



## Seminar presentation sheet

Academic year	2019
Seminar title	<i>Representing Social Crises – Past and Present</i>
Teacher(s) (Name, SURNAME)	David Pascoe, Sabine Schülting
University	Utrecht, FU Berlin
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Teacher(s)' presentation in a few words	<p>David Pascoe is Professor of English Literature and Culture at the University of Utrecht, Netherlands. His research interests lie in the interactions between literary and visual culture, and technology, over the last two hundred years.</p> <p>Sabine Schülting teaches English Literature and Culture at Freie Universität Berlin. Her main research interests include Shakespeare, cultural encounters, material culture studies, and gender studies.</p>
Seminar presentation (1000 characters max)	The seminar will focus on the representation of economic crises, and their entanglement with social, religious, racial and communal conflicts, in three early modern plays: William Shakespeare's <i>The Merchant of Venice</i> and <i>Coriolanus</i> , and Christopher Marlowe's <i>The Jew of Malta</i> . We will read the plays in their early modern contexts but also explore how they can be made meaningful for contemporary debates about economy, racial and religious differences, and civic unrest.
Prerequisites to follow the seminar	Students participating in this seminar should have read the three plays by Shakespeare and Marlowe as well as the articles listed in the bibliography below.
Seminar objectives /skills to be developed by the students	At the end of the seminar, students will be able to analyse the ways in which early modern drama addresses the massive economic and social changes taking place in the late 16 <sup>th</sup> and early 17 <sup>th</sup> centuries. They will also be aware of the construction, representation, and performance of crisis in drama. Students will have the skills to relate the plays to early modern discourses and consider parallels and differences between early modern and contemporary crises. Students will be able to present the results of their analyses in both oral and written form, and to engage with major critical studies in the field.



<p>Session 1 – Presentation / plan</p>	<p>General Introduction:</p> <ul style="list-style-type: none"> <li>• what is a 'crisis'</li> <li>• early modern economic and social crises</li> </ul> <p><i>Coriolanus</i></p> <ul style="list-style-type: none"> <li>• The Midlands Revolt and early modern food crises</li> <li>• "What is the city but the people?": urban crises</li> <li>• "As if a man were author of himself": the crisis of masculinity</li> </ul>
<p>Session 2 – Presentation / plan</p>	<p><i>The Merchant of Venice</i></p> <ul style="list-style-type: none"> <li>• Usury and trade in early modern Europe</li> <li>• "Hath not a Jew eyes?": Christians and Jews, the crisis of conversion</li> <li>• "I'll have my bond": law and love</li> <li>• "I would my daughter were dead at my foot": Jewish fathers and daughters: Shylock and Jessica, Barabas and Abigail</li> </ul>
<p>Session 3 – Presentation / plan</p>	<p><i>The Jew of Malta</i></p> <ul style="list-style-type: none"> <li>• Malta and the early modern Mediterranean</li> <li>• "I count religion but a childish toy": Christians, Jews and Muslims</li> <li>• "Treachery repaid": Machiavellian plots</li> <li>• Anti-Semitic stereotyping or explorations of anti-Semitism? – Marlowe's <i>Jew</i> and Shakespeare's <i>Merchant</i></li> </ul> <p>Conclusion and open questions</p>

**Picture of the teacher (s):** in a separate file

**Bibliography/ Webography:**

In a separate word document (mentioning the title of the seminar)

Presentation of references:

❖ Books:

MARLOWE, CHRISTOPHER. *The Jew of Malta*. (We recommend the New Mermaid edition)

SHAKESPEARE, WILLIAM. *Coriolanus*. (We recommend that you use a good scholarly edition, i.e. The Norton Shakespeare, or the Arden, Oxford or Cambridge edition)



SHAKESPEARE, WILLIAM. *The Merchant of Venice*. (We recommend that you use a good scholarly edition, i.e. The Norton Shakespeare, or the Arden, Oxford or Cambridge edition)

❖ Articles

ADELMAN, JANET. Her Father's Blood: Race, Conversion and Nation in *The Merchant of Venice*, *Representations*, 81.1, 2003, 4–30.

BARTELS, EMILY C. Capitalizing on the Jew: The Third Term in *The Jew of Malta*, in *Spectacles of Strangeness: Imperialism, Alienation, and Marlowe*. Philadelphia: University of Pennsylvania Press, 1993, 82–108.

GEORGE, DAVID. Plutarch, Insurrection and Dearth, in *Shakespeare and Politics*, ed. Catherine Alexander and John Joughin. Cambridge, Cambridge UP, 2004, 110-129.

GREENBLATT, STEPHEN J. Marlowe, Marx and Anti-Semitism. *Critical Inquiry*, 5, 1978, 291-307.

HUMPHREYS, ARTHUR. *The Jew of Malta and The Merchant of Venice: Two Readings of Life*, *Huntington Library Quarterly*, 50.3, 1987, 279-93

KITCH, AARON. Shylock's 'Sacred Nation': Commerce, Statehood, and the Figure of the Jew in Marlowe's *Jew of Malta* and Shakespeare's *Merchant of Venice*, in *Political Economy and the States of Literature in Early Modern England*. Farnham, Ashgate, 2009, 105-28.

MUNROE, IAN. The City and its Double: Plague Time in Early Modern London, *English Literary Renaissance*, 30.2, 2000, 241-261.

SHAPIRO, JAMES. "Which is *The Merchant* here, and which *The Jew*?" : Shakespeare and the Economics of Influence, *Shakespeare Studies*, 20, 1988, 269-79.

VITKUS, DANIEL. Turks and Jews in *The Jew of Malta*, in *Early Modern English: A Critical Companion*, ed. Garrett A. Sullivan, Jr., Patrick Cheney, and Andrew Hadfield. Oxford: Oxford University Press, 2006, 67–72.