

Course Description Form

1. Course Name:	
Renaissance Drama 16 th -18 th Century	
2. Course Code:	
HCCEE0090027	
3. Semester:	
2025-2024 Yearly	
4. Description Preparation Date:	
3-4-2025	
5. Available Attendance Forms:	
In-person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90 annual hours. 5 study units	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lect. Mustafa Khaleel Ibrahim Email: mustafakh268@gmail.com	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none">• Cognitive Objectives: Understand the main themes in Hamlet, such as internal conflict, revenge, madness, and the individual's relationship with society. Analyze the characters, events, and symbols in the play from a literary and critical perspective, linking them to historical



and philosophical contexts.

• **Program-Specific Skills Objectives:**

1. Develop critical analysis and literary interpretation skills through studying symbolism and themes in *Hamlet*.
2. Enhance the ability to write academic critical essays on the play, using arguments supported by textual evidence.

9. Teaching and Learning Strategies

Strategy

Teaching and Learning Strategies

- **Interactive Critical Analysis:** Through classroom discussions, analyze characters, events, and symbols to gain a deeper understanding of the play's meanings.
- **Project-Based Learning:** Assign students tasks such as preparing presentations or writing critical essays on specific themes in the play.
- **Comparative Reading:** Compare *Hamlet* with other literary works addressing similar themes, such as *Macbeth* or *King Lear*.
- **Simulation and Role-Playing:** Reenact key scenes from the play to understand character interactions and their impacts.

10. Course Structure

First semester:

No.	Hours	Required Learr	Unit or subject name	Learning method	Evaluation
		Outcomes			method



1	3	Theoretical and practical knowledge	- Introduction to Classical Plays and Their Characteristics	Theoretical and practical application	Weekly written and oral test
2	3	Theoretical and practical knowledge	<ul style="list-style-type: none"> Life and Works of William Shakespeare 	Theoretical and practical application	Weekly written and oral test
3	3	Theoretical and practical knowledge	<ul style="list-style-type: none"> Act 1 of <i>Hamlet</i>: Introduction and Characters 	Theoretical and practical application	Weekly written and oral test
4	3	Theoretical and practical knowledge	<ul style="list-style-type: none"> Act 2 of <i>Hamlet</i>: The Appearance of the Ghost 	Theoretical and practical application	Weekly written and oral test
5	3	Theoretical and practical knowledge	Act 3 of <i>Hamlet</i> : Hamlet's Internal Conflict	Theoretical and practical application	Weekly written and oral test
6	3	Theoretical and practical knowledge	<ul style="list-style-type: none"> Act 4 of <i>Hamlet</i>: Hamlet's Plan for Revenge 	Theoretical and practical application	Weekly written and oral test
7	3		<ul style="list-style-type: none"> Monthly Exam (Acts 1-4) 		Written exam

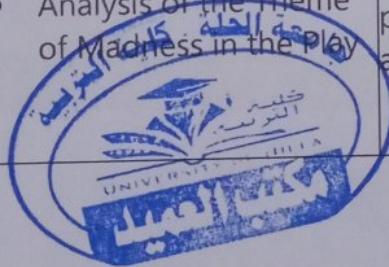


8	3	Theoretical and practical knowledge	Act 5 of <i>Hamlet</i> : The Play Within the Play	Theoretical and practical application	Weekly written and oral test
9	3	Theoretical and practical knowledge	Act 6 of <i>Hamlet</i> : The Death of Polonius	Theoretical and practical application	Weekly written and oral test
10	3	Theoretical and practical knowledge	Act 7 of <i>Hamlet</i> : Hamlet and Madness	Theoretical and practical application	Weekly written and oral test
11	3	Theoretical and practical knowledge	Act 8 of <i>Hamlet</i> : The Return of Laertes	Theoretical and practical application	Weekly written and oral test
12	3	Theoretical and practical knowledge	Act 9 of <i>Hamlet</i> : The Death of Ophelia	Theoretical and practical application	Weekly written and oral test
13	3		Monthly Exam (Acts 5-9)		Written exam
14	3	Theoretical and practical knowledge	Act 10 of <i>Hamlet</i> : Hamlet's Return	Theoretical and practical application	Weekly written and oral test

Second semester



No.	Hours	Required Learr	Unit or subject	Learning	Evaluation
		Outcomes	name	method	method
1	3	Theoretical and practical knowledge	- Act 11 of <i>Hamlet</i> : The Duel	Theoretical and practical application	Weekly written and oral test
2	3	Theoretical and practical knowledge	<ul style="list-style-type: none"> Act 12 of <i>Hamlet</i>: The Death of the Queen 	Theoretical and practical application	Weekly written and oral test
3	3	Theoretical and practical knowledge	<ul style="list-style-type: none"> Act 13 of <i>Hamlet</i>: The Death of Claudius 	Theoretical and practical application	Weekly written and oral test
4	3	Theoretical and practical knowledge	<ul style="list-style-type: none"> Act 14 of <i>Hamlet</i>: The End of Hamlet 	Theoretical and practical application	Weekly written and oral test
5	3	Theoretical and practical knowledge	Analysis of the Theme of Revenge in the Play	Theoretical and practical application	Weekly written and oral test
6	3	Theoretical and practical knowledge	<ul style="list-style-type: none"> Analysis of the Theme of Madness in the Play 	Theoretical and practical application	Weekly written and oral test



7	3		<ul style="list-style-type: none"> Monthly Exam (Acts 11-14) 		Written exam
8	3	Theoretical and practical knowledge	Analysis of Hamlet's Character	Theoretical and practical application	Weekly written and oral test
9	3	Theoretical and practical knowledge	Analysis of Claudius's Character	Theoretical and practical application	Weekly written and oral test
10	3	Theoretical and practical knowledge	Analysis of Ophelia's Character	Theoretical and practical application	Weekly written and oral test
11	3	Theoretical and practical knowledge	Analysis of Polonius's Character	Theoretical and practical application	Weekly written and oral test
12	3	Theoretical and practical knowledge	Analysis of Laertes's Character	Theoretical and practical application	Weekly written and oral test
13	3		Monthly Exam (Character Analysis)		Written exam
14	3	Theoretical and practical knowledge	Symbolism in <i>Hamlet</i>	Theoretical and practical application	Weekly written and oral test



11. Course Evaluation

Analytical tests (30 marks) including:
 First semester test (15 marks)
 Second semester test (15 marks)
 Attendance and discipline (10 marks)
 Final exam (60 marks)

12 Learning and Teaching Resources

- *Hamlet*, William Shakespeare.

Key references (sources)

- *The Cambridge Companion to Shakespeare*.
- Harold Bloom, *Hamlet: Poem Unlimited*.

Recommended books and references (scientific journals, reports...)

- A.C. Bradley, *Shakespearean Tragedy*.
- Stephen Greenblatt, *Will in the World: How Shakespeare Became Shakespeare*.

Electronic references, websites

- <https://www.sparknotes.com/shakespeare/hamlet/>
- <https://www.cliffsnotes.com/literature/h/hamlet>

Course Development Plan



Updating Academic Content:

- Include recent critical essays on the play to enhance students' understanding of various literary interpretations.
- Add comparisons between *Hamlet* and other literary works addressing similar themes, such as *Macbeth* or *King Lear*.
- Enhance content with historical and philosophical contexts related to the play, such as existential philosophy and critiques of power.

Improving Teaching Strategies:

- Use technology: Introduce analytical videos, online discussion platforms, and interactive materials to enhance student comprehension.
- Exploration-based learning: Encourage students to research different critical interpretations and discuss them in class.

- Integrate textual analysis with interactive activities: Such as reenacting scenes or rewriting parts of the play from another character's perspective.

Developing Assessment Methods:

- Include diverse assessments, such as critical blogs, research projects, and self and peer evaluations.
- Provide analytical exams focusing on critical thinking rather than memorization, enhancing analysis and interpretation skills.
- Design assessment activities focusing on practical application, such as comparing characters in the play with real historical or political figures.

Improving Educational Materials and References:

- Include documentary videos about William Shakespeare and the context in which the play was written. Provide critical essays from different schools of thought, such as psychoanalytic, Marxist, and structuralist criticism.
- Develop a reading guide with critical questions for each act to help students think deeply while reading.

Enhancing Student Involvement in the Learning Process:

- Encourage individual and group research projects on various themes in the play.
- Organize debates on different interpretations of the play to enhance critical thinking skills.



- Involve students in designing some discussion questions and exam questions to encourage independent thinking.

Measuring the Impact of Development:

- Analyze student performance before and after implementing changes to assess improvement in analysis and interpretation skills.
- Collect feedback from students on the effectiveness of new teaching strategies and their benefits.
- Review and update the course annually based on assessment results and feedback from students and faculty.

