

ENGL 3000-581: Shakespeare for Nonmajors
Spring 2017

Instructor: Deven Parker, PhD Candidate
Office hours: By appointment or via Skype

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Communication Policy:

You can reach me via email (deven.parker@colorado.edu). I will respond to all emails within 36 hours, with the exception of weekends. Please be aware that email is official communication and should be composed as such (no texting abbreviations, please).

Instructor Bio:

Deven Parker is a PhD candidate in English living in Denver. She graduated from the University of Pennsylvania with a BA in English, and originally hails from Cape May, New Jersey. She has worked as both an instructor and a T.A. for introductory and advanced courses at CU Boulder. Her research focuses on technology and media in eighteenth- and nineteenth-century British writing. When she's not teaching or reading, Deven enjoys going to concerts in her Capitol Hill neighborhood and hiking with her 8-year-old basset hound, Pizza.

Course description:

In November 2014, the New York Times and other major news outlets reported that one of William Shakespeare's "first folios" had been discovered in a public library in the south of France. The discovery caused a media frenzy, topping the list of Google news stories. In light of this and other recent discoveries related to Shakespeare, this course will set out to discover why Shakespeare remains exciting and relevant in 2017, why the discovery of a moldy book of plays temporally enthralled the world. What is it about Shakespeare's plays that continues to draw us to them? Why do we still read them and see them performed? And, considering the distance of centuries between Shakespeare and us, what can these plays still teach us about language, drama, and meaning and meaning-making?

This course has two explicit aims. First, it functions broadly as an introduction to the plays of Shakespeare and as an exploration of their connection to a literary tradition that precedes and informs them. To that end, we will closely read several of his major plays, of a variety of genres, and discuss them in class. Our discussion and reading should be guided by questions of genre, form, theme, character, language, dramatic purpose, and historical context. Students should use their own close readings and observations, as well as the comments of their classmates and instructor, to develop an informed personal understanding of, and relationship, with the plays we read.

The second major focus for this course emerges from a need to form a more active awareness of our own consumption of Shakespeare's plays. By this I simply mean that we will ask ourselves the question, "What do we DO to Shakespeare's works as we consume them?" Since the late sixteenth century Shakespeare's plays have been re-staged, re-edited, and re-interpreted. Shakespeare has been considered by a diverse assortment of critics, artists and writers who seem never to tire of arguing about what his works *really* mean or do. In our own time Shakespeare plays have inspired "serious" playwrights like Tom Stoppard and Paula Vogel as well as an

assortment of teen relationship comedies, post-modern art-house films and tongue-in-cheek farces. Part of this course, then, will focus on analyzing clips from a number of contemporary adaptations of Shakespeare's plays in an attempt to understand the ways he has been put to work in service of more modern genres, ideas, and anxieties. We will examine and discuss the tactics various directors use to build or "riff" on Shakespeare's plays, expanding or minimizing themes and roles to suit their diverse purposes

Course objectives

- ❖ To comprehend and interpret a range of Shakespeare's plays and their adaptations with a particular emphasis on language;
- ❖ To develop "close-reading" or literary analysis skills and to demonstrate these through both informal and formal writing assignments;
- ❖ To supplement those traditional skills of literary analysis through the use of digital tools

Required texts

*Note: While you're not required to purchase these editions, please use any modern edition that has an editor. **Most online editions do not (while most print ones do).***

- ❖ *The Merchant of Venice*, Folger Shakespeare Library Series, New York: Simon and Schuster, 2009. ISBN: 978-0743477567
- ❖ *Othello*, Folger Shakespeare Library Series, New York: Simon and Schuster, 1993. ISBN: 978-0743477550
- ❖ *Richard II*, Folger Shakespeare Library Series, New York: Simon and Schuster, 2005. ISBN: 978-0743484916
- ❖ *Richard III*, Folger Shakespeare Library Series, New York: Simon and Schuster, 2004. ISBN: 978-0743482844
- ❖ *Measure for Measure*, Folger Shakespeare Library Series, New York: Simon and Schuster, 2005. ISBN: 978-0743484909
- ❖ *The Taming of the Shrew*, Folger Shakespeare Library Series, New York: Simon and Schuster, 2004. ISBN: 978-0743477574

Online Resources

- Oxford English Dictionary: <http://www.oed.com.colorado.idm.oclc.org/>
- Purdue OWL (online writing lab) includes a guide for proper MLA citation: <http://owl.english.purdue.edu/owl/>

Course Requirements

- You will need to complete a syllabus quiz, 10 reading quizzes, 10 discussion posts, two formal essays, and a creative final project (including the proposal, project, presentation, and reflection assignments).
- You must complete the project and final exam to be eligible for a passing grade in the course.
- You are responsible for checking your CU email and the course D2L website at **learn.colorado.edu** several times per week for updates and assignments.

- Regular participation and active performance in discussion each week.

Course Policies and Student Responsibilities:

Class environment

Over the course of this semester we will deal with many controversial issues, which will mean that very likely, as a class, we will differ in our perspectives on these issues. However, I expect everyone to treat each other with respect and allow for differing opinions. A respectful online classroom environment will facilitate more lively discussions and in turn result in a richer learning experience for all of us.

In addition, I expect each of you to listen to and consider the comments of your fellow students, and to articulate clearly and considerately your own observations, agreements, or objections.

You can expect me to:

- Treat you fairly and with respect
- Provide prompt feedback on your work
- Be available during my office hours
- Respond quickly to emails (I try to maintain a 36-hour turn-around time, except for weekends)
- Challenge you to grow academically and support you in doing so
- Promptly alert you to changes in the reading schedule, which may change depending on our pace and comprehension as a class
- Provide clear instructions and grading rubrics for all assignments

I will expect you to:

- Treat me and your fellow students with respect
- Carefully complete your readings, discussions, assignments, and papers
- Actively participate in and meaningfully contribute to this course
- Plan ahead and ask questions/bring up issues regarding assignments and readings early on
- Follow the writing expectations provided for your assignments
- Invest time in the course
- Be open to new ideas
- Follow the expectations of this syllabus and raise any concerns about it to me during the first week of class (via email or during my office hours)
- Regularly check D2L and your student email account for updates and reminders

Submission and Late Work Policy

The class is NOT self-paced, and all work needs to be done in the required time frame. All assignments are due by the date and time they are listed to be due on your syllabus. **For every day an assignment is late, a ½ grade will be automatically deducted. Assignments more than 6 days late will receive automatic zeros.** All assignments need to be submitted through the Dropbox function of D2L.

To receive full credit for all assignments, **you must adhere to MLA format**. Please type all assignments in 12-point Times New Roman font, double-space them, use a one-inch margin on all sides, and number your pages.

MLA style guide: <https://owl.english.purdue.edu/owl/resource/747/01/>

Plagiarism:

All written assignments will be checked for originality with D2L's turn-it-in application. If I find that you have plagiarized material from the Internet, books, articles, or any other source, you will fail the course and be reported to the Office of Student Conduct. **NOTE: If you consult Internet sources for information or inspiration for assignments, YOU NEED TO CITE THEM.**

Assignments (See detailed instructions for each assignment in the "Course Documents" folder)

1. Reading responses (15%): There are 12 required reading response posts over the semester (one per week - see course schedule). Prompts for posts are listed on D2L under "Communication" and then "Discussion", and there is also a separate document with detailed instructions and a grading rubric in the "Content" section. **For each discussion topic, you will write a 350-word post in response to a prompt about that week's play/movie by a certain date and time (always a Thursday, before midnight).** In your response, you must support your thoughts/opinions by quoting and analyzing at least 1 passage from the play and/or film clips. **After this initial post, you will have one week (the following Thursday, before midnight) to write a 250-word response to at least one classmate's post (quoting recommended but not necessary!).** Your discussion post grade for that week will take the average of your initial post and reply grades, respectively. **Your lowest scoring discussion post and reply will be dropped.**

2. Reading quizzes (10%): These are weekly quizzes intended to evaluate your comprehension of each week's reading/viewing assignments. Take them after you complete the reading / viewing for that week. Each quiz must be completed **on Thursday before midnight. There are 12 quizzes total and your lowest quiz score will be dropped.**

3. Writing Assignments (45%): You will write two formal papers for this class: a close reading paper (800-1000 words, **due March 24th**) (40%) and an analytical essay (1200-1500 words, **due April 22nd**) (60%). Please save your written assignments as a **MS-Word doc (or docx) file**, and submit it through the D2L Dropbox provided for that assignment. **Papers that cannot be opened in D2L due to other file formats will be counted as late.** I will post feedback on papers in the Dropbox, usually within 7 to 14 days after the due date. I will leave detailed comments in your assignment, in addition to general comments in the Dropbox.

5. Creative final project (30%): In addition to writing analytical papers in this course, you also will produce a creative project. Your project should focus on one Shakespeare play that we do not study together as a class. This is an opportunity to explore Shakespeare's work through a variety of multimedia tools. Projects may include making a short film, writing an adaptation,

creating an artistic interpretation, or creating a digital storyboard about the work under study. Examples of these kinds of projects will be posted on the course site. Begin thinking about which play you would like to explore in more detail, and how you'd like to approach it. **Proposals for play selections and project plans are due on March 4.** The overall project grade will be based on your proposal (10% of assignment grade), the project itself (60%), and a short Reflection Paper that describes the project and your learning experience (30%). More details on the Creative Project will be provided in class. The final project will be due on **April 30th by midnight, and the reflection paper on May 2nd by midnight.** No late projects are accepted.

Letter grades correspond to the following numerical percentages:

A = 93-100%
A- = 90-92%
B+ = 87-89%
B = 83-86%
B- = 80-82%
C+ = 77-79%
C = 73-76%
C- = 70-72%
D+ = 67-69%
D = 63-66%
D- = 60-62%
F = 59 & below

University Policies:

Honor Code:

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at www.colorado.edu/policies/honor.html and at <http://honorcode.colorado.edu>

Students with Disabilities:

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website (<http://disabilityservices.colorado.edu/>) and discuss your needs with your professor.

Religious holidays:

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please inform me of any conflicts due to religious observances by the 2nd class of the semester.

www.colorado.edu/policies/fac_relig.html.

Policy on Sexual Harassment and Discrimination:

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://hr.colorado.edu/dh/>

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at www.colorado.edu/policies/classbehavior.html and at www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

ENGL 3000-581: Reading and Assignment Schedule for Spring 2017

Note: The reading and assignment schedule is subject to revision throughout the semester. Be sure to check the “News” section for changes and updates. I’ll be sure to notify you well in advance of any changes.

Week 1 (January 23-January 28): Introduction to the Course and Shakespearean Drama

<p>Reading:</p> <ul style="list-style-type: none">❖ Watch the introductory course videos, and read the syllabus, list of required texts, and descriptions of individual assignments.❖ Read the following sections in the “Norton Shakespeare intro” PDF:<ul style="list-style-type: none">-“Shakespeare’s World: Life and Death-“Wealth”-“Haves and Have-Nots”-“Riot and Disorder”-“The Legal Status of Women”-“Henry VIII and the English Reformation”-“A Female Monarch in a Male World”-“The English and Otherness”-“Music and Dance”-“Alternative Entertainments”-“The Enemies of the Stage”-“Censorship and Regulation”-“Theatrical Innovations”-“Shakespeare’s Life and Art”-“Traces of a Life”-“The Theater of the Nation”-“The Shakespearean Trajectory”-“The Dream of the Master Text: Shakespeare and the Printed Book”-“From Foul to Fair: The Making of the Printed Play”	<p>Assignments:</p> <ul style="list-style-type: none">❖ Email me with any questions about the course and assignments.❖ Purchase required texts from CU Bookstore.❖ QUIZ #1: After completing the required reading from the Norton Shakespeare intro (see other column), take the reading quiz (under “assessments” and then “quizzes”) by midnight on Thursday, Jan 26.❖ Introduce yourself! Respond to the discussion thread (in the “communication” folder under “discussions”) with a short paragraph (full sentences) introducing yourself to the class. Include where you’re from, your major/minor, interests and hobbies, and what you’d like to learn in the this class. Please do this by Thursday, Jan 26.
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Week 2 (January 29-February 4): *Merchant of Venice*

<p>Reading:</p> <ul style="list-style-type: none"> ❖ Watch the introductory lecture on Jews in Shakespeare's England before you begin reading the play. ❖ Read acts 1-3 of <i>Merchant of Venice</i>. Be sure to go slowly, look up unfamiliar words, and underline what seem like important passages. 	<p>Assignments:</p> <ul style="list-style-type: none"> ❖ QUIZ: complete the reading quiz on <i>Merchant of Venice</i>, Acts I-III before midnight on Thursday. ❖ READING POST #1: After reading, write a discussion post in response to the prompt for the week. This is due before midnight on Thursday. Follow the instructions (including length requirement) on the Discussion Post Assignment document (in "course documents"). ❖ Sign up for a film adaptation for the podcast assignment – the sign up sheet is in the "Course Documents" folder.
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Week 3 (February 5-11): *Merchant of Venice*

<p>Reading:</p> <ul style="list-style-type: none"> ❖ Read acts 4-5 of <i>Merchant of Venice</i> and watch required film clips. 	<p>Assignments:</p> <ul style="list-style-type: none"> ❖ READING REPLY #1: Reply to at least one classmate's reading response post from the week before. See detailed instructions for this in "course documents" folder. Due by midnight on Thursday. ❖ QUIZ #3: Complete the reading quiz before midnight on Thursday. ❖ READING POST #2: See prompt for week and post response by midnight on Thursday
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Week 4 (February 12-18): *Othello*

<p>Reading:</p> <ul style="list-style-type: none"> ❖ Watch the introductory lecture on <i>Othello</i> before you begin reading the play. ❖ Read acts 1-3 of <i>Othello</i>. Be sure to go slowly, look up unfamiliar words, and underline what seem like important passages. 	<p>Assignments:</p> <ul style="list-style-type: none"> ❖ READING REPLY #2: Reply to at least one classmate's reading response post from the week before. See detailed instructions for this in "course documents" folder. Due by midnight on Thursday. ❖ QUIZ #4: Complete the reading / viewing quiz before midnight on Thursday. ❖ READING POST #3: See prompt for week and post response by midnight on Thursday. ❖ PROPOSAL FOR FINAL PROJECT: Due by midnight on Feb 18th
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*****PROPOSAL FOR FINAL PROJECT DUE FEBRUARY 18 BY MIDNIGHT*****

Week 5 (February 19-25): *Othello*

<p>Reading:</p> <ul style="list-style-type: none"> ❖ Read acts 4-5 of <i>Othello</i>. 	<p>Assignments:</p> <ul style="list-style-type: none"> ❖ READING REPLY #3: Reply to at least one classmate's reading response post from the week before. See detailed instructions for this in "course documents" folder. Due by midnight on Thursday. ❖ QUIZ #5: Complete the reading / viewing quiz before midnight on Thursday. ❖ READING POST #4: See prompt for week and post response by midnight on Thursday.
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Week 6 (February 26-March 4): *Richard II*

<p>Reading:</p> <ul style="list-style-type: none"> ❖ Watch the introductory lecture video for <i>Richard II</i> and any additional videos in the folder. ❖ Read Acts 1-2 of <i>Richard II</i>. 	<p>Assignments:</p> <ul style="list-style-type: none"> ❖ READING REPLY #4: Reply to at least one classmate's reading response post from the week before. See detailed instructions for this in "course documents" folder. Due by midnight on Thursday. ❖ QUIZ #6: Complete the reading / viewing quiz before midnight on Thursday. ❖ READING POST #5: See prompt for week and post response by midnight on Thursday.
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*****CLOSE-READING PAPER DUE ON MARCH 4TH BY MIDNIGHT*****

Week 7 (March 5-March 11): *Richard II*

<p>Reading:</p> <ul style="list-style-type: none"> ❖ Read Acts 3-4 of <i>Richard III</i>. 	<p>Assignments:</p> <ul style="list-style-type: none"> ❖ READING REPLY #5: Reply to at least one classmate's reading response post from the week before. See detailed instructions for this in "course documents" folder. Due by midnight on Thursday. ❖ QUIZ #7: Complete the reading / viewing quiz before midnight on Thursday. ❖ READING POST #6: See prompt for week and post response by midnight on Thursday. ❖ Look at the list of prompts for the midterm paper and begin thinking about which play you'd like to write about.
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Week 8 (March 12-18): *Richard II*

<p>Reading:</p> <ul style="list-style-type: none"> ❖ Read Act 5 of <i>Richard II</i>. 	<p>Assignments:</p> <ul style="list-style-type: none"> ❖ READING REPLY #6: Reply to at least one classmate's reading response post from the week before. Due by midnight on Thursday, Oct 22. ❖ QUIZ #8: Complete the reading / viewing quiz before midnight on Thursday, Oct 23. ❖ READING POST #7: See prompt for week and post response by midnight on Thursday, Oct 23.
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Week 9 (March 19-25): *Richard III*

<p>Reading:</p> <ul style="list-style-type: none"> ❖ Watch the introductory lecture video for <i>Richard III</i> and any additional videos in the folder. ❖ Read acts 1-2 of <i>Richard III</i>. Be sure to go slowly, look up unfamiliar words, and underline what seem like important passages. 	<p>Assignments:</p> <ul style="list-style-type: none"> ❖ MIDTERM PAPER: Turn in the midterm paper (see separate instructions in "course documents") by midnight on Thursday. ❖ READING REPLY #7: Reply to at least one classmate's reading response post from the week before. Due by midnight on Thursday. ❖ No quiz this week! ❖ No reading post this week!
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Week 10 (March 26-April 1): *Spring Break, no assignments*

Week 11 (April 2 – 8): *Richard III*

<p>Reading:</p> <ul style="list-style-type: none"> ❖ Read acts 3-5 of <i>Richard III</i>. Be sure to go slowly, look up unfamiliar words, and underline what seem like important passages. 	<p>Assignments:</p> <ul style="list-style-type: none"> ❖ READING REPLY #9: Reply to at least one classmate's reading response post from the week before. See detailed instructions for this in "course documents" folder. Due by midnight on Thursday. ❖ QUIZ #10: Complete the reading / viewing quiz before midnight on Thursday. ❖ READING POST #9: See prompt for week and post response by midnight on Thursday.
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Week 12 (April 9-15): *Measure for Measure*

<p>Reading:</p> <ul style="list-style-type: none">❖ Read acts 1-3 of <i>Measure for Measure</i>.	<p>Assignments:</p> <ul style="list-style-type: none">❖ READING REPLY #10: Reply to at least one classmate's reading response post from the week before. See detailed instructions for this in "course documents" folder. Due by midnight on Thursday.❖ QUIZ #11: Complete the reading / viewing quiz before midnight on Thursday.❖ READING POST #10: See prompt for week and post response by midnight on Thursday.
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Week 13 (April 16-22): *Measure for Measure*

<p>Reading:</p> <ul style="list-style-type: none">❖ Read acts 4-5 of <i>Measure for Measure</i>. Be sure to go slowly, look up unfamiliar words, and underline what seem like important passages.	<p>Assignments:</p> <ul style="list-style-type: none">❖ READING REPLY #11: Reply to at least one classmate's reading response post from the week before. See detailed instructions for this in "course documents" folder. Due by midnight on Thursday.❖ QUIZ #12: Complete the reading / viewing quiz before midnight on Thursday.❖ READING POST #11: See prompt for week and post response by midnight on Thursday.
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*****ANALYTICAL PAPER DUE APRIL 22ND BY MIDNIGHT*****

Week 14 (April 23-29): *The Taming of the Shrew*

<p>Reading:</p> <ul style="list-style-type: none">❖ Read acts 1-3 of <i>Taming of the Shrew</i>.	<p>Assignments:</p> <ul style="list-style-type: none">❖ READING REPLY #12: Reply to at least one classmate's reading response post from the week before. See detailed instructions for this in "course documents" folder. Due by midnight on Thursday.❖ QUIZ #13: Complete the reading / viewing quiz before midnight on Thursday.❖ READING POST #12: See prompt for week and post response by midnight on Thursday.
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Week 14 (April 30-May 5): *The Taming of the Shrew*

<p>Reading:</p> <ul style="list-style-type: none">❖ Read acts 4-5 of <i>Taming of the Shrew</i>.	<p>Assignments:</p> <ul style="list-style-type: none">❖ READING REPLY #13: Reply to at least one classmate's reading response post from the week before. See detailed instructions for this in "course documents" folder. Due by midnight on Thursday.❖ QUIZ #14: Complete the reading / viewing quiz before midnight on Thursday.
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*****FINAL PROJECTS AND REFLECTION PAPERS DUE MAY 2ND BY MIDNIGHT*****