English 208: Late Shakespeare  
TR 8:30 a.m.-9:50 a.m., 360 Condon, CRN: 12636

Instructor: Emily Thomas  
Office: 234 PLC  
Office hrs: T/R 10:00-11:30 & by appointment  
Email: Ethomas@uoregon.edu (this is the best way to contact me)  
Phone: 346-0054 (not a reliable way to reach me, except during office hours)

Course Description: This course is designed to give students a sense of Shakespeare’s later writings. Over the course of the term, students will enhance their reading proficiency, read closely, and—most importantly—develop their own sense of Shakespeare’s plays. The course is organized to help students strengthen the skills necessary to do this: we will begin the course with a heavy focus on Shakespeare’s language and on reading strategies. As the term progresses, we will focus more intensively on understanding historical context, on performance, and on engaging in the complexities of literary analysis. We will read Measure for Measure, Othello, King Lear (the conflated text), and The Tempest. Topics of discussion will include poetry and language; kingship and government; Renaissance constructions of gender; performance as interpretation; representations of religion and race; genre constraints; and much more.


Grade Breakdown:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>5%</td>
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<tr>
<td>Quizzes*</td>
<td>15%</td>
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<tr>
<td>Paraphrase Assignment</td>
<td>10%</td>
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<tr>
<td>Midterm Examination</td>
<td>15%</td>
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<tr>
<td>King Lear Performance &amp; Essay</td>
<td>10%</td>
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<tr>
<td>Essay Proposal</td>
<td>5%</td>
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<tr>
<td>Essay</td>
<td>20%</td>
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<tr>
<td>Final Examination</td>
<td>20%</td>
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<tr>
<td>Extra credit (see note below)</td>
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*Some quizzes will be announced and some will not—expect them regularly

Assignments and Course Requirements:

Participation: I expect everyone to contribute regularly to class discussions; an “A” in participation means you speak up every day you are in class. If you feel this will be a problem for you, see me early in the term.

Assignments: The assignments in this course are designed to help you enhance your understanding of Shakespeare through progressively more advanced practice of different skill sets. The most basic foundational skill will be your ability to read Shakespeare in the original text and come to a basic understanding of what is being said. To practice comprehension—and to explore nuances of Shakespeare’s language—our early assignments will require you to paraphrase passages of the text. This may take the form of a loose paraphrase (where you offer a brief overview of what is being said) and tight paraphrase (where you offer a word-for-word translation of the text into your own words, in modern grammar). Later assignments will encourage you to draw on those skills to develop your own arguments and interpretations.

Troupe-work: Because your best possibility of understanding Shakespeare will depend on your opportunities to talk about you experiences with the texts and to participate in conversations, I will assign you to a small “troupe” of 4-5 students (the troupe assignments will most likely take place at the end of week two). You will work with your troupe regularly on in-class work, peer reviewing,
and possibly some small take-home assignments or meetings with me. My hope is that your troupes will have a lot of fun, and so even though many students approach group work with an apprehensive attitude, I sincerely hope you will do your best to bring an open mind to the troupe-work activities. In order to facilitate that, I am happy to entertain any requests you have for specific groupings you would like.

**A note on using online summaries, paraphrases, and other sources:** What I hope to see in your writing and participation for this course is your own individual struggle with understanding and finding meaning in Shakespeare, even if you feel your take may not be correct (usually there is no single “correct” interpretation). Please remember that online summaries are interpretations; the choices other people make about what to include and what to emphasize are themselves arguments, and paraphrases of Shakespeare erase some possible meanings while solidifying others. Online summaries are also generally not written for college-level courses, and thus they are only a good supplement if you are struggling; **I fully expect you to read every play in its entirety in the original language.** If I find evidence that you are relying on someone else’s work in any capacity on an assignment, that will constitute Academic Dishonesty and be treated as such. If you do quote from, get an idea from, or even read an online summary, I expect that source to appear in a “Works Consulted” list on any subsequent assignment.

**Extra Credit:** Attending film screenings will benefit you immensely this term. You may also earn extra credit (½%) if you attend film screenings and turn in a one-page write-up about the film’s interpretation of the play text (see BB for assignment guidelines—you should be self-directed in all extra credit assignments). Write-ups on film versions are due by the day we study each play, and you will receive extra credit if (and only if) you complete the write-up. I may occasionally offer a small amount of extra credit for other Shakespeare-related activities, but only if I can be sure that the opportunities are equally available to all students.

**Policies:**

**Attendance:** An “A” student in this course will be in class every day with the appropriate text in hand, ready to contribute; if you are sick and cannot be in class, you should tell me that through email and check with a classmate to find out what you missed. **Absences are the #1 reason students fail this class.** Remember that many students become ill in flu season, and you should not miss class for any other reason than illness or emergency—save your absences for extenuating circumstances (as in all college courses, you are given two excused absences for extenuating circumstances—not two absences to use as you wish plus more for extenuating circumstances). **You may miss up to one week of class (2 class sessions) without penalty.** Absences beyond that will have a progressively greater negative impact on your grade. You will lose an 2% after your 3rd absence, 4% more after your 4th, 6% more after your 5th, 8% more after your 6th, etc (note that these are cumulative: so if you miss a total of class 6 classes, your grade will be reduced by 20%). If you are absent, you will need to get assignments to me by beginning of class, otherwise they are late (see policy on emailing papers for details about how to turn in your work if you are absent). Quizzes cannot be made up.

**A piece of advice (please read):** In my experience, many students skip class because they haven’t done the reading, haven’t finished an assignment, or don’t want a bad grade on a quiz; this isn’t a smart strategy. While I hope you will do the reading daily, you will still benefit from the discussion if you are a day behind—and you can get a great participation score by speaking up most of the time, even if you have an off day now and then. If you are behind on an assignment, ask for an extension rather than skipping class. Again—you are way more likely to fail because you don’t show up than because you turn something in late or fail a quiz.
**Academic Honesty:** All work submitted for this course must be your own and be written exclusively for this course (this means you may not turn in a paper you wrote for another class, even if you’ve read the plays before). The use of sources (for ideas, quotations, and paraphrases) must be properly documented. In cases where Academic Dishonesty is established, you will receive an F for the final course grade, and I will submit paperwork to ensure that any future conduct issues go onto your permanent record. **Please see me if you have any questions about your use of sources.**

Most academic dishonesty cases happen when students panic at the last minute; I will usually be happy to grant you an extension, so please don’t resort to cheating.

**Exam etiquette:** Any time that you are taking a quiz, you need to put away all other materials and electronic devices. If I see you using a phone or laptop, you will receive a zero on your quiz.

**Late Work:** If you need extra time on an assignment, arrange that with me in advance. If you have an arranged extension, you will not lose points, although I am unlikely to offer extensions on multiple assignments. Otherwise, work that is not turned by the time I ask for it in class is late, even if you are absent. I will reduce your score by 10% per day it is late.

**Emailing me your work (only in extenuating circumstances):** If for any reason you cannot turn a hard copy of your work in when it is due at the beginning of class (due to printer problems or unexpected absence, for instance), you can only get full credit by emailing me your work before class so that I can verify that you have done it on time. You will still need to bring me a hard copy of your work as soon as you can, as I will only grade work that I receive as a hard copy, and I will not print out your work or remind you to bring the hard copy—that is your responsibility. If you are emailing me work in order to let me know that it is done on time, you must attach your document in a Word file AND paste the document into the email. If I am unable to open your attachment and you have not pasted your work into the body of the email, I will still consider it late.

**Incomplete:** Approval for incompetes will be granted only in cases when students through unforeseen circumstances beyond their control cannot complete some minor but essential aspect of the course.

**Access:** If you have a disability (physical or learning) that you think may affect your performance in this class, please see me during the first week of the term so we can make arrangements, if necessary, for your full access to all classroom activities.

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**Schedule of Assignments:**
Subject to change at my discretion—you will be notified if this is the case

**Week One:**

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<th>Date</th>
<th>Topic</th>
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<tr>
<td>Tues, Sept 27th</td>
<td>Introduction: Strategies for reading Shakespeare</td>
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<tr>
<td>Thurs, Sept 29th</td>
<td>Reading due: Measure for Measure, Act I</td>
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**Week Two:** *(Note—I will post the Paraphrase Assignment on BB on Monday of Week Two)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Tues, Oct 4th</td>
<td>Measure for Measure, Act II</td>
</tr>
<tr>
<td>Thurs, Oct 6th</td>
<td>Measure for Measure, Act III-IV</td>
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**In-class:**
- Quiz

**In-class:** Sign up for a time to meet with me in Week Three and go over Paraphrase Assignment Guidelines

**Week Three:**

*[Mon-Thurs, Oct 10th-13th:* You are required to come in and talk to me about the paraphrase assignment; at that time you should have completed the loose paraphrase and attempted the tight paraphrase, and you should be prepared to talk with me about your quotes]*

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Tues, Oct 11th
*Measure for Measure*, Act V
**DUE:** Bring in your paraphrases to workshop with troupes

Thurs, Oct 13th
*Othello*, Act I

*Friday, Oct. 14th*
**Due by 10:00 am:** Paraphrase and Analysis Assignment (you may bring this to class Thursday or slide it under my office door if I am not there)

**Week Four:**

Tues, Oct 18th
*Othello*, Act II
In-class: Quiz

Thurs, Oct 20th
*Othello*, Act III-IV

*Thurs Oct 21st, 6:00-8:15 p.m.: Othello Screening*

**Week Five:**

Tues, Oct 25th
*Othello*, Act V
In class: Sign up for Troupe performances
**DUE:** Extra credit write-up (optional)

Thurs, Oct 27th
Midterm Examination

**Week Six:**

*[Reminder: *King Lear* performance assignments will take place throughout weeks Six and Seven. You are responsible for keeping track of your assigned dates to meet with me, perform, and submit your written assignment]*

Tues, Nov 1st
*King Lear*, Act I

*Tues, Nov. 1st, 6:00-9:00 p.m.: King Lear Screening*

Thurs, Nov 3rd
*King Lear*, Act II-III
In-class: Quiz

**Week Seven:**

Tues, Nov 8th
*King Lear*, Act IV

Thurs, Nov 10th
*King Lear*, Act V
**DUE:** *King Lear* extra credit film write-ups (optional)

**Week Eight:**

Tues, Nov 15th
*The Tempest*, Act I

Thurs, Nov 17th
*The Tempest*, Act II-III

*Thurs, Nov. 17th, 7:00-9:00 p.m.: Tempest Screening*

**Week Nine:**

Tues, Nov 22nd
*The Tempest*, Act IV
**DUE:** Paper Proposal

Thurs, Nov 24th
*Class cancelled for Thanksgiving*

**Week Ten:**

Tues, Nov 29th
*The Tempest*, Act V
**DUE:** Tempest extra credit write-up (optional)

Thurs, Dec 1st
In-class: Review for the Final Examination

*Friday, Dec. 2nd*
*Final Paper DUE by 5:00 p.m.*

**Finals Week:**

*Final Examination* on Wednesday December 7th at 8:00 a.m.