com		
				Tel.			
Assistant	Arta Hallaçl			e-mail	artahallaci@hotmail.com		
				Tel.			

Course objectives	Student's benefits
<p>Tracing drama's origins from religious rituals, the course provides a picture of English drama of the Renaissance period. Naturally enough, Shakespeare is the dominant author. His contemporaries and colleagues Thomas Kyd and Christopher Marlowe are represented with their masterpieces.</p> <p>The study of these three major playwrights and their work, including through close readings of the masterpieces, shall provide students with a unique opportunity to engage with these plays as works of literature in the first place, but also as performance(s) for/in the stage.</p>	<p>Students should acquaint themselves with the most prominent features of English Renaissance Drama (see left-hand side of this page).</p> <p>Students will develop drama interpreting skills – appreciation of arguably some of the greatest English plays which, in turn, top world literature.</p> <p>Enhancing research and presentation skills in drama as both literary text and performance, diachronically and synchronically.</p>

<p>Teaching methodology:</p> <p>Both lectures and seminar classes. Students are expected to have done a lot of essential reading beforehand, so that close reading and re-reading of excerpts from the plays takes</p>

place in the classroom, wherein an inquisitive mind and a spirit of debate are encouraged.			
Required tools:			
Hand-outs. Copies of plays.			
Evaluation criteria (in %):			
<p>Assessment will be done based on learning outcomes, continuously, based on active participation in the classroom, assignment performance, mid-term and final test results. The breakdown for quantification of assessment/grading: Attendance and engagement/active participation in the classroom 20%; Mid-term test 40%; End-of-term test 40%.</p> <hr/> <p>Total: 100% Note: Students failing or not sitting any of the two tests will have to sit a final written exam covering 100% of the course content.</p>	Evaluation in %	Final grade	
Student obligations:			
Lectures:		Practice:	
2 classes per week		2 classes per week	
Course obligations:			
Activity	Hours	Days/weeks	Total:
Lecture/seminar classes	4	15	60
Theory	2	15	30
Contact/consultation with the teacher	20 minuta	15	5
Test, seminar paper	5	2	10
Homework	4	10	40
Self-study (library / home)	2	15	30
Final preparation for exam	2	5	10
Assessment time (test, quiz, final exam)	7.5	2	15
Remarks: 1 ECTS = 25 hours, i.e. if the course has 6 ECTS, the student has to have 150 hours of lectures attended during a semester			Total: 200

Week	Lectures		Practice	
1.	Topic	Hours	Topic	Hours
	Introduction to the course: The Rise of English Drama	2	Excerpts from Miracle plays	2
2.	English Renaissance: Poetry and Drama	2	Excerpts from Mystery and Morality plays	2
3.	Thomas Kyd: The Spanish Tragedy	2	The play	2
4.	Christopher Marlowe: Dr. Faustus	2	The play	2
5.	William Shakespeare: A poet and a playwright -Othello	2	The play	2
6.	Othello-continued	2	The play	2
7.	Mid-term test	2	Test results/consultations	2

8.	William Shakespeare: Hamlet	2	The play	2
9.	Hamlet-continued	2	The play	2
10.	William Shakespeare: Julius Caesar	2	The play	2
11.	William Shakespeare: King Lear	2	The play	2
12.	William Shakespeare: Macbeth	2	The play	2
13.	Macbeth-continued	2	The play	2
14.	End-of-term test	2	Consultations about the test	2
15.	Results/grading	2	Results/grading	2

LITERATURE

1. MAIN TEXTS (REQUIRED READING LIST)

1. Thomas Kyd: *The Spanish Tragedy*;
2. Christopher Marlowe, *Dr. Faustus*;
3. William Shakespeare, *Othello, Hamlet, Julius Caesar, King Lear, Macbeth*.

The recommended texts of the plays (plus additional secondary literature)

1. "The Spanish Tragedy" e *Kyd-it* (electronically sent to the students as PDF file)
2. Marlowe, Christopher, *Doctor Faustus*, edited by John D. Jump, Routledge, London and New York, 1965.
3. William Shakespeare's *Hamlet*. Fully annotated with an introduction by Burton Raffel, with an essay by Harold Bloom. Yale University Press. New Haven and London. New York, 2003.
5. William Shakespeare, *Julius Caesar*, edited by William Montgomery, with an introduction by Douglas Trevor, Penguin Books, 2000.
6. William Shakespeare, *Macbeth*, fully annotated, with an introduction, by Raffel Burton, with an essay by Harold Bloom, Yale University Press, 2005.

BACKGROUND LITERATURE (relevant chapters)

1. The Norton Anthology of English Literature, Volumes 1, 2012. Print
2. The Cambridge Companion to English Renaissance Drama. Ed. by A.R. Braunmuller and Michael Hattaway, (second edition). Cambridge: Cambridge University Press, 2003. Print.
3. New Casebooks: *Hamlet*. Ed. by Martin Coyle. Basingstoke: Macmillan Press Ltd., 1992
- 4 Harold Bloom, *Dramatists and Dramas*, Chelsea Publishing House, 2005.
5. Harold Bloom, *Shakespeare: The Invention of the Human*, Fourth Estate, London, London, 1999.
6. William Shakespeare's *Hamlet*. Bloom's Modern Critical Interpretations. Infobase publishing. New York, 2009.
7. William Shakespeare: *Tragedies*. Bloom's Modern Critical Views. Edited and with an introduction by Harold Bloom. Infobase publishing. New York, 2010.
8. William Shakespeare's *Hamlet*. Bloom's guides. Introduction by Harold Bloom. Infobase Publishing. New York, 2004.

REMARKS

A lot of the material will be provided as hand-outs. Students will be expected to have read the works (plays) closely beforehand.

Remarks to the student:

Absence will affect the final grade. The policy is straightforward: if you are absent or negligent, you are responsible for what you have missed. No usage of phones during classes and tests/final exam. Last but not least, full respect for universally-recognized academic policies and standards (the Bologna system).

