

## GENEL TANIM / GENERAL DESCRIPTION

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|--|--|----|
| Ders Adı / Course Name   | Shakespeare Studies / Shakespeare Studies  |    |
| Ders Kodu / Course Code  | EILL401  |    |
| Ders Türü / Course Type  |  |    |
| Ders Seviyesi / Course Level   | Bachelor / Bachelor  |    |
| Ders Akts Kredi / ECTS   | 7.00   |    |
| Haftalık Ders Saati (Kuramsal) / Course Hours For Week (Theoretical) | 3.00   |    |
| Haftalık Uygulama Saati / Course Hours For Week (Objected)           | 0.00   |    |
| Haftalık Laboratuvar Saati / Course Hours For Week (Laboratory)      | 0.00   |    |
| Dersin Verildiği Yıl / Year  | 4  |    |
| Öğretim Sistemi / Teaching System                                    | Daytime Class / Daytime Class  |    |
| Eğitim Dili / Education Language                                     |  |    |
| Ön Koşulu Olan Ders(ler) / Precondition Courses                      |  |    |
| Amacı / Purpose  | This course is a survey of Shakespeare's plays. By examining a wide variety of Shakespeare's plays from throughout his playwriting career from vastly different genres, this course will allow both draw thematic connections across his oeuvre while also exploring just how varied his plays can be. At the same time, students will pay particular attention to the elements of Shakespeare's plays that remain relevant today, both when reading and in performance. Shakespearean drama can be challenging to read and absorb, but the rewards can be lifelong: revelry in language, a strong grounding in theatrical traditions that remain dominant in our culture, a deeper understanding of the actions and values that motivate human beings in society, and an engagement with dramatic works that continue to be revived and reimagined worldwide. | -- |
| İçeriği / Content  | Read a dozen of Shakespeare's plays, as well as selected critical commentaries on the plays. Familiarize themselves with English Renaissance verse and learn about the social and theatrical culture in which Shakespeare created his plays. Examine the interrelation between text and performance, both historical and contemporary, including by watching performances and films of the plays studied in class. Through writing assignments, develop well-thought-out arguments as they conduct close reading, compare and contrast elements of different plays, and/or review performances.  | -- |
| Önerilen Diğer Hususlar / Recommended Other Considerations           |  |    |
| Staj Durumu / Internship Status                                      |  |    |

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|---|---|--|
| Kitabı / Malzemesi / Önerilen Kaynaklar / Books / Materials / Recommended Reading | The Tempest, ed. Virginia Mason Vaughan and Alden T. Vaughan (Arden 3rd Series)The Two Gentlemen of Verona, ed. William Carroll (Arden 3rd Series)Much Ado about Nothing, ed. Claire McEachern (Arden 3rd Series)Titus Andronicus, ed. Jonathan Bate (Arden 3rd Series)King Lear, ed. R. A. Foakes (Arden 3rd Series)Othello, ed. E. A. J. Honigmann, with intro by Ayanna Thomspson (Arden 3rd Series Rev.)Coriolanus, ed. Peter Holland (Arden 3rd Series)Measure for Measure, ed. N. W. Bawcutt (Oxford World's Classics)Richard III, ed. James R. Siemon (Arden 3rd Series)Macbeth, ed. Sandra Clark and Pamela Mason (Arden 3rd Series)The Winter's Tale, ed. John Pitcher (Arden 3rd Series)Cymbeline, ed. Valerie Wayne (Arden 3rd Series) |  |
| Öğretim Üyesi (Üyeleri) / Faculty Member (Members)                                |   |  |

### ÖĞRENME ÇIKTILARI / LEARNING OUTCOMES

|   |   |   |
|---|---|---|
| 1 | Students will be able to understand the background for Shakespeare's plays, including, where appropriate, the study of Shakespeare's sources.   | Students will be able to understand the background for Shakespeare's plays, including, where appropriate, the study of Shakespeare's sources.   |
| 2 | Understand the literary and dramatic aspects of the plays.  | Understand the literary and dramatic aspects of the plays.  |
| 3 | Study the dramatic aspects of the plays with attention to what is learned from comparative production analysis, especially through films, published reviews, and creative approaches to the staging of Shakespeare.   | Study the dramatic aspects of the plays with attention to what is learned from comparative production analysis, especially through films, published reviews, and creative approaches to the staging of Shakespeare.   |
| 4 | Develop critical skills in responding to literature, be able to write critically and personally about the literature (and the different genres of literature) in ways that demonstrate understanding and appreciation for the variety of interpretations that literature invites. | Develop critical skills in responding to literature, be able to write critically and personally about the literature (and the different genres of literature) in ways that demonstrate understanding and appreciation for the variety of interpretations that literature invites. |

### HAFTALIK DERS İÇERİĞİ / DETAILED COURSE OUTLINE

| Hafta / Week |   |          |     |  |                           |
|--------------|---|----------|-----|--|---------------------------|
| 1            | Teorik Dersler / Theoretical  | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
|              | Introductions. Discussions. Course syllabus. Class expectations. Introduction to the course materials.  |          |     |  |                           |
|              | --  |          |     |  |                           |
| 2            | Teorik Dersler / Theoretical  | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
|              | The Tempest; John Barton, Playing Shakespeare, 6 - 46./ Lecture and class discussions.  |          |     |  |                           |
|              |   |          |     |  |                           |
| 3            | Teorik Dersler / Theoretical  | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
|              | Discuss The Two Gentlemen of Verona/ Lecture and class discussions.   |          |     |  |                           |
|              |   |          |     |  |                           |
| 4            | Teorik Dersler / Theoretical  | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
|              | Much Ado About Nothing Andrew Gurr, The Shakespearean Stage, 1 -37/ Lecture and Class Discussion  |          |     |  |                           |
|              |   |          |     |  |                           |
| 5            | Teorik Dersler / Theoretical  | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
|              | Titus Andronicus G. Harold Metz, "Stage History of Titus Andronicus" Jan Kott, "Shakespeare—Cruel and True," from Shakespeare Our Contemporary/ Lecture and Class Discussion. |          |     |  |                           |
|              |   |          |     |  |                           |

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|----|---|----------|-----|--|---------------------------|
| 6  | Teorik Dersler / Theoretical  | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
|    | King Lear Stephen Urkowitz, Shakespeare's Revision of King Lear, 3-34 Sigmund Freud, "The Fairest of them All" / Lecture and class discussions. |          |     |  |                           |
|    |   |          |     |  |                           |
| 7  | Teorik Dersler / Theoretical  | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
|    | Q& A Session  |          |     |  |                           |
|    |   |          |     |  |                           |
| 8  | Teorik Dersler / Theoretical  | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
|    | Midterm   |          |     |  |                           |
|    |   |          |     |  |                           |
| 9  | Teorik Dersler / Theoretical  | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
|    | Discuss Othello /Lecture and Class Discussion.  |          |     |  |                           |
|    |   |          |     |  |                           |
| 10 | Teorik Dersler / Theoretical  | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
|    | Discuss Coriolanus /Lecture and Class Discussion.   |          |     |  |                           |
|    |   |          |     |  |                           |
| 11 | Teorik Dersler / Theoretical  | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
|    | discuss Measure for Measure Machiavelli, The Prince, 51-56/ Lecture and Class Discussion.   |          |     |  |                           |
|    |   |          |     |  |                           |

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|----|---|----------|-----|--|---------------------------|
| 12 | Teorik Dersler / Theoretical  | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
|    | Discuss Macbeth Knights, "How many children had Lady Macbeth?" Taylor, "Empirical Macbeth / Lecture and Class Discussion. |          |     |  |                           |
|    |   |          |     |  |                           |
| 13 | Teorik Dersler / Theoretical  | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
|    | Q & A Session   |          |     |  |                           |
|    |   |          |     |  |                           |
| 14 | Teorik Dersler / Theoretical  | Uygulama | Lab | Öğretim Yöntem ve Teknikleri/Teaching Methods Techniques | Ön Hazırlık / Preliminary |
|    | Final Exam  |          |     |  |                           |
|    |   |          |     |  |                           |

## DEĞERLENDİRME / EVALUATION

| Yarıyıl (Yıl) İçerik Etkinlikleri / Term (or Year) Learning Activities | Sayı / Number | Katkı Yüzdesi / Percentage of Contribution (%) |
|--|---------------|--|
| Ara Sınav / Midterm Examination  | 1             | 100  |
| Toplam / Total:  | 1             | 100  |
| Başarı Notuna Katkı Yüzdesi / Contribution to Success Grade(%):        |               | 40   |

  

| Yarıyıl (Yıl) Sonu Etkinlikleri / End Of Term (or Year) Learning Activities | Sayı / Number | Katkı Yüzdesi / Percentage of Contribution (%) |
|---|---------------|--|
| Final Sınavı / Final Examination  | 1             | 100  |
| Toplam / Total:   | 1             | 100  |
| Başarı Notuna Katkı Yüzdesi / Contribution to Success Grade(%):             |               | 60   |

  

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|---|-----|
| Etkinliklerinin Başarı Notuna Katkı Yüzdesi(%) Toplamı / Total Percentage of Contribution (%) to Success Grade: | 100 |
| Değerlendirme Tipi / Evaluation Type:   |     |

## İŞ YÜKÜ / WORKLOADS

| Etkinlikler / Workloads  | Sayı / Number | Süresi (Saat) / Duration (Hours) | Toplam İş Yüğü (Saat) / Total Work Load (Hour) |
|--|---------------|----------------------------------|--|
| Ara Sınav / Midterm Examination  | 4             | 6.00                             | 24.00  |
| Ara Sınav İçin Bireysel Çalışma / Individual Study for Mid term Examination  | 4             | 6.00                             | 24.00  |
| Final Sınavı / Final Examination   | 8             | 8.00                             | 64.00  |
| Final Sınavı için Bireysel Çalışma / Individual Study for Final Examination  | 8             | 8.00                             | 64.00  |
| Toplam / Total:  | 24            | 28.00                            | 176.00   |
| Dersin AKTS Kredisi = Toplam İş Yüğü (Saat) / 25.00 (Saat/AKTS) = 176.00/25.00 = 7.04 ~ / Course ECTS Credit = Total Workload (Hour) / 25.00 (Hour / ECTS) = 176.00 / 25.00 = 7.04 ~ |               |                                  |  |

## PROGRAM VE ÖĞRENME ÇIKTISI / PROGRAM LEARNING OUTCOMES

| Öğrenme Çıktıları /<br>Learning Outcomes  | Program Çıktıları / Program Outcomes |       |       |       |       |       |       |       |       |        |        |        |        |        |        |
|---|--------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|
|   | 1.1.1                                | 1.1.2 | 1.1.3 | 1.1.4 | 1.1.5 | 1.1.6 | 1.1.7 | 1.1.8 | 1.1.9 | 1.1.10 | 1.1.11 | 1.1.12 | 1.1.13 | 1.1.14 | 1.1.15 |
| 1.Students will be able to understand the background for Shakespeare's plays, including, where appropriate, the study of Shakespeare's sources. / Students will be able to understand the background for Shakespeare's plays, including, where appropriate, the study of Shakespeare's sources.   | 4                                    | 4     | 5     | 4     | 4     | 5     | 4     | 4     | 5     | 5      | 4      | 4      | 5      | 4      | 4      |
| 2.Understand the literary and dramatic aspects of the plays. / Understand the literary and dramatic aspects of the plays.   | 5                                    | 4     | 4     | 5     | 4     | 5     | 5     | 4     | 5     | 5      | 4      | 5      | 4      | 5      | 4      |
| 3.Study the dramatic aspects of the plays with attention to what is learned from comparative production analysis, especially through films, published reviews, and creative approaches to the staging of Shakespeare. / Study the dramatic aspects of the plays with attention to what is learned from comparative production analysis, especially through films, published reviews, and creative approaches to the staging of Shakespeare.   | 4                                    | 4     | 4     | 5     | 4     | 5     | 4     | 4     | 5     | 4      | 5      | 5      | 5      | 5      | 5      |
| 4.Develop critical skills in responding to literature, be able to write critically and personally about the literature (and the different genres of literature) in ways that demonstrate understanding and appreciation for the variety of interpretations that literature invites. / Develop critical skills in responding to literature, be able to write critically and personally about the literature (and the different genres of literature) in ways that demonstrate understanding and appreciation for the variety of interpretations that literature invites. | 5                                    | 5     | 5     | 5     | 4     | 4     | 5     | 5     | 5     | 4      | 4      | 5      | 4      | 5      | 5      |

