

EN2G7-30 Remaking Shakespeare

26/27

Department

English and Comparative Literary Studies

Level

Undergraduate Level 2

Module leader

Stephen Purcell

Credit value

30

Module duration

18 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

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[Module web page](#)

Module aims

Shakespeare's plays have been reinvented and refashioned in various media since the early 17th century. In remaking both the plays and often the very notion of what is held to constitute 'Shakespeare', Shakespearean adaptations frequently tell us a great deal about the social and aesthetic values of the cultures that produced them. Often, they can be read as works of creative criticism on the text(s) that originated them.

In Term 1, this module will introduce students to some of the key theoretical contributions to the study of Shakespeare in adaptation and guide them through various 'remakings' of a particular Shakespearean play over the centuries, including (for example) theatrical adaptations, TV and film versions, poetry, narrative fiction and visual art. Term 2 will allow students to examine the 'afterlives' of a Shakespearean play of their own choosing, and, if they wish, to explore the process of adapting a Shakespearean play as practitioners. Shakespeare's plays, of course, are adaptations themselves, and this module will begin with a study of Shakespeare's own intertextuality.

This module aims to bring archival research, critical analysis and creative work into dialogue. Each session during Term 1 will involve the exploration and analysis of archival resources through practical exploration as well as discussion; students will be encouraged to share and develop their own strategies for such work during Term 2.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The primary texts will vary from year to year. Each term will focus on adaptations of a particular Shakespearean play: Term 1's primary text will be at the tutor's discretion, while Term 2's will be decided upon by the students during Term 1. Some of the sessions during Term 2 will be led by students. An indicative syllabus focusing on *Troilus and Cressida* in Term 1 might work as follows:

TERM 1

Week 1: Introduction: students explore *Troilus and Cressida* and note textual cruxes, problems, puzzles

Week 2: Shakespeare's sources: Homer, Ovid, Chaucer, Chapman (using critical material and Early English Books Online)

Week 3: Early adaptations: Dryden's *Troilus and Cressida*, or *Truth Found Too Late* (1679); *Troilus*

in 18th and 19th century visual art (using the Folger Shakespeare Library's Digital Image Collection)

Week 4: Rediscovery, 1898-1913: early German productions; William Poel's 1912 production (using reviews, critical accounts, and copies from Poel's prompt-book)

Week 5: *Troilus* in New York: Joseph Papp's production for the New York Shakespeare Festival (1965) and subsequent rock musical adaptation (1969) (using Papp's own essay on the play and copies of archival material)

Week 7: *Troilus* on TV: the BBC TV Shakespeare version (1981), *Shakespeare in Perspective* (1981)

and an episode of *Fortunes of War* (1987) (students will view the former two online using the BBC Shakespeare Archive; a screening of the DVD of the latter will be organised)

Week 8: Translating *Troilus*: Ngākau Toa's Maori adaptation *A Toroihi rāua ko Kāhiri* (2012) (using online subtitled video at GlobePlayer.tv, critical accounts, and a screening of the 2013 television documentary about the production, *The Road to the Globe*)

Week 9: Deconstructing *Troilus*: The Wooster Group's 2012 co-production with the RSC and subsequent adaptation, *Cry Trojans!* (2013) (using critical material and the Wooster Group's own online resources)

Week 10: Research workshop: students will be encouraged to identify research possibilities and share research strategies for their forthcoming essays.

[Adaptations in other media worth considering include Christopher Morley's *The Trojan Horse* (1937, novel), Louis MacNeice's 'The Stygian Banks' (1948, poem), or Eric Shanower's *Age of Bronze Volume 3B: Betrayal Part 2* (2013, graphic novel).]

TERM 2

Students will be given the opportunity during Term 1 to discuss which Shakespearean play they

wish to study in Term 2, and the class should agree upon a single play. In pairs or threes, each student will pick an adaptation of this play and prepare to co-lead a session on it during Term 2. By Week 8 of Term 1, students should send the tutor a proposal detailing which adaptation(s) they wish to focus on in Term 2, and the reading and preparation tasks they plan to set their classmates (a price limit should be set for any materials requiring purchase). The tutor should keep practical considerations in mind (screenings, photocopies, price of purchase, workload) before approving these plans. A schedule for the student-led sessions will be drawn up at the end of Term 1, probably (though not necessarily) organising the adaptations in chronological order.

Week 1: students explore their chosen play and note textual cruxes, problems, puzzles

Week 2: students explore Shakespeare's sources for their chosen play
Weeks 3-5: student-led sessions

Weeks 7-9: student-led sessions

Week 10: review lesson.

Learning outcomes

By the end of the module, students should be able to:

- Analyse a number of Shakespearean adaptations with reference to their social and artistic contexts.
- Demonstrate a good sense of the different cultural and political uses to which the name 'Shakespeare' and associated texts are put.
- Demonstrate a broad understanding of the process of adaptation.
- Identify and use a range of scholarly and archival resources appropriate to the study of Shakespearean adaptations.
- Work in collaboration with other students to analyse a particular Shakespearean adaptation through reading, discussion and practice.
- Develop written and oral communication skills appropriate to Intermediate-level work, and reflect upon the different forms through which critical analysis might be articulated.

Indicative reading list

[Reading lists can be found in Talis](#)

Subject specific skills

No subject specific skills defined for this module.

Transferable skills

No transferable skills defined for this module.

Study

Study time

| Type | Required |
|---------------|------------------------------|
| Seminars | 18 sessions of 2 hours (12%) |
| Private study | 264 hours (88%) |
| Total | 300 hours |

Private study description

Reading & research

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Assessment group A1

| | Weighting | Study time | Eligible for self-certification |
|---|-----------|------------|---------------------------------|
| Assessment component | | | |
| Assessed Essay | 50% | | Yes (extension) |
| 4000-word essays OR 1 x 4000-word essay and 1 x creative project with supporting essay of 1800 words. | | | |

Reassessment component is the same

Assessment component

| | | | |
|---|-----|--|-----------------|
| Assessment 2 | 50% | | Yes (extension) |
| 1 x 4000-word essay and 1 x creative project with supporting essay of 1800 words. | | | |

Reassessment component is the same

Feedback on assessment

Written feedback via online submission system (Tabula) and one-to-one tutorials.

Availability

Courses

This module is Core for:

- Year 2 of UCXA-QQ38 Undergraduate Classics and English (with Intercalated Year)

This module is Core optional for:

- Year 2 of UCXA-QQ39 Undergraduate English and Classical Civilisation
- Year 2 of UTHA-QW34 Undergraduate English and Theatre Studies

This module is Optional for:

- Year 2 of UENA-Q300 Undergraduate English Literature
- Year 2 of UENA-QP36 Undergraduate English Literature and Creative Writing
- Year 2 of UENA-VQ32 Undergraduate English and History
- Year 2 of UENA-VQ34 Undergraduate English and History (with a term in Venice)
- Year 2 of UTHA-QW34 Undergraduate English and Theatre Studies
- Year 2 of UFIA-QW25 Undergraduate Film and Literature
- Year 4 of UFIA-QW26 Undergraduate Film and Literature (with Study Abroad)
- Year 2 of UPHA-VQ52 Undergraduate Philosophy, Literature and Classics

This module is Option list C for:

- Year 2 of UCXA-QQ37 Undergraduate Classics and English

This module is Option list D for:

- Year 2 of UPHA-VQ72 Undergraduate Philosophy and Literature