

English 263: Shakespeare 1

Spring Semester 2018

Instructor: Lowell Duckert

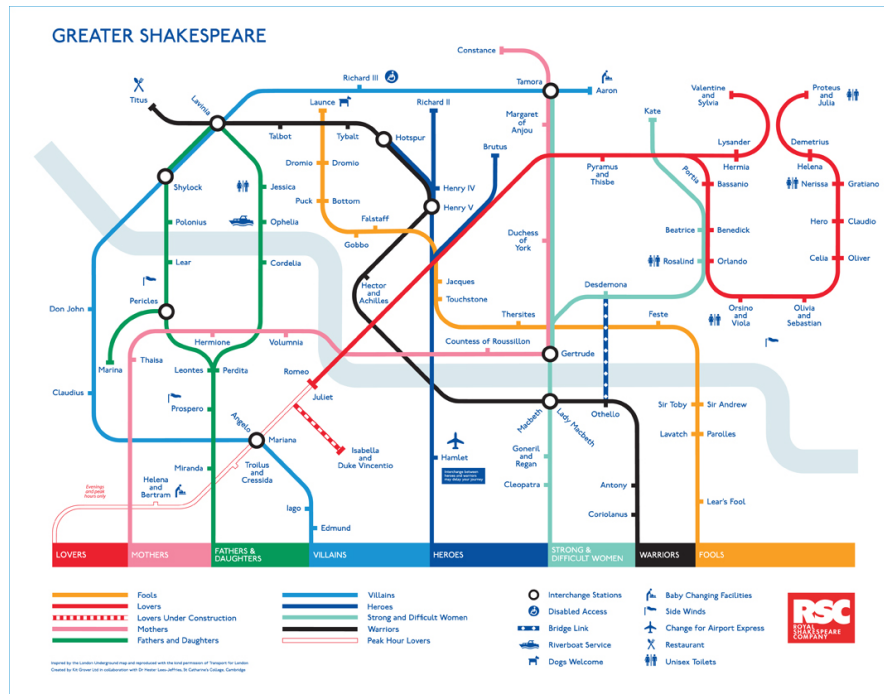
Email: Lowell.Duckert@mail.wvu.edu

Meeting Time: 10:00-11:15 am TR

Meeting Place: Clark Hall 112

Office: Colson Hall 131

Office Hours: 1:30-4:30 pm T and by appointment



This course introduces you to a wide variety of Shakespeare's works. Taking a cue from the theatre built by Shakespeare's playing company in 1599, the Globe, our approach will be *global* in scope. Similar to the map above, Shakespeare's plays illustrate the energetic interconnections that constituted his world: between nations (*Henry the Fifth*); religions (*The Merchant of Venice*); climates (*King Lear*); Old and New Worlds (*The Tempest*); times (*Julius Caesar*); forests and cities (*As You Like It*); races (*Othello*); and waters (*Pericles*). We will discover how Shakespearean drama referenced (and confronted) key issues that early modern England faced in an increasingly global context: the assimilation of Others and questions of identity it raises; the policing of gender, national, or bodily boundaries, despite (or because of) these boundaries' permeability; the unpredictability of nature and its challenge to human-centered modes of order and knowledge. Moving across multiple genres – histories, comedies, tragedies, and romances – we will investigate how global networks (and their diverse things) came into being, as well as interrogate the results of their interactions. Networks *work*. How, for example, are communities formed? Who is included or excluded? Why? How might tracing sixteenth- and seventeenth-century networks help us re-think our own—and even usher in new connections, challenges, and joys? *Welcome to Greater Shakespeare.*

The learning objectives for this course follow the English B.A. Program Goals. After taking this class, you will be able to:

1. Interpret texts within diverse literary, cultural, and historical contexts
 - a. by identifying genre conventions and analyzing their effects.
 - b. by identifying and analyzing effects of complexity or ambiguity.
 - c. by locating texts in social / economic / political / literary histories.
 - d. by connecting texts to other literary or cultural texts.
2. Demonstrate a general knowledge of the social and structural aspects of the English language.
3. Demonstrate a range of contextually effective writing strategies.

Required Books: (available from the WVU Bookstore)

The Norton Shakespeare, 3rd edition, Two Volume Set / Parts Early Plays and Poems & Later Plays (9780393264029)

(Although the plays are available in other formats and editions, it is crucial that you own the exact edition specified in order to follow along.)

Requirements:

1. *The basics:* attend class; finish assigned readings on time; participate in discussions. I expect you to be prepared for every meeting, which means that you need to pose thoughtful questions and ideas to the group. This is not a straightforward lecture course: whether or not you meet these criteria determines how many participation points you receive. Difficult terrain lies ahead, but the challenge, I assure you, will be mutual. I want us to grapple with the texts, engage in spirited conversation, and pose more questions than answers.
2. *Quizzes*, one per play and given at random, will consist of 3 (very) short-answer questions posed at the beginning of class. The quizzes will be closed-book and will be impossible to answer sufficiently without having read the material ahead of time. Your answers will spur that day's discussion and serve as valuable studying guides for your exams.
3. *Complete* the midterm and the final exam (both will include passage analysis and an essay).
4. *Performance review:* you will write a brief review of the Royal Shakespeare Company's production of *Julius Caesar* (2012). I will make the film available to you far in advance. (I will also arrange a screening for us: details to come.)

Grading:

Performance review	10%
Participation and attendance in class	15%
Quizzes (8 total)	20%
Midterm exam	25%
Final exam	30%
Total	100%

Attendance Policy and Code of Courtesy:

I define “present” as arriving on time with your cellphone silenced; bringing the appropriate book to class; giving me and your peers your full attention; and remaining in the room until the class ends. Laptops are allowed only for note-taking purposes. I will allow three absences: after that, your grade drops a letter for each additional absence (for example: an A becomes a B). At six absences, you fail the course. Missed quizzes cannot be made up; I will, however, drop your lowest quiz grade to accommodate the occasional absence. The midterm, but not the final, can be taken later (with a valid reason). If you foresee a scheduling conflict, please notify me as soon as possible. Incompletes will be considered only if you apply to me before the end of the term; once I agree, we will negotiate the conditions under which the grade of “I” will be changed to a letter grade and sign a contract. Incomplete work will be submitted before the last day of class of the following semester (at the latest).

Academic Integrity:

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University Academic Catalog at <http://catalog.wvu.edu/undergraduate/coursecredittermsclassification/#academicintegrity> text. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

Adverse Weather Commitment:

In the event of inclement or threatening weather, everyone should use their best judgment regarding travel to and from campus. Students who cannot get to class because of adverse weather conditions must contact their instructors as soon as possible. Similarly, instructors who are unable to reach the class location will notify their students of any cancellation as soon as possible, through the many means at their disposal, to prevent students from embarking on any unnecessary travel. If students cannot get to class because of weather conditions, instructors will make allowance relative to required attendance policies, as well as any scheduled tests or quizzes. Safety should be the main concern.

Inclusivity Statement:

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. Any attempt to disrupt the nondiscriminatory environment of this class will not be tolerated. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

Affirmation of Values:

We, the members of WVU's Department of English, believe that critical and creative reading and writing constitute acts of radical love. We ally ourselves with a multitude of departments, student bodies, and dedicated individuals across the country and the world who refuse to remain silent within a climate of hatred and violence: be it from sexism, racism, classism, ableism, nativism, anti-Semitism, misogyny, homophobia, transphobia, xenophobia, or Islamophobia. We are committed to building communities, not dividing them. Colson Hall and our classrooms campus-wide are spaces where students, faculty, and staff may safely voice their concerns and where we may, together, foster futures more just. We aim to raise the status of those suppressed by the status quo; in assembly with human and nonhuman beings, we protest all types of environmental degradation, especially those prescribed at the expense of inhabitants' health. Our research and syllabi affirm the core values of compassion, inclusivity, and care that a diverse humanities program holds for everyone. By telling stories of those who suffer under oppression in any form, past and present, we honor the ability of language and other means of communication – in each area of study we offer – to redress these wrongs, urge unity, and pursue peace. To those who seek shelter or wish to expand its scope, we welcome you; we thank you; we are with you.

Contact:

I encourage you to take advantage of my office hours (information above), and feel free to email me at any time. Never hesitate to ask a question, express a doubt, or request clarification. Make sure that your MIX email address is operational; I will frequently notify you about what to read on a given day (for one).

Schedule of Readings (subject to change):

Week One

T 1/9	Introductions
R 1/11	Actors and Networks [1]: "Theatre in London," by Gabriel Egan (online)

Week Two

T 1/16	Actors and Networks [2]: "Shakespeare's view of the world," by Emily C. Bartels (online)
R 1/18	<i>Henry the Fifth</i>

Week Three

T 1/23	<i>H5</i>
R 1/25	<i>H5</i>

Week Four

T 1/30 *The Merchant of Venice*
R 2/1 *MV*

Week Five

T 2/6 *MV*
R 2/8 *Othello*

Week Six

T 2/13 *Oth*
R 2/15 *Oth*

Week Seven

T 2/20 *As You Like It*
R 2/22 *AYL*

Week Eight

T 2/27 *AYL*
R 3/1 **Midterm exam**

Week Nine

T 3/6 *Julius Caesar*
R 3/8 *JC*

Week Ten No class: Spring Recess

Week Eleven

T 3/20 *JC*
R 3/22 *King Lear*

Week Twelve

T 3/27 *KL*
R 3/29 No class

Week Thirteen

T 4/3 *KL*
R 4/5 *Pericles*

Week Fourteen

T 4/10 *Per*
R 4/12 *Per*

Week Fifteen

T 4/17 *The Tempest*
R 4/19 *Tem*

Week Sixteen

T 4/24 *Tem*
R 4/26 Class conclusion

R 5/3 **Final exam (5:00-7:00 pm)**