

# EN2L6-30 Shakespeare and Selected Dramatists of His Time

**26/27**

**Department**

English and Comparative Literary Studies

**Level**

Undergraduate Level 2

**Module leader**

Jennifer Edwards

**Credit value**

30

**Module duration**

18 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This module surveys a wide range of early modern plays by Shakespeare and some of his most significant contemporaries such as, typically, Marlowe, Middleton and Webster. It explores the ways in which some of the major issues and themes dramatised in Shakespeare's plays – for instance, love, war, sexuality, religion, law, race – function in an early modern context while continuing to challenge readers and spectators today. Shakespeare is read alongside other plays which compare and contrast in their treatment of these themes, to consider what is both typical and special about his work in its context. The module considers how Shakespeare's career developed – from early to late comedy, through history and tragedy. It also investigates how later collaborators – directors, actors, adapters, audiences and readers – transformed the plays to be especially meaningful for them.

[Module web page](#)

### Module aims

The module aims are to read and analyse a wide range of Shakespeare's plays in different genres and periods of his career and the plays of selected other near-contemporary dramatists, so as to

compare and contrast Shakespearean and non-Shakespearean early modern drama. Students will analyse the plays: as literature; as texts for performance; and in their historical contexts (religious, social and political). Students will also gain a detailed understanding of a range of critical responses to Shakespeare and early modern drama and analyse some of these in depth in their assessments.

## 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.

UNIT 1 (Weeks 1-5, Autumn Term): COMEDIES 1 Shakespeare: The Merchant of Venice, A Midsummer Night's Dream, Twelfth Night. Marlowe: The Jew of Malta. Lyly: Galatea

UNIT 2 (weeks 7-10, Autumn Term): KINDS OF HISTORY Shakespeare: Richard II, 1 Henry VI, Richard III, Coriolanus. Marlowe: Edward II

UNIT 3 (weeks 1-5, Spring Term): TRAGEDIES Shakespeare: Hamlet; King Lear; Macbeth; Othello. Webster: The Duchess of Malfi and The White Devil

UNIT 4 (weeks 7-10, Spring Term) COMEDIES 2 Shakespeare: Measure for Measure; The Tempest; The Winter's Tale. Middleton: A Chaste Maid in Cheapside.

## Learning outcomes

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

- Demonstrate a detailed knowledge and understanding of the plays of Shakespeare and/or those of selected contemporaries so that they can address the issue of connections and dependencies between them
- Demonstrate a detailed knowledge and understanding of a range of critical responses to Shakespeare and early modern drama and recognise competing perspectives
- Identify, analyse and communicate appropriate strategies to analyse the plays as literature, as texts for performance, and in their historical contexts (religious, social and political).
- Undertake research and formulate responses to well-defined questions in Shakespeare studies, working with limited supervision and direction
- Demonstrate detailed understanding of the language of Shakespeare and his contemporaries by means of close critical analysis

## Indicative reading list

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

[Specific reading list for the module](#)

## Research element

Preparation for seminars and for assessments requires research

## Interdisciplinary

The module requires students to work across the disciplinary boundaries of e.g. literature, theatre, history, religion, sociology

## **International**

Shakespeare is a global phenomenon and students will learn to expand their investigation of his works more widely than merely how Shakespeare is manifested and understood in English culture

## **Subject specific skills**

- read closely and critically • analyse texts and discourses, and respond to the affective power of language, using appropriate approaches and terminology • develop independent and imaginative interpretations of literary, critical, linguistic or creative material • articulate a critical understanding of complex texts and ideas (and of their historical relations where appropriate) • write clearly, accurately and effectively • apply scholarly bibliographic skills appropriate to the subject

## **Transferable skills**

- discover and synthesize complex information and diverse evidence • respond creatively and imaginatively to research tasks • initiate projects of their own • present information within wider contexts • test, interpret and analyse information and evidence independently and critically, producing from that analysis cogent arguments and decisive judgements • plan, organise and report to deadline. • articulate their own and other people's ideas concisely, accurately and persuasively both orally and in writing • develop working relationships with others in teams, especially through constructive dialogue (for example, by listening, asking and responding to questions) • understand the role of narrative and emotion in decision-making • be sensitive to cultural contexts when working with others.

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## **Study**

## **Study time**

<b>Type</b>	<b>Required</b>
Lectures	18 sessions of 1 hour (6%)
Seminars	18 sessions of 1 hour 30 minutes (9%)
Private study	255 hours (85%)
Total	300 hours

## Private study description

Reading and research

## Costs

No further costs have been identified for this module.

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## Assessment

You must pass all assessment components to pass the module.

### Assessment group A

	<b>Weighting</b>	<b>Study time</b>	<b>Eligible for self-certification</b>
<b>Assessment component</b>			
Close reading exercise 2500 words: Glossary/annotations on a passage of c. 100 lines from a play, followed by an essay offering a close reading of the same passage.	40%		Yes (extension)

Reassessment component is the same

**Assessment component**

Essay OR Creative Project + Reflective Essay 3,500 word essay OR Creative Project plus a 2000-2500 word reflective essay	60%		Yes (extension)
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Reassessment component is the same

## Feedback on assessment

Written feedback on Tabula

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## Availability

### Courses

This module is Core optional for:

- Year 2 of UENA-Q300 Undergraduate English Literature
- Year 2 of UENA-QP36 Undergraduate English Literature and Creative Writing
- Year 2 of UCXA-QQ39 Undergraduate English and Classical Civilisation
- Year 2 of UENA-VQ32 Undergraduate English and History

This module is Optional for:

- 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 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