

# ENU11001 Shakespeare



**Module co-ordinator: Prof. Andy Murphy**

## ENU11001: Shakespeare

**Credits:** 5 ECTS

**Term:** Michaelmas

**Coordinator:** Andy Murphy [andrew.murphy@tcd.ie](mailto:andrew.murphy@tcd.ie)

Office: Arts Block 4007; Office hours: Fridays 11-12 or by appointment (in person or on Zoom)

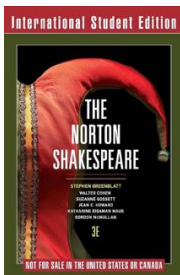
**Other staff:** Ema Vyroubalová; Björn Quiring

**Assessment:** Exam

### Module Description:

This module offers an introductory survey of Shakespeare's plays for fresher students. It begins by asking why Shakespeare is still considered a writer worth studying four hundred years after his death – and why his work tends to be given a particular prominence within English Studies. A selection of texts are then examined over the course of the term, covering all of the main genres and all periods of the canon. The module concludes by considering the question of how the study of Shakespeare's plays relates to theoretical issues more generally.

### Required Text:



Please buy the *Norton Shakespeare* 3rd edition. This has the 'jester's cap' image and includes '3E' on the cover. You will be able to make use of this volume on other Shakespeare courses taught in the School.

Other materials will be supplied to you online, via Blackboard.

### Resources:

You will find a range of resources relating to the module on Blackboard. The week 5 lecture is by video only -- this is to compensate for the condensed timescale occasioned by the late release of Leaving Certificate results.

### Tutorials:

Tutorials will begin during week commencing 30 September. Tutorials offer a chance for you to discuss your own ideas about the plays. The format is quite different from the lectures and you should see them as discussion sessions where your own thoughts and ideas are the primary focus.

## Module Schedule:

NB: week numbers refer to the Junior Fresh teaching schedule. JF teaching begins during the week commencing 23 September. It ends during the week commencing 25 November.

Week	Text/Topic	Lecturer
1	Introduction: Why Shakespeare?	AM
2	<i>Titus Andronicus</i>	AM
3	<i>The Taming of the Shrew</i>	AM
4	<i>Richard III</i>	BQ
5	<i>Richard II</i> <b>video lecture</b> ** No tutorial this week **	EV
6	<i>Measure for Measure</i>	EV
7	<i>Macbeth</i>	AM
8	<i>King Lear</i>	BQ
9	<i>The Tempest</i>	AM
10	Shakespeare and Theory	BQ

Tutorials begin in week 2. There will be no tutorials in week 5. The final tutorial will take place during the week commencing 18 November.

## Learning Outcomes:

On successful completion of this module, students will

- 1 have an understanding of the rationale for studying Shakespeare at university level;
- 2 have an understanding of the various interpretative strategies that can be brought to bear on Shakespeare's texts;
3. have a clear concept of the different genres in which Shakespeare worked;
4. have an understanding of the theoretical context of Shakespeare studies;
5. be able confidently and convincingly to discuss with their peers their ideas regarding the texts under study;
6. be able to write fluent and informed answers in response to assessment questions about the Shakespeare plays covered in the module.

The School of English strongly supports Trinity's strategic commitment to the promotion of equality, diversity and inclusion. Staff in the School are required to adhere to all the college's policies around issues of equality, diversity and inclusion, including engaging with appropriate training. The School also encourages its students to engage with the training made available to them in relation to these areas by Trinity's Equality Office. This training and further information about the college's policies can be found on their website: <https://www.tcd.ie/equality/>.

The School acknowledges, however, that texts studied in its modules may contain forms of representation or language that engage in and portray prejudice and discrimination of various kinds. Fostering the ability to engage critically with such texts, and the complex and challenging debates and deliberations to which they give rise, is an essential part of the School's educational mission. So too is instilling knowledge of the historical and sociolinguistic dimensions of what has and has not been considered offensive. As a community committed to open, respectful and responsible discussion, the School recognises that the direct quotation of discriminatory, derogatory terms from texts in lectures, seminars and tutorials should generally be avoided. It supports the right of its members to respond critically, openly and vigorously to ideas or opinions that they oppose, while affirming its commitment to fostering a robust intellectual environment in which all members can freely participate. The School also recognises the complexities of debates about teaching and questions of equality, diversity and inclusion, and undertakes to continue to work towards a better understanding of the issues involved.