

**English 334
Later Shakespeare
Spring 2023**

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Office hours: Monday/Wednesday, 1:30-2:30 (not all weeks – check Announcements in Canvas for the current week)
 Tuesdays by appointment, Thursdays 3:30-4:30
 – in CCC 433, with Zoom option available on request
Other times available by appointment

Texts

Rental: Stephen Greenblatt, et al., eds. *The Norton Shakespeare*, 3rd ed., vol. 2: Later Plays and Poems

Description and Goals

When Queen Elizabeth I died in 1603, a major era of English history came to an end, and there was a change of tone in much of the work of writers and artists. For Shakespeare, this came roughly halfway through his career, and his plays shifted from primarily comedies and histories to tragedies; later still, romances became his dominant mode. We will explore a sampling of these later plays, beginning with a “problem comedy.”

The primary goal of this course is to increase your familiarity with, and ability to appreciate, discuss, and interpret the early works of Shakespeare. For English majors and minors, it meets the Major Authors requirement. Another goal of the course is to develop your ability to write about literature effectively and with awareness of the conventions and standards of literary criticism.

By the end of the course you should be able to

- Analyze and interpret Shakespeare’s plays thoughtfully, relating them to their cultural context and literary history.
- Write effectively about literature, citing primary and secondary sources appropriately.

Classes will consist primarily of full- and small-group discussion, with some mini-lectures on background material. Course work includes daily preparation, participation in discussions, occasionally writing exercises, two papers, and two exams.

Requirements and Grading

- **Preparation for class.** Read the material scheduled for each day, making note of your questions and observations. You may find some of this material difficult, but do what you can with it. I will post some suggestions for possible things to look for or think about as you read, as well as links to useful resources. Feel free to draw on these, or follow your own interests.
- **Attendance and participation.** Regular attendance and meaningful engagement during class is expected.
- **Informal writing.** To warm up your writing muscles and practice some skills in a low-stakes way, there will be a few ungraded writing exercises. Prompts for these will be posted in Canvas.
- **Papers.** The first will be a relatively short, focused analysis (about 5 pages), worth **20%** of the course grade. The other will be a longer analysis, incorporating secondary sources (about 10 pages), worth **30%** of the course grade. Deadlines are shown on the schedule below, and guidelines will be provided in separate handouts. Grading criteria will be detailed on a separate handout and discussed before the first paper is due.

Drafts of the papers will be submitted for instructor and/or peer review.

- **Exams.** There will be two essay exams, each worth **15%** of the course grade.
- The remaining **20%** of the course grade will reflect your attendance, participation in class, and ungraded work. The rubric on the next page will guide the determination of your grade.

How I calculate grades: Letter grades are converted to points, and points back to a letter grade for the course, using the following scale: D, 60-66.99%; D+, 67-69.99%; C- 70-72.99%; C, 73-76.99%; C+, 77-79.99%; B-, 80-82.99%; B, 83-86.99%, B+, 87-89.99%, A-, 90-92.99%, A, 93-100%. An assignment not turned in or test essay not attempted is a 0, but an F paper/essay will earn points in the F range.

Grading Criteria for Attendance, Participation, and Informal Writing

A:

- Attends class, prepared, and engages in class activities (attentive, mentally engaged even if not speaking), at least 95% of the time.
- Treats other students and classroom community with respect.
- Contributions to discussions and peer feedback show careful listening, thoughtfulness, or effort to connect to others' ideas. May make an extra effort to contribute or to hold back occasionally to make space for others, or encourage other students to contribute.
- Completes all ungraded work satisfactorily (credible effort, drafts are substantial enough to allow for meaningful feedback, peer feedback is substantial and constructive).

B:

- Attends class, prepared, and engages in class activities (attentive, mentally engaged even if not speaking), at least 90% of the time.
- Treats other students and classroom community with respect.
- Completes most ungraded work satisfactorily (credible effort, drafts are substantial enough to allow for meaningful feedback, peer feedback is substantial and constructive)—possibly one or two assignments not done or sub-standard.

C:

- Attends class, prepared, and engages in class activities (attentive, mentally engaged even if not speaking), at least 75% of the time.
- Completes ungraded work satisfactorily more often than not (credible effort, drafts are substantial enough to allow for meaningful feedback, peer feedback is substantial and constructive).

D:

- Attends class, prepared, and engages in class activities (attentive, mentally engaged even if not speaking), at least 60% of the time.
- Completes some ungraded work satisfactorily (credible effort, drafts are substantial enough to allow for meaningful feedback, peer feedback is substantial and constructive).

Note: Expectations for attendance can be “fudged” to reflect valid reasons for absence. Examples of valid reasons include illness that makes meaningful participation impossible, unsafe, or disruptive; family or personal emergencies; field experiences for other classes; and travel for athletic competition. It is the student's responsibility to notify the instructor to have these circumstances taken into account.

Policies

Attendance: You should plan to attend class regularly. If you are unable to attend, let me know what is going on so that I can take your particular situation into account when I assign a grade for attendance and participation.

Late papers: A late paper will have its grade lowered by one letter grade per week. This penalty may be waived if circumstances warrant. Late submission of ungraded work will tend to lower that portion of the course grade, especially if chronic. If legitimate problems interfere with getting your work in on time, please discuss your situation with me.

Classroom Etiquette:

- During in-person meetings, tablets and other devices can be used for taking or referring to notes, if you can resist their temptations. However,
 - Students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom, and possibly being reported to the Dean of Students. (English Department Policy)
- Diverse perspectives are an asset to class discussions. Please treat those whose ideas or experiences are different from yours with the same respect you want for yourself.

Academic honesty: Building the skills this course is intended to foster requires effort and practice. The point of assignments is to help you develop your skills, which can only happen if you do the work yourself. Except where an assignment indicates otherwise, all work should be done without collaboration with other students or anyone else, and without any assistance except for peer feedback, support from the Tutoring-Learning Center, and any accommodation appropriate to a documented disability. These principles don't change just because technology changes, so in case it needs to be said, having AI write for you constitutes plagiarism.

Students enrolled in a 300-level course should understand the difference between appropriate and inappropriate forms of help in writing papers and know how to cite sources properly, but if you have questions or feel unsure about any use of help or sources, please ask. The university policy on Academic Misconduct will be followed when applicable and includes the possibility of an F for the assignment or for the course. For more information about UWSP's policies regarding Academic Misconduct, see <http://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>.

Accommodations for Students with Disabilities: If you have a condition requiring accommodations for this course, please contact the Disability Resource Center. Call 715 346-3365 or email DRC@uwsp.edu to make an appointment or get more information, or visit them in Room 108 of the Collins Classroom Center. Visit their website at <https://www.uwsp.edu/disability-resource-center/>

Email: Your UWSP email account is the university's standard method of communication with you, and you should check it regularly. I may at times use email to contact the class as a whole or individual students; I will routinely use the course home page in Canvas for reminders and announcements.

COVID-19 Guidelines:

Face coverings are no longer required in most locations on UWSP campuses. However, bear in mind that some students may be in high-risk populations or have close contact with people who are. If a classmate asks you to wear a mask, I hope you will give that serious consideration.

If you have symptoms consistent with COVID, it's best not to come to class (or any other place where you have close contact with others) until you get tested.

You can find more information and guidelines, as well as the latest communications from the university here: <https://www3.uwsp.edu/coronavirus/Pages/default.aspx>

Schedule

See Canvas for resources and suggestions for things to think about as you read.

Jan. 24 First day of class	Jan. 26 <i>Measure for Measure</i> , through Act 2, scene 1 (pp. 477-492).
Jan. 31 <i>Measure for Measure</i> , through Act 3, scene 1 (pp. 492-512).	Feb. 2 <i>Measure for Measure</i> , Acts 4 and 5 (pp. 512-535).
Feb. 7 Concluding discussion of <i>Measure for Measure</i> Writing exercise 1	Feb. 9 <i>Hamlet</i> “combined text,” through Act 2, scene 1 (pp. 134-157)
Feb. 14 <i>Hamlet</i> through Act 3 (pp. 157-195)	Feb. 16 <i>Hamlet</i> Acts 4 and 5 (pp. 195-223)
Feb. 21 Concluding discussion of <i>Hamlet</i> Writing exercise 2	Feb. 23 Secondary reading on <i>Hamlet</i> (TBA)
Feb. 28 <i>Othello</i> through Act 2, scene 1 (pp. 380-403) Paper 1 proposal/outline/start	Mar. 2 <i>Othello</i> through Act 4, scene 1 (pp. 403-434)
Mar. 7 <i>Othello</i> to end (pp. 434-454) Paper 1 draft	Mar. 9 Conferences on papers – schedule TBD
Mar. 14 Concluding discussion of <i>Othello</i> Paper 1 revision	Mar. 16 Midterm exam (in-class)
SPRING BREAK	

<p>Mar. 28</p> <p><i>King Lear</i> through Act 2, scene 1 (combined text, pp. 790-813)</p>	<p>Mar. 30</p> <p><i>King Lear</i> through Act 3 (pp. 813-839)</p>
<p>Apr. 4</p> <p><i>King Lear</i> Acts 4 and 5 (pp. 839-866)</p>	<p>Apr. 6</p> <p>Concluding discussion of <i>King Lear</i></p>
<p>Apr. 11</p> <p>Secondary reading on <i>King Lear</i> (TBA)</p>	<p>Apr. 13</p> <p><i>The Winter's Tale</i>, Acts 1 and 2 (pp. 1429-54)</p> <p>Writing exercise 3</p>
<p>Apr. 18</p> <p><i>The Winter's Tale</i> through Act 4, scene 3 (pp. 1454-67)</p> <p>Topic ideas for paper 2</p>	<p>Apr. 20</p> <p><i>The Winter's Tale</i> to end (pp. 1467-1500)</p>
<p>Apr. 25</p> <p>Concluding discussion of <i>The Winter's Tale</i></p> <p>Workshop on paper ideas and secondary research</p>	<p>Apr. 27</p> <p>No class meeting. Use this time to work on your paper.</p>
<p>May 2</p> <p><i>The Tempest</i>, Acts 1 and 2 (pp. 1511-37)</p> <p>Draft of paper 2 due</p>	<p>May 4</p> <p>Conferences on papers, schedule TBD</p>
<p>May 9</p> <p><i>The Tempest</i>, Acts 3-5 (pp. 1538-62)</p>	<p>May 11</p> <p>Wrap-up discussion</p> <p>Revision of paper 2 due</p>
<p>Monday, May 15, 12:30-2:30: Final exam</p>	