ENG 207 Shakespeare (CRN 22218)

Winter 2017 — Monday/Wednesday/Friday — 9:00-9:50 am

360 Condon Hall

Instructor: Dr. Kate Myers
Office: 330 PLC
Office Hours: Mondays & Wednesdays, 3:00 - 5:00 pm & by appointment
E-mail: kmyers@uoregon.edu (preferred)
Phone: 541.346.1533

“What, art thou mad? Art thou mad? Is not the truth the truth?
—Falstaff, Henry IV, Part I (2.4.222-23)

Course Description
The words of Falstaff, one of Shakespeare’s most beloved and most criticized characters, maintain two contradictory ideas: that the truth is the truth and that it is not. In lines like this one, Falstaff and many other Shakespearean characters model the ambivalence of perspective, orientation, and language itself that will situate the concerns of this course. Rather than working to resolve such contradiction, we will scrutinize it, attempting to see how Shakespeare continues to challenge our own perspectives and assumptions, and thereby glimpsing the ways he may have challenged those of his early modern audiences. Focusing on four of Shakespeare’s earlier plays, we will develop and deploy the skills of close reading and analysis in order to support various interpretations of Shakespeare’s texts. You need not have prior familiarity with Shakespeare or early modern literature to succeed in this introductory class.

Required Texts
I have ordered inexpensive editions of each of the following plays. Please purchase these specific texts, even if you already own one or more of the plays in a different version. Note that having access to more than one edition will help you with close reading assignments. Digital editions of the plays will not suffice.


Supplementary readings may be provided through Canvas
Your ongoing enrollment in this course indicates that you have read this syllabus and accept its requirements and expectations.

Assignments

Formal Writing Projects

Close Readings (four)  40%

Critical Analysis Essay  40%

Contributions  20%

To pass the course, you must complete all formal writing projects.

Grading Scale

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<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>100</td>
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<tr>
<td>A</td>
<td>94-99</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<td>B-</td>
<td>80-83</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
<td>67-69</td>
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<td>D</td>
<td>64-66</td>
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<td>D-</td>
<td>60-63</td>
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Learning Outcomes

In addition to gaining a preliminary understanding of texts and contexts of Shakespeare's early work, this course's assessment procedure is built around six learning outcomes.

Students are expected to

1. read Shakespeare's works with discernment and comprehension and with an understanding of early modern conventions;

2. draw on relevant cultural and/or historical information to situate texts within their cultural, political, and historical contexts;

3. perform critical, formal analyses of literary, theatrical, and other cultural texts;

4. write focused, critical analyses of Shakespeare’s texts in clear, grammatical prose;

5. employ logic, creativity, and interpretive skills to produce original, persuasive arguments;

6. engage primary and secondary sources, with proper acknowledgment and citation, as they contribute to a critical essay’s thesis.
Formal Writing Projects

For each of the four plays, you will submit a formal, written Close Reading. These assignments will prepare you to write a successful Critical Analysis on your choice of any one of the four plays we will have studied. Directions and requirements for each of these assignments will be provided later in the term.

Contributions

Class attendance means more than being physically present in the classroom. It requires that you pay attention and contribute to class proceedings. This class emphasizes the communication of ideas both in writing and in discussion, so your active participation is essential. You will have a reading assignment due for every class session to prepare you to participate fully in class activities, which may include discussions, in-class writing, small group work, and quizzes. Anything less than full and informed involvement in all of these activities can count against your course grade. If you are worried about speaking up in class, see me early in the term.

You can earn an A for Contributions by

- Reading the assigned texts carefully in advance of class;
- Bringing the assigned texts to class in print (Digital texts will not suffice*);
- Contributing valuable comments to class discussion and participating in class activities;
- Taking hand-written* notes in class;
- Completing short quizzes throughout the term.

* Reading a printed text carefully and taking notes by hand in class lectures and discussions improve your memory of the content and, therefore, your chances for success in this class.

Formatting Assignments

All written work must be typed and double-spaced, using 12-point Times New Roman font and one-inch margins. Include the following information on upper left corner of the first page:

| Your Name |
| ENG 207 |
| Dr. Katie Myers |
| Description of the assignment (Close Reading, Critical Analysis) |
| Word count |
| Date due |

Your original title (centered)

Insert your last name and page numbers in the header on subsequent pages of each document (Name 2, etc.). Use MLA format for quoting and citing plays.
Submitting Assignments

All formal writing projects must be submitted on Canvas.

Extra Credit

For extra credit, you may choose to memorize a passage from one of the plays we are reading in this class. The passage must be 25 consecutive lines long and spoken by a single character. You must sign up for a recitation appointment in advance.

COURSE POLICIES

Contact: Email and Office Hours

Before emailing, consult the guidelines for email etiquette available on Canvas.

Feel free to email if you have questions, but be sure that the answer is not already available on the course syllabus, assignment directions, or Canvas site. I usually respond to emails within 24 hours, Monday through Friday.

You are welcome to drop in during office hours to ask questions or seek my advice. Please email if you need to request an appointment outside of office hours.

Attendance

Attendance is mandatory. You are allowed TWO absences. If you are absent beyond TWO class sessions, your final grade will be reduced by ONE THIRD of a letter grade for each absence (an A becomes an A-, a B- a C+, etc.). FIVE ABSENCES WILL RESULT IN AUTOMATIC FAILURE.

Punctuality is also mandatory. Class begins promptly. I will take attendance at the beginning of each class. If you are late, it is your responsibility to see me after class and verify that your attendance accurately reflects a late mark versus an absence. If you are late for more than THREE class sessions, the FOURTH and subsequent late arrivals will be considered absences.

Observance of Religious Holidays

Students who observe their religious holidays at times when academic requirements conflict with those observances must inform instructors in advance of the holiday. Students are responsible for making up missed work according to a schedule determined with the instructor.

Technical Difficulties

These things happen. However, technical difficulties are not an excuse for failing to produce your assigned work on time. Back up your files. There are computer labs all over campus; make use of them if you experience difficulties with your computer, printer, or internet access.
Missed Work
If you are absent, you are responsible for consulting 1) your peers for missed class notes and 2) me for missed assignments and handouts. Quizzes and other activities completed in class cannot be made up.

Late Work
All assignments are due on the date and by the time indicated by me in class, on Canvas, or on the attached schedule. If you are unable to submit an assignment on time, you should make prior arrangements with me via email at least 24 hours before the due date/time. Every day an assignment is late, it will be marked down one third of a letter-grade.

Academic Honesty
All work submitted in this course must be your own and be written exclusively for this course, which means you may not submit papers or portions of papers you have written for another class, even if you’ve read the plays before). The use of sources (ideas, quotations, paraphrases) must be properly documented. Please consult The Little Duck Handbook and the Code of Student Conduct on the Office of Student Conduct and Community Standards website. In cases where academic dishonesty has been clearly established, the award of an F for the final course is standard practice. 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. If you ask at least 24 hours in advance of a deadline, I will usually grant you an extension, so please don’t resort to cheating.

A note on using online summaries, paraphrases, and other sources:
I expect to see your own grappling for meaning with these texts in your writing and contributions for this course. You have something valuable to contribute, and there is usually not one “correct” interpretation. To this end, remember that online summaries are other people’s interpretations. They reflect the choices other people make about what to include and what to emphasize. They are themselves arguments, and their paraphrasing of Shakespeare erase some possible meanings while privileging others.

I fully expect you to read every play in its entirety in the original language. Online summaries are also not written for college-level courses, and thus they are only a good supplement if you are struggling. Relying on someone else’s work in any capacity on an assignment constitutes Academic Dishonesty and be treated as such. If you do quote from, get an idea from, or even read an online summary, that source must appear in a “Works Consulted” list on any subsequent assignment.

Writing Assistance
Writing Associates are available to help students with any aspect of their writing for this course. They are peer tutors who can work with you one-on-one on your writing assignments. They are advanced English majors who have been trained to tutor writing. They can help you understand the process of writing about literature and media and show you how to make your written work for this class more clear, correct, and effective. To make an appointment with a Writing Associate, go to http://english.uoregon.edu/writingassociates/
Incompletes
No grades of “Incomplete” will be assigned for this course.

Decorum
Turn off cell phones and music during class. You may not use a laptop or tablet in class unless directed to do so by the instructor. Laptop exceptions will be made for those with applicable documentation from the Accessible Education Center. If you are otherwise using any electronic device, I will ask you to leave class and will count you absent for that day.

Attend to class proceedings by remaining alert and refraining from side conversations.

Advisory
A college classroom offers a safe space to explore competing and controversial ideas, but a safe space is not the same as a comfort zone. Learning is uncomfortable. Expect to have your ideas challenged and to challenge the ideas of others. However, seek to remain open to understanding perspectives different from your own. Engaging your own biases is one of the most important and most uncomfortable components of education.

You should be aware that Shakespeare deals with adult themes and subjects. His work can be violent and sexual, sometimes simultaneously. His work challenges conventional conceptions of political and religious issues. We will discuss these subjects specifically in class. Please be prepared for thoughtful engagement with the texts and with your classmates on a spectrum of provocative and potentially uncomfortable topics. I do not expect you to like (or to agree with) everything you read, but I do expect gracious and responsible treatment of your classmates and of these intellectually challenging texts.

Sexual and Gender-Based Violence
Students who are victims of sexual violence: if you wish to speak to someone confidentially, you can call 541.346.SAFE to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at http://safe.uoregon.edu/. Any student who has experienced sexual assault, relationship violence, stalking, and/or sexual harassment is encouraged to seek help by contacting Renae DeSautel, Sexual Violence Response and Support Services Coordinator (desautel@uoregon.edu). She will keep your information confidential. In addition, the UO Ombudsperson, Brett Harris, can provide assistance, (541.346.6400 or ombuds@uoregon.edu). All UO faculty members, have an obligation not to reveal your name or other specific information without your permission, although faculty members do have to provide “general information” (nothing that identifies anyone) that will help us create a safer campus.

Access
The University of Oregon is working to create inclusive learning environments. Please notify me in week one if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You may also wish to contact You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541.346.1155 or uoaecc@uoregon.edu.
COURSE SCHEDULE
All writing and reading assignments are due on the day listed. This schedule is subject to change.

WEEK 1

Mon  1/9  Class Canceled—Inclement Weather
Wed  1/11  Introductions  
Fri  1/13  Read:  Henry IV  (Act 1)

Sun  1/15  Due on Canvas by 11:59 pm:  Introduction

WEEK 2

Mon  1/16  Class Canceled—Martin Luther King, Jr. Day
Wed  1/18  Read:  Henry IV  (Act 2)
Fri  1/20  Henry IV, continued

Sun  1/22  Due on Canvas by 11:59 pm:  Close Reading:  Henry IV

WEEK 3

Mon  1/23  Read:  Henry IV  (Act 3)
Wed  1/25  Henry IV, continued
Fri  1/27  Read:  Henry IV  (Act 4)

WEEK 4

Mon  1/30  Read:  Henry IV  (Act 5)
Wed  2/1  Henry IV, continued
Fri  2/3  Read:  Richard III  (Act 1)

WEEK 5

Mon  2/6  Read:  Richard III  (Act 2)
Wed  2/8  Richard III, continued
Fri  2/10  Read:  Richard III  (Act 3)

Sun  2/12  Due on Canvas by 11:59 pm:  Close Reading:  Richard III
### Week 6

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<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
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<tr>
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<td>2/13</td>
<td>Richard III, continued</td>
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<tr>
<td>Wed</td>
<td>2/15</td>
<td>Read: Richard III (Act 4)</td>
</tr>
<tr>
<td>Fri</td>
<td>2/17</td>
<td>Read: Richard III (Act 5)</td>
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### Week 7

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<th>Day</th>
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<th>Activity</th>
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<tbody>
<tr>
<td>Mon</td>
<td>2/20</td>
<td>Read: Titus Andronicus (Acts 1 and 2)</td>
</tr>
<tr>
<td>Wed</td>
<td>2/22</td>
<td>Read: Titus Andronicus (Act 3)</td>
</tr>
<tr>
<td>Fri</td>
<td>2/24</td>
<td>Read: Titus Andronicus (Act 4)</td>
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Sun 2/26 Due on Canvas by 11:59 pm: Close Reading: Titus Andronicus

### Week 8

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<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Mon</td>
<td>2/27</td>
<td>Read: Titus Andronicus (Act 5)</td>
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<tr>
<td>Wed</td>
<td>3/1</td>
<td>Read: Hamlet (Act 1)</td>
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<td>Fri</td>
<td>3/3</td>
<td>Hamlet, continued</td>
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### Week 9

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<th>Activity</th>
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<tbody>
<tr>
<td>Mon</td>
<td>3/6</td>
<td>Read: Hamlet (Act 2)</td>
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<tr>
<td>Wed</td>
<td>3/8</td>
<td>Hamlet, continued</td>
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<tr>
<td>Fri</td>
<td>3/10</td>
<td>Read: Hamlet (Act 3)</td>
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Sun 3/12 Due on Canvas by 11:59 pm: Close Reading: Hamlet

### Week 10

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<th>Day</th>
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<th>Activity</th>
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<tbody>
<tr>
<td>Mon</td>
<td>3/13</td>
<td>Read: Hamlet (Act 4)</td>
</tr>
<tr>
<td>Wed</td>
<td>3/15</td>
<td>Read: Hamlet (Act 5)</td>
</tr>
<tr>
<td>Fri</td>
<td>3/17</td>
<td>Hamlet, continued and Conclusions</td>
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### Finals Week (Class Does Not Meet)

Wed 3/22 Due on Canvas by 11:59 pm: Critical Analysis Essay