

SEMINAR

(Level 3 = Seminars for advanced students / Seminare für Master und fortgeschrittenes Lehramt)

Shakespeare and Love

[Do. 10-12 / Übungsraum 12, Phil.-Gebäude]

Romeo: Here's much to do with hate, but more with love.
Why then, O brawling love, O loving hate,
O anything of nothing first create;
O heavy lightness, serious vanity,
Misshapen chaos of well-seeming forms,
Feather of lead, bright smoke, cold fire, sick health,
Still-waking sleep, that is not what it is.
This love feel I, that feel no love in this.
Dost thou not laugh?

Benvolio: No, coz, I rather weep.

– *Romeo and Juliet* 1.1.173-182.

'What is love?' The question is pervasive, from religious scripture to popular culture and academic philosophy. It contains a range of further questions that touch (and shake) the foundations of our understanding of how the world works, is ordered, and might be transformed: How does love show? What is it supposed to effect? Who can love? And what can be loved?

The seminar will shift these (unanswerable) questions onto the terrain of literary studies and literary history. We will ask what concepts, facets, problematics and potentialities of love (or 'love') emerge from the work that William Shakespeare produced at the moment when traditional configurations of the world were giving way to the forces of modernity.

We will start by reading Shakespeare's Sonnets in conjunction with examples of how love has been conjured up or pondered in popular culture and theoretical discourse. The main body of the seminar will then be devoted to investigating the concepts, relations and effects of love that emerge from Shakespearean drama. Proceeding in the chronological order of their origin, we will read one comedy framed by two tragedies: *Romeo and Juliet*, *As You Like It*, and *Troilus and Cressida*, combining close examination of the texts with considerations of their treatment in critical discourse and in adaptations.

Programme

Please see below the programme on how to prepare for the seminar ...

[01/05 No meeting (public holiday)]

08/05 **Opening – Discourses and representations of love**

- Shakespeare, Dedication of *The Rape of Lucrece* (1594).¹
- Preparation for the meeting: Please suggest a poem, song, video clip or image, old or new and from any cultural domain you fancy, that you find particularly suggestive, productive or irritating as a representation/pondering of 'love'. – Post and briefly explain your suggestion on WueCampus by 06/05.

15/05 **Shakespeare's Sonnets – Poetic experiments in love**

- From *Shakespeare's Sonnets*: 18 / 105 / 116 / 129-130 / 144 / 153-54.
[Please have the texts and your respective notes available in class!]
- From DYMUNA CALLAGHAN, *Shakespeare's Sonnets*, Blackwell Introductions to Literature (Blackwell, 2007): introduction (1-12) & "Love" (58-73) [UBW online²].

22/05 **Romeo and Juliet – Great love and tragedy**

- (For this and all following meetings:) Participants are not only expected to read the play and prepare it (with special attention to the topic and perspectives of the seminar), but they should also be oriented about the gestation and general critical reception of the play, e.g. by drawing on the introductions provided in the Arden Shakespeare editions.

[29/05 No meeting (public holiday)]

* 04/06 (WED), 18-20, H5:

Film screening: *Romeo + Juliet* (dir. Baz Luhrmann, 1996)

[Participation requested but non-mandatory.]

05/06 **Romeo and Juliet (cont'd)**

- DAVID SCHALKWYK, "*Romeo and Juliet*: 'Take all myself,'" *Shakespeare, Love and Language* (Cambridge UP, 2018) 183-209 [UBW online].

¹ See *Wikimedia Commons* for a facsimile of the dedication as printed in the first edition of *Lucrece*: [LINK](#).

² All through the syllabus, this tag indicates that the respective text is accessible as an e-text through the website of our university library. (However, you need to be connected to the intranet to get access. Use the VPN tunnel from home.)

12/06 **As You Like It – Transformative love and comedy**

[19/06 No meeting (public holiday)]

26/06 **As You Like It (cont'd)**

- SCHALKWYK, "As You Like It: 'What 'tis to love,'" *Shakespeare, Love and Language* 126-146.

03/07 **Troilus and Cressida – (Short) Love and the bathos of the Real**

10/07 **Troilus and Cressida (cont'd)**

- SCHALKWYK, "Troilus and Cressida: 'Truth tired with iteration,'" *Shakespeare, Love and Language* 77-102.

* 16/07 (WED), 18-20, H5:

Lecture by DAVID SCHALKWYK (Queen Mary University of London)

[Participation requested but non-mandatory.]

17/07 **Concluding discussion (with DAVID SCHALKWYK)**

31/07 [Time and room TBA:]

FINAL TEST (for students of TEACHER-TRAINING PROGRAMMES)

Deadline for ESSAY PROPOSALS (for students of MASTER'S PROGRAMMES).

15/09 **Deadline for the ESSAYS** (for students of MASTER'S PROGRAMMES)

[Please hand in your essay electronically via WueStudy.]

Reading and preparation

Please use the semester break for appropriate preparatory reading:

- (1) It is suggested to use the semester break to already read as many as possible of the Shakespearean texts to be discussed in the seminar. The minimum requirement is to study at least sonnets 18, 105, 116, 129-130, 144, and 153-54 before the beginning of the teaching period.
- (2) Especially participants who have not yet studied Shakespeare extensively may want to do some general introductory reading. Here are two recommendations:
 - STEPHEN GREENBLATT, "General Introduction," *The Norton Shakespeare*, ed. Greenblatt et al. (Norton, 1997) 1-76. [WueCampus.]
 Long but definitely readable – and very good at locating Shakespeare and his works in the socio-cultural contexts of his time. Not accessible online, but the university library holds several copies of the *Norton Shakespeare*, and a scan of Greenblatt's introduction is also provided in the virtual course room on WueCampus.
 - MARGRETA DE GRAZIA and STANLEY WELLS, eds., *The New Cambridge Companion to Shakespeare*, 2nd ed. (Cambridge UP, 2010). [UBW online.]
 Contains various general contributions on aspects such as "The Traces of Shakespeare's Life" (1-14), "Shakespeare the Poet" (91-104), "Shakespeare's Comedies" (105-120), "Shakespeare's Tragedies" (121-136) or "Shakespeare's Classical Plays" (153-168).
- (3) Make up your mind about – and do some introductory reading on – the concept of love. By the beginning of the teaching period, all participants should at least have read the introduction to BELL HOOKS's book-length "meditation" *All about Love* (2000 / Harper Perennial, 2001) [Wue-Campus].
- (4) In addition, DAVID SCHALKWYK's studies on Shakespeare and love – especially his *Shakespeare, Love and Language* (2018), several chapters of which will be assigned readings in the course of the semester – are recommended as introductions to the seminar; in particular, you may want to study the introduction to this study, which is a fairly difficult but very productive text.

Please make sure to have your personal annotated version of assigned texts available in class. Here is a recommendation on what editions to use:

- *Shakespeare's Sonnets*: It would be ideal to obtain a (used) copy of Katherine Duncan-Jones, ed., *Shakespeare's Sonnets*, The Arden Shakespeare (rev. ed., 2010; but the first ed. would also do); a new copy of the book should be c. € 10,-. There are, of course, many alternatives, such as the printable text provided in the First Avenue Classics edition that the university library makes accessible as an e-book.
- Shakespeare plays: I would recommend buying new or used copies of the respective editions in the ARDEN SHAKESPEARE series (c. € 9,- to 13,-), but it is OK to use other reliable texts.

Participants' contributions / Earning credit points

To earn credit points on the seminar, all participants will write at least two short reading responses (see information below).

On top of this, students of the teacher training programmes will sit the final test, while master's students will conclude with a longer academic essay (wissenschaftliche Hausarbeit).

READING RESPONSES are short (c. 1,5–3 pp.) essay-like *academic* text that respond to the material to be discussed in a specific meeting. They need to consider both the 'primary' text/s to be analysed in the meeting *and* the 'secondary' texts set up as assigned reading. Important questions/perspectives to be addressed are:

- How can the topic and material for the meeting be contextualized?
- How does it tie in with the seminar discussion so far?
- What questions should be posed in relation to the topic/material?
- What can (probably) be shown or established by posing these questions?

Reading responses are due two days before the respective meeting. Please upload your reading response to the appropriate tool/file in WueCampus.

RESEARCH ESSAYS: A research essay ('wissenschaftliche Hausarbeit') develops an original and well-researched take on one or two major concerns of the seminar. Students will suggest a topic for their essay by submitting an ESSAY PROPOSAL (= a short outline of the intended topic and approach, due by 31/07). The essay must conform to acknowledged academic standards and include a sound 'List of Works Cited.' Essays are due by 15/09. For further information on finding a topic, writing an essay proposal, and researching the essay, see the 'Guidelines for Essay Writing' (accessible on the website of the chair).