

Sul Ross State University

Course Number:	English 3304
<b>Course Title:</b>	<b>Shakespeare</b>
Term and Year:	Fall 2016
Course Location and Meeting Times:	Online
Professor:	Dr. Ian Peddie MAB 111
Office Hours:	by appt
Professor's Contacts:	Email: <a href="mailto:ian.peddie@sulross.edu">ian.peddie@sulross.edu</a> Phone: 432-837-8154
Required Text:	Greenblatt, Stephen. <i>The Norton Shakespeare</i> . Individual copies of the plays are fine too.

Course Description

English 3304 will introduce students to the work, culture, and world of William Shakespeare.

**Student Learning Outcomes:**

- To understand critical and theoretical approaches to the study of literature, language, and the arts and their roles in society
- To read, interpret, and evaluate texts, especially literary ones, as aesthetic works and sites of cultural production and exchange
- To provide effective communication skills in and about a variety of media related to the study of literature, language, and culture
- To develop proficiency in research and scholarly methods
- To discuss the role of language from historical, social, and global perspectives
- To foster appreciation for globally-diverse cultural activities and traditions.

**ADA (Americans With Disabilities Act)**

Sul Ross State University is committed to equal access in compliance with the Americans With Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8203. E-mail: [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) .

Grading Scale

A 90 – 100 (Excellent)

B 80 – 89 (Good)

C 70 – 79 (Fair)

D 60 – 69 (Poor)

F below 60 (Failure)

Annotated bibliography	15% of the student's final grade
Research Assignment	25% of the student's final grade
journal assignments	15% of the student's final grade
Student Engagement/participation	20% of the student's final grade
Discussion Board	10% of the student's final grade
Final Exam	15% of the student's final grade

### Expectations of Students

Technology will be used to deliver content, provide resources, assess learning, and facilitate interaction both within this classroom and in the larger learning community. All students need to have access to a computer. If you do not have one, computer labs are available on campus. Students can expect to access the course materials and grades via Blackboard, and should therefore check Blackboard regularly as course changes will always be announced and recorded on the course site.

### **Coursework**

**\*\*Please note that you should write attached assignments in Microsoft Word. Please contact Sandy Bogus at sbogus@sulross.edu (or 432.837.8523) if you have technical problems or questions.\*\***

**\*\*Blackboard only works best in Firefox, Chrome, or Safari (rather than Explorer).**

You are expected to participate fully in a completely engaged manner and will be held accountable for your participation, both in formal and informal forums, throughout the completion of the session's work. All of your participation must be thoughtful, sincere, and tactful. In the pursuit of these goals, we will write a position paper, a research essay, as well as utilizing discussion forums. You will also complete a course journal that will hold course materials generated this semester.

**\*\*I expect your coursework to mirror the time you would take with this course if it were an onsite course. Thus, you should spend the approximately three hours a week working on this course, with additional time for the actual reading and writing of the manuscripts, etc. determined by your personal reading and writing pace—just as you would for an onsite course.**

### **Detailed Assignment Description:**

*Discussion Boards:* The discussion boards allow us to speak to one another. Think of the discussion boards as the "cyber" equivalent of sitting at the seminar table with one another and talking about our readings, writings, thoughts and reactions to the coursework. The first discussion boards will ask you to do just this. Please answer in detailed manners, using examples and analysis of the why and how of your answers. The posts must be approximately three to five hundred words. Responses to posts should be approximately one to two hundred words. You will respond to two posts. Respond to posts which have not already received two responses yet. DO NOT respond to a post with two responses already unless you have no other options. The topics for the discussion boards will be posted regularly and all in good time. There will be two discussion boards per week. Each will be open for responses for three days.

*Course Journal:* The course journal will consist of your thoughts, responses, questions, and ideas pursuant to the texts of elements generated by the texts. Your journal responses should be about half to three quarters of a page, single spaced. Your responses could run from something that catches your eye to a problem or a concern, to a textual, social, political adumbration etc. Remember that you are not expected to have all of the answers but if you have then let us have them! Note that these responses are **not** summaries or descriptions. Be frugal with the use of “I” and be wary of “I think” and its variations too. **Do no research;** I am interested in what you have got to say rather than the opinions of another. Needless to say, correct syntax, grammar and so on is expected. You are required to write eight journal entries, which is about two per week.

**Assignments:** Students in English 5306 will be required to follow the reading, writing, and discussion environment schedule as presented in the syllabus and be prepared to discuss assignments at the “class period” in which they are due. Students will be expected to write assignments consistently and timely, as this online course only works as well as the students completing the work. **Again, the online course works best if you do the work at the time it is assigned—I have found that the course works much, much better if we are all working in tandem.**

**Communication Policy:** I prefer that you contact me initially via email for most situations. In most circumstances, you can expect me to respond within 3 hours of your request. Please make sure you mention the course name, course meeting time, and a brief explanation when you email me. Communications received after 5:00 p.m. will usually be returned the next day. On the weekend or when I’m away from campus (i.e. at a conference, etc.), my response will be irregular. When corresponding by email, I will communicate with you using ONLY your Sul Ross email account. You should check your email account every day. Email sent from other domains (yahoo.com, gmail.com, hotmail.com, etc.) **will not receive a reply** because of restrictions in the Family Educational Rights and Privacy Act (FERPA).

**Assignment Submission Policy:** ALL written assignments composed outside of class, unless otherwise indicated, **MUST BE TYPED**. They will need to be formatted according to the assignment requirements which will, in most cases, be according to the conventions of the MLA Handbook for Writers of Research Papers, 7<sup>th</sup> edition. ALL written assignments composed outside of class, unless otherwise indicated, must be submitted through Blackboard. No assignment will be assessed or evaluated unless the above policies are followed.

**Late Paper Policy:** Students are expected to submit all **ON TIME** as indicated by the professor in the course schedule. If you submit an assignment after the closing date/time, I or the appropriate dropbox will tag your submission as “LATE.” **Do not email papers to me.**

**Academic Integrity:** Sul Ross students are expected to adhere to the highest standards of academic integrity and are expected to encourage others to do the same. Further, students are expected to take responsible action when there is reason to suspect dishonesty on the part of others. While it is not possible to list all acts of academic dishonesty, examples include knowingly performing, attempting to perform, or assisting another in performing any act of academic dishonesty; cheating; plagiarism; collusion; submitting previously submitted material; misrepresentation or falsification of material; misrepresentation of circumstances such as illness, conflicting responsibilities. Additional details on academic integrity are found in the college catalogue. Academic dishonesty carries severe penalties ranging from a grade of “0” on the affected assignment to dismissal from Sul Ross State University.

**Academic Respect:** Students are expected to abide by class policies and procedures and to treat faculty and other students in a professional, respectful manner. Students are expected to be familiar with the student conduct code published in the Student Handbook.

### Course Changes

The course syllabus provides a general plan for this course. The professor reserves the right to make changes to the syllabus, including changes to assignments, projects, case studies, examinations, and so forth, in order to accommodate the needs of the class as a whole and to fulfill the goals of the course.

### **Look to Blackboard announcements and resources for frequent links that you will find useful**

Week 1 Introductions: Shakespeare's biography and assorted information:

<http://www.shakespeare-online.com/biography/shakespearebirth.html>

<http://www.shakespeare-online.com/biography/shakespeareeducation.html>

<http://www.shakespeare-online.com/biography/shakespearemarriage.html>

<http://www.shakespeare-online.com/biography/shakespearechildren.html>

<http://www.shakespeare-online.com/biography/londonlife.html>

Week 2 Understanding Shakespeare and His World

Shakespeare's Globe: <https://www.youtube.com/watch?v=b9uDK3xsLYk>

Shakespeare is Everywhere: <https://www.youtube.com/watch?v=LsESSyMnwmU>

The Structure of Elizabethan Society: <http://walternelson.com/dr/node/246>

In Search of Shakespeare:

[https://www.youtube.com/watch?v=65vWSUCIIlo&list=PL8s\\_cCjr7x4YrpZTw0X7pGZwQ\\_rJ3aeF1](https://www.youtube.com/watch?v=65vWSUCIIlo&list=PL8s_cCjr7x4YrpZTw0X7pGZwQ_rJ3aeF1)

General Characteristics of the Renaissance:

<http://academic.brooklyn.cuny.edu/english/melani/cs6/ren.html>

Week 3 *Richard III*

BBC Historical Figures: [http://www.bbc.co.uk/history/people/king\\_richard\\_iii](http://www.bbc.co.uk/history/people/king_richard_iii)

*Lecture on Shakespeare's Transformation of Medieval Tragedy and an Introduction to Richard III:*

<http://records.viu.ca/%7Ejohnstoi/eng366/lectures/lecture1b.htm>

Converse with Ian McKellen about Richard III: <http://www.stageworkmckellen.com/>

Week 4 Richard III

Characters of Shakespeare's Plays:

[http://www.library.utoronto.ca/utel/criticism/hazlittw\\_charsp/charsp\\_ch18.html](http://www.library.utoronto.ca/utel/criticism/hazlittw_charsp/charsp_ch18.html)

Week 5 *Henry V*

The Battle of Agincourt: <https://www.youtube.com/watch?v=3gKXNFkh4Q>

Ian Johnston: "The Ironies of Success in Politics: An Introduction to Shakespeare's *Henry V*"

<http://records.viu.ca/%7Ejohnstoi/eng366/lectures/henry5.htm>

Week 6 *Henry V*

Steven Marx: "Holy War in *Henry V*":

[http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1008&context=engl\\_fac](http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1008&context=engl_fac)

Selected Scenes from Branagh's version of *Henry V* (1989):

<https://www.youtube.com/watch?v=yoPiWFdXUAc>

<https://www.youtube.com/watch?v=mKHihAPr2Rc>

<https://www.youtube.com/watch?v=cRj01LShXN8>

<https://www.youtube.com/watch?v=uBH4hyiF1Lo>

Week 7 *Macbeth*

A.C Bradley on *Macbeth*: [http://www.gutenberg.org/files/16966/16966-h/16966-h.htm#LECTURE\\_IX](http://www.gutenberg.org/files/16966/16966-h/16966-h.htm#LECTURE_IX)

Week 8 *Macbeth*

Bradley's second lecture on *Macbeth*: [http://www.gutenberg.org/files/16966/16966-h/16966-h.htm#LECTURE\\_X](http://www.gutenberg.org/files/16966/16966-h/16966-h.htm#LECTURE_X)

Week 9 *King Lear*

Simon Russell Beale discusses *Lear*: <https://www.youtube.com/watch?v=xgXM0b6PaHw>

Characters of Shakespeare's Plays:

[http://www.library.utoronto.ca/utel/criticism/hazlittw\\_charsp/charsp\\_ch13.html](http://www.library.utoronto.ca/utel/criticism/hazlittw_charsp/charsp_ch13.html)

Week 10 *King Lear*

Nature in King Lear: <http://www.shakespeare-online.com/essays/learandnature2.html>

Week 11 *Coriolanus*

The ideal of State in *Coriolanus*: <http://www.shakespeare-online.com/plays/coriolanus/index.html>

Week 12 *Coriolanus*

Possible sources for *Coriolanus*: <http://www.shakespeare-online.com/sources/coriolanussources.html>

"The price of one fair word": Negotiating Names in *Coriolanus*: <http://extra.shu.ac.uk/emls/02-1/luckshak.html>

Week 13 The Tempest. Annotated bibliography due.

Characters of Shakespeare's plays:

[http://www.library.utoronto.ca/utel/criticism/hazlittw\\_charsp/charsp\\_ch10.html](http://www.library.utoronto.ca/utel/criticism/hazlittw_charsp/charsp_ch10.html)

Week 14 The Tempest

Week 15 Final paper/Exam preparation/Review