

THE UNIVERSITY OF WESTERN ONTARIO
Department of English and Writing Studies

Second Maiden's Tragedy. Print facsimile.

Edited text: *The Lady's Tragedy* from *Thomas Middleton: The Collected Works*, gen. ed. by Gary Taylor and John Lavagnino (Clarendon, 2007).

Hamlet.

<http://triggs.djvu.org/global-language.com/ENFOLDED/enhamp.php?type=EN>

<https://internetshakespeare.uvic.ca/Library/Texts/Ham/>

Lear. Photocopy of two-text *Lear* available from Leanne.

CRITICISM:

6f] [[gž-x `]U'í @UXmJ Ub]g\YgŃDfcV`Ya g'cZ5i h\cfd\]d'UbX'9X]h]b[']b'h\Y'A]XX`Yrcb'7Ucbb"i`
New ways of looking at old texts. II : papers of the Renaissance English Text Society, 1992-1996. (Medieval & Renaissance Texts & Studies, 1998), pp. 109-20

A]V\U' K UffYbž @H\Y'8]a]bi h]cb'cZ? Ybñ]b' *The Division of the Kingdoms Shakespeare's Two Versions of King Lear*. ed. by Gary Taylor and Michael Warren (Clarendon, 1983), pp. 59-73

DU `K Yfg]bYž @H\YHYI h U'A ngYfmcZ *Hamlet* & *Shakespeare Quarterly* 39 (1988), 1-26

: 11, 13 June

Fourth Folio (1685). Shakespeare in the Restoration of the early eighteenth century. Adapting and perfecting Shakespeare.

JUNE 11: AM: Nahum Tate, *The History of King Lear*. PM Tate (cont.); Shakespeare and Wilkins?, *Pericles, Prince of Tyre*.

13: AM: *Pericles* (cont.) / *The Taming of the Shrew*. PM: *Shrew* (and Pope)

TEXTS:

Tate's *King Lear*. Text available for photocopy with Leanne. Text images available through *Early English Books Online* (note: date, 1681; Wing, 77:06).

Reasonable electronic text at: <http://andromeda.rutgers.edu/~jlynch/Texts/tatelear.html>

Taming of the Shrew. DcdYŃ%+&` Edition, Volume Two. Available through

TEXTS:

Internet Shakespeare Editions provide electronic texts of each of these printings (internetshakespeare.uvic.ca) and good facsimiles are also available from the British Library (https://www.bl.uk/treasures/SiqDiscovery/ui/search.aspx).

Available from Leanne.

CRITICISM:

Leah Marcus, *Unediting the Renaissance: Shakespeare, Marlowe, Milton* (Routledge, 1996), Chapter 4, pp. 101-131

Wendy Wall, *From Performance to Print in Shakespeare's England*, eds. Peter Hall and Folger Shakespeare Library (2006), pp. 154-193

Robert Weimann, *Author's Pen and Actor's Voice* (Cambridge UP, 2000), pp. 18-28

Duane Fugère, *Shakespeare Quarterly* 41 (1990), 65-86

Arden 3 (E)-34610-BDC q0.0000091Arden 0 6F0912 0 6v(P
5 hf]Vi hcb'gi X]Yg'UbX'Wc`Uwca ú cg « X' a Yc. fy'HYI hg Ĩ 6Q O

Whatever their formats, presentations and subsequent discussion should remain structured and focused. (25%)

Seminar response: Simply put, you will identify and respond to the salient points raised by the preceding seminar. You may choose to push further ideas discussed in the seminar, critique in a collegial manner arguments made earlier, or explore other relevant avenues of inquiry. (5%)

Article précis and discussion: A summary of one of the assigned pieces of theoretical or critical work that identifies its aims, suppositions, achievements, methods, limitations, and perhaps contradictions. From this starting point, discussion should relate the merits or shortcomings of the piece to the concerns of the course, or to the intellectual debate(s) in question, and seek to intervene within broader critical conversations. The précis and discussion should last between 7 and 10 minutes. (10%)

Written response: On two occasions, established in the first week, I shall set a question arising from the assigned reading. Students will write a short response (500-600 words) and submit it the following week. (each 10%)

Research paper: An essay of 4000 – 5000 words. If you wish, you may write on the topic on which you gave your seminar, but your essay must offer an appreciable development of the material of the seminar presentation. (40%)

OTHER INFORMATION

GRADUATE COURSE HEALTH AND WELLNESS

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in K Ychfboj 7 Ua di gF WYUjcb 7 YbfY" B i a Yfci gW`hi fU`Yj Ybng UFY`c ZYfYX`h`fci [\ci h`h`Y`m`YU". For example, please check out the Faculty of Music web page <http://www.music.uwo.ca/>, and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>. Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>. Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html.

OTHER SUPPORT SERVICES

Registrarial Services <http://www.registrar.uwo.ca>

Student Support Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Services provided by the USC <http://westernusc.ca/services/>