

ENG\_OX 311Q  
Shakespeare: Text, Context, Performance, and Social Change  
Fall 2014  
Tues/Thurs 10.00-11.40 Library 201

Dr Kevin A. Quarmby  
203 Humanities Hall  
kevin.quarmby@emory.edu

### ***Office Hours***

My office is open whenever I am not teaching, Monday to Thursday. Please knock if my door is open. Also email me to make an appointment or see me in Lil's.

### ***Required Texts***

*The Oxford Shakespeare: The Complete Works*, ed. Stanley Wells and Gary Taylor, 2<sup>nd</sup> edn (Oxford: Oxford University Press, 2005). This edition has all the texts of the plays studied on this course.

### ***Course Description***

This course offers a concise introduction to, and exploration of, the works of the English-speaking world's greatest poet and dramatist, William Shakespeare. Focusing on six Shakespeare plays, students discover and analyze the varied, often elusive, genres of Early Modern English drama. Comedies, tragedies, tragicomedies, and the First Folio's own "Histories", inform their understanding of this fascinating literary and dramatic period. At all times, the performativity of Shakespeare's plays will be foremost in our minds. Likewise, consideration of the social and political implication of Shakespeare's dramatic output will ensure a contextual appreciation for the world left by the nation's Pilgrim Fathers, who founded their Plymouth Colony four years after Shakespeare's death. Taught by a Shakespeare scholar (and one-time Shakespearean actor), *Shakespeare: Text, Context, Performance, and Social Change* offers its participants the opportunity to conduct innovative research and inquiry, which will add not only to their knowledge of Shakespeare, but also to scholarly knowledge worldwide.

### ***General Course Guidelines***

*Shakespeare: Text, Context, Performance, and Social Change* is a continuing writing course. We will approach the fascinating world of Shakespeare using the advanced analytical and descriptive skills demanded by third level university study. Critical reading and writing remain of primary importance, as well as observation, concentration and reflection. This course demands full cooperation and attention. Participants are expected closely to read the plays and then write about Shakespeare in an innovative and scholarly way. It requires careful analysis, intellectual engagement, and creative expression, as well as the willingness to "perform" in an intellectually demanding and expressive way.

Punctual class attendance and participation are required and will form the basis of a significant portion of your grade. Please be present and ready to participate promptly at the start of each class. Lack of regular and thoughtful participation, tardiness, and absences will cause your grade to drop substantially. Also, later work will be weighted more heavily than earlier work, so that you have plenty of room for improvement.

PLEASE NOTE: These criteria mean that the average of your paper, project, and oral report grades may not equal your final grade.

No late papers or computer excuses will be accepted. Typed papers submitted via Blackboard, with correct spelling, punctuation, and syntax, are expected and required. If you are unsure about such basics of English composition, please purchase and use one of the many available handbooks of correct English usage. Remember: you have already paid for the use of the Writing Center as part of your tuition. I encourage you to take advantage of this resource, no matter what your current level of writing ability. All plays should be read in their entirety by the first class period devoted to that play. Please remember to cite any material that you receive from another source and clearly identify all quotes. For example, in *Hamlet*, Prince Hamlet says, "To be, or not to be, that is the question: / Whether 'tis nobler in the mind to suffer / The slings and arrows of outrageous fortune, / Or to take arms against a sea of troubles / And by opposing end them" (3.1.55-9). As you can see, this is from act 3, scene 1, and spans the lines 55 to 59. When quoting from a verse play (where the line starts with a capital letter), either reproduce as it appears in the text (line by line), or differentiate between lines incorporated into a sentence using the slash "/".

The Oxford Honor Code and guidelines on plagiarism will be followed in this course.

**Research:** Essays will often benefit from information derived from other sources. We will follow MLA guidelines for in-text citations and a **bibliography** at the end of each paper **is required**. Essays with incorrect citation format (or no citations or bibliography) will be returned ungraded.

### ***Course objectives and learning outcomes***

The student who successfully completes this course will:

1. Gain knowledge to read, understand, and write about Shakespeare's language in the dramatic context.
2. Gain knowledge of the cultural, social, and political world in which Shakespeare lived, and be empowered to express this knowledge in a scholarly, peer-reviewed form.
3. Gain awareness of the importance of performance for understanding Shakespeare's plays.

4. Develop third-level skill in, and knowledge about, collaborative writing, of scholarly reviewing, as well as understand the external peer-review process associated with serious scholarly research.
5. Gain experience in leading classroom discussion, and in performative engagement with an audience of peers.

Attendance at class is mandatory, which means that you MUST attend all classes to benefit from its fast-paced and intensive structure, as well as support your peers in their research agenda. *Shakespeare: Text, Context, Performance, and Social Change* covers the most exciting period in Early Modern history. It would be a shame to miss any of this amazing course.

Also, ALL set play texts must be read in full BY EVERYONE. This requirement guarantees that class discussion and debate will be of the highest quality. Preparation is the key to success. The set book (above) will come with you to each and every class. You will regularly be required to read aloud from Shakespeare's plays and sonnets, and to explore your own engagement with the orality of Shakespeare as a performance construct.

To develop your research skills and to make full use of Oxford College's excellent literary resources of primary and secondary material, we will be visited twice by our personal course Librarian this semester for research guidance and assistance.

### ***Assignments & Evaluation***

**Congratulations!** As members of the Fall 2014 *Shakespeare: Text, Context, Performance, and Social Change* class, you are embarking on an exciting adventure. Oxford College's Shakespeare class has been chosen by the *Map of Early Modern London (MoEML)* at the University of Victoria to participate in their Pedagogical Partnership Project. *MoEML* is a scholarly project that is used around the world in classes like ours. Our group project will be a potential contribution to *MoEML*'s peer-reviewed encyclopedia. We will follow the contributor guidelines and produce an encyclopedia entry as advised in class. I will mentor you through the research and writing process, and function as a Guest Editor for *MoEML*. If your work meets the standard for publication, the *MoEML* team in Victoria will encode and publish it. Your names will be individually listed on the *MoEML* site.

[http://mapoflondon.uvic.ca/pedagogical\\_partnership.htm](http://mapoflondon.uvic.ca/pedagogical_partnership.htm)

The MoEML Project offers the following student advice: [http://mapoflondon.uvic.ca/research\\_guidelines.htm](http://mapoflondon.uvic.ca/research_guidelines.htm)

Similarly, here is the welcome package:  
[http://mapoflondon.uvic.ca/docs/ppp\\_package\\_welcome\\_final.pdf](http://mapoflondon.uvic.ca/docs/ppp_package_welcome_final.pdf)

The project will require two very specific library research sessions to acquaint the class with available resources and best practices. Our course librarian, Ms Sarah Bankston, will conduct these research sessions. All research sessions are mandatory, as these are fundamental to our acceptance by *MoEML*'s scholarly peer reviewers.

<http://mapoflondon.uvic.ca/BEAR6.htm>

### *Business*

All information about assignments, your grades, and your class syllabus, is available to you on Blackboard. You are responsible for knowing the information and materials posted there.

**Late Essays:** Your essays are due at the *beginning* of class on the specified date. Any late essays will be returned unmarked and will receive an F grade.

**Attendance:** As noted, attendance is mandatory. There will be no distinction between tardiness and absences. You must notify IN ADVANCE of any absence through sickness or ill health; your classmates may NOT offer explanations on your behalf.

**Email:** You MUST use email for the following reasons:

- ☑ to cancel an appointment
- ☑ to notify me of an absence
- ☑ to ask a legitimate question about an assignment

Emails requesting information contained in the syllabus will NOT be answered. Emails about grades will likewise NOT be answered. Conversations about such matters MUST be in person.

**Plagiarism:** The work you submit for class must be your own. You may not submit the same essay more than once. If you use another author's words or original ideas in your writing, you must give credit to the author by using the MLA documentation form. All papers suspected of plagiarism will be turned over to the Honor Council (*Oxford College Handbook*). See section at end.

**Electronic rules:** Laptops are ONLY permitted when I require them for class. Silence your phone and put it away during class.

### ***General Course Guidelines:***

#### **Required Assignments:**

All of the assignments are noted on the syllabus. Please submit your papers to Blackboard. Except where noted (with certain final assignments), electronic submissions are expected at all times:

2 x Wiki assignment due dates. The individual wiki themes will be assigned to each group. These groups will research their individual subject and create a substantial wiki entry. Your grades will reflect your individual and collective level of engagement and input. These wiki entries will be peer-reviewed mid-semester by the University of Victoria. Changes will then be made, additional research material incorporated, and a final collaborative submission created.

### **IMPORTANT: GRADING POLICY FOR WIKIS**

The *MoEML* Project will require each and every member of the class to demonstrate full and active research.

There will be five Wiki groups of four students. The Wiki titles are:

- 1) Locations (Bear Garden, Hope, etc.)
- 2) Bears, dogs etc.
- 3) Literary sources and references (non-dramatic)
- 4) Dramatic references (Shakespearean and non-Shakespearean, *Mucedorus*, etc.)
- 5) Blood Sports, economics, politics, and social attitudes

These Wiki groups will be decided after Add/Drop

NOTE Since the eventual and hopeful outcome of this research will be the peer-reviewed publication of your written work, the expectation will, of course, be that the expected standard should be an A grade for your final research project.

HOWEVER, it is vital you recognize that there are several stages to the project, stages that include, but are not exclusively, research, analysis, collaborative communication, and writing-up.

In consequence, each stage of the project will receive a grade, and each stage will be weighted. You will receive the grade that best illustrates your active involvement in the final project, as follows:

**Proof of Active Research = 40%** This will mostly be research conducted outside class time. The research will be submitted to the Wiki. You will invite other students to comment on and benefit from your research.

**Written Submissions to the Wiki = 30%** You need to explain your findings. This grade reflects the amount of written material submitted and its quality. You will offer FULL citations, at all times recognizing that this is a high stakes venture. Again, collaboration is key.

**Equal Participation = 30%** You must demonstrate your commitment to your group and to the project. If you do not demonstrate your active involvement in the process you will, of course, receive a much lower grade. The final project will hopefully be of the highest standard, but if you do not prove your ability to add substantively to its success, your grades will suffer.

2 x (1000 word) review assignments. These assignments will be reviews of live theater performances we will see during the course. For these papers, Shakespeare's play and references to the text remain the focus.

1 x Final Reflection paper (1500 words)

1 x performance session. Groups will be assigned and all members of the group must present a performed passage or selection from the week's play. This performance should last approximately 20 minutes, after which a question and answer session will allow class members to question the textual and performance choices made.

1 x oral report (from each wiki assigned group)

1 x final project: the collaborative written assignment that will develop on the class wiki (details to follow).

The class will be attending 2 performances during the semester. These will be organized for a Sunday. The schedule will be announced as soon as possible.

### ***Course Schedule.***

**IMPORTANT NOTE: This schedule is subject to change at the instructor's discretion. All changes will be notified to the students in advance.**

### **AUGUST**

Thurs. 28: Introduction to the Shakespeare course.

### **SEPTEMBER**

Tues. 2: Shakespeare in the Context of His Time. Sonnets (Add/Drop by 4pm Sept. 3)

Thurs. 4: Introduction to *MoEML* project, and project leader, Dr Janelle Jenstad will join the class at 11:15 from Victoria, Canada. Oral Report assignments will be posted [1 group of 3 for each play].

Tues. 9: Shakespeare and Text work. Pedagogical Partnership assignment of groups and wiki sections. ALSO Please read *Twelfth Night* in its entirety for the next session. Also note, all plays from now on must be read in full by the first 'discussion' session of class. Failure to read the play will lead to a Fail in the course.

Thurs. 11: (*Twelfth Night*). Sarah Bankston in class.

Tues. 16: (*Twelfth Night*).

Thurs. 18: (*Twelfth Night*).

Tues. 23: (*Midsummer Night's Dream*).

Thurs. 25: (*Midsummer Night's Dream*). **First wiki grading date.** Your group's research, written and incorporated into your respective wikis, will be assessed today. Blackboard allows the instructor to trace and therefore grade individual submissions. These wiki entries will then be peer-reviewed by *MoEML*.

Tues. 30: (*Midsummer Night's Dream*) Performance session.

## **OCTOBER**

Thurs. 2: (*Henry V*)

PLEASE NOTE Sunday October 5, performance of *Henry V* at the Georgia Shakespeare, Oglethorpe. Performance starts at 2:00, but to enjoy lunch we need to be there by 1:00. We will leave Oxford at 12:00 by minivan. Bring your own lunch as it is not included in the ticket price. Please keep this day free.

Tues. 7: (*Henry V*) **Review paper 1 due.** For this paper, please refer to the "Reviewing Handout" and write a 1000-word essay that analyses the performance. Shakespeare's play as a text remains the focus, and grades will reflect how well your argument and responses are supported by textual evidence properly cited from the set edition. Production summary and/or criticism should be kept to a minimum.

Thurs. 9: (*Henry V*) Performance session.

## **FALL BREAK**

Thurs. 16: (*Macbeth*)

Tues. 21: (*Macbeth*)

Thurs. 23: (*Macbeth*) Performance session.

PLEASE NOTE Sunday October 26, performance of *Macbeth* at the Shakespeare Tavern. Performance starts at 6:30, but to get good seats we need to be there by 5:30. We will leave Oxford at 4:30 by minivan. A "British Pub Menu" will be available for those who want to eat at the Tavern, but this is not included in the ticket price. Please keep this day/evening free. This event is mandatory.

Tues. 28: (*Othello*) **Review paper 2 due.** As with the previous Review paper, please refer to the "Reviewing Handout" and write a 1000-word essay that analyses the performance. Shakespeare's play as a text remains the focus, and grades will reflect how well your argument and responses are supported by textual evidence properly cited from the set edition. Production summary and/or criticism should be kept to a minimum.

Thurs. 30: (*Othello*)

## NOVEMBER

Tues. 4: (*Othello*) Performance session.

Thurs. 6: (*Winter's Tale*). Janelle Jenstad to join the class 11:15 from Victoria, Canada.

Tues. 11: (*Winter's Tale*)

Thurs. 13: (*Winter's Tale*). **Second wiki grading date.** Your revised group research must be incorporated in the wiki by today. Individual submissions will again be assessed and count to your final grade. These revised wiki entries must respond to, and fulfill the demands of, the mid-semester peer-review by *MoEML*.

Tues 18: (*Macbeth*) *Mickey B* showing in class.

Thurs. 20: Showing of *Shakespeare Behind Bars* outside class time. ALL are required to attend this screening. Please be prepared to discuss the implication of both films at the next session.

Tues 25: (*Macbeth*) Discussion of *Mickey B* and *Shakespeare Behind Bars* with Tom Magill and Kurt Tofteland.

## THANKSGIVING

## DECEMBER

Tues. 2: **NOTE First** presentation session of 2 Wiki group's research findings.

Thurs. 4: **NOTE Second** presentation session of 2 Wiki group's research findings.

Tues. 9: **NOTE Third** presentation session of final Wiki group's research findings. Bringing the whole encyclopedia entry together. Final Reflection Paper due TODAY.

***Final Research Project and Assignment Details:***



For the final project, you will collaborate on a group of wiki projects that, when combined and edited by your instructor, will be submitted for inclusion in the *Map of Early Modern London* online encyclopedia. Your projects will include all the plays we have studied this semester, as well as other material by Shakespeare and his contemporaries. You are responsible for the independent research required of this project. This is a high stakes venture; its success relies on your hard work, dedication, and commitment. In return, you will benefit from real, experiential, and fully credited involvement in research at the highest academic level. You will also benefit from Oxford College's excellent research resources, as well as those of the University of Victoria, whose academic staff will offer regular peer reviews of your progress. In addition to these collaborative projects, which will develop as the semester develops, you will each turn in an additional 1500 word reflection paper. This reflection paper will detail your intellectual engagement with the course material, while offering a comprehensive analysis of your development throughout the semester. You will be graded on how well you demonstrate your learning outcomes in a lucid and informed way. Unlike your collaborative projects, this reflection paper must be written individually. This is an analytical paper that will resemble typical academic papers (using suitable evidence, etc.).

### ***General Guidelines:***

#### ***Grading:***

**10%** = Attendance and participation. All students are expected to attend class and to participate fully. If you are very shy, see me to discuss how to address the potential negative affect this may have on your grade.

**15%** = Performance. You are not expected to be great performers, but you are individually expected to support your group, participate in the class performance, and provoke stimulating class discussion and close examination of the texts.

**40%** = ongoing research, wiki entries, and 2 review articles (1000 word each), as specified in schedule.

**15%** = Scholarly reflection paper (1500 words), details to be advised.

**20%** = Final Research Project: this will demand significant independent research and collaborative writing effort. Part of this grade will stem from a mid-semester oral report on the ongoing development of your research.

**BE PREPARED.** The University of Victoria *MoEML* team will be peer-reviewing your wiki submissions mid-semester. Feedback and suggestions **MUST** be incorporated in your revised wiki entries, which will be graded accordingly.

## Grading Policies:

### Papers:

A = 93-100%; A- = 90-92% -- an "A" (90-100%) paper offers a persuasive, eloquent, stylistically sophisticated argument. It presents a compelling thesis, which is then developed into a well-structured, coherent essay. An "A" paper uses evidence effectively. Such a paper thoughtfully considers and analyzes other viewpoints, including the views of the paper's intended audience. An "A" paper's style is distinctive, and this style helps further the writer's argument.

B+ = 87-89%; B = 83-86%; B- = 80-82% -- a "B" (80-89%) paper also offers a convincing argument. It has an interesting thesis and is, on the whole, well structured. Like an A paper, it too considers alternative positions and does so in a thoughtful manner. A "B" paper's style is clear and relatively free of errors that could hinder its readability and/or persuasiveness. A "B" paper grasps the significance of style in making an effective argument.

C+ = 77-79%; C = 73-76%; C- = 70-72% -- a "C" (70-79%) paper makes an argument but does not do so effectively. It may fail to present evidence in support of its thesis or it may present evidence in a haphazard and hence unconvincing manner. In addition, a paper will receive a "C" if it is stylistically unsophisticated, replete with digressions, lacks a sense of audience, or ignores opposing opinions.

D+ = 67-69%; D = 60-66% -- a "D" (60-69%) paper fails to present an argument. The paper lacks a thesis and is merely a string of ideas, some of which may be very interesting but none of which are developed into a clear, rational, coherent essay. Additionally, a plethora of typos, stylistic problems, or grammatical flaws may turn any paper into a "D" paper if such lapses significantly affect the essay's readability.

F = <60% -- an "F" (less than 60%) paper is the product of a lack of care on the part of the writer. In an "F" paper, the writer may neglect to hand in the assignment; refuse to address the paper topic; or violate common standards of decency.

**Participation:** A student receiving an "A" for participation arrives to class on time, well-prepared and ready to join in the classroom discussion and other activities. This student contributes readily and thoughtfully, but doesn't dominate; shows respect for other students; and helps advance the conversation or activity.

A student receiving a "B" for participation is prepared and respectful of others, but may need to be prompted to participate. He/she is actively involved in all discussions and activities, but may take a less prominent role.

A student receiving a "C" for participation generally arrives on time and prepared, but needs to be prompted to participate in large and small group activities. Students who find large group discussions difficult should talk to the instructor to determine ways to offset this challenge.

A student receiving a "D" for participation arrives late or unprepared regularly and/or disrupts the class in some way (disrespectful to other students; consistently tangential remarks etc).

A student receiving an "F" for participation is often absent, late, or unprepared, and does not contribute to the discussion or class activities in a productive way.

### Final Grades:

When final grades are calculated, later work will be weighted more heavily than earlier work in order to allow for improvement and development of skills in writing, participation, and textual/performance analysis. Each student will receive a large number of grades during the course of the term (for papers, participation, attendance, oral reports etc.), so that you have a number of areas in which to succeed. Please come and see the instructor by appointment at any point during the term when you would like to discuss your progress.

### Oxford Student Honor Code

The responsibility for maintaining standards of unimpeachable honesty in all academic work and in campus judicial proceedings falls upon every individual who is a part of Oxford College of Emory University. The Honor Code is based on the fundamental expectations that every person in Oxford College will conduct his or her life according to the dictates of the Honor Code and will refuse to tolerate actions in others that would violate the Honor Code.

#### Article 1: Academic Misconduct

Academic misconduct is an offense generally defined as any action or failure to act that is contrary to the integrity and honesty of members of the academic community.

A. Such offenses include, but are not limited to, the following:

Seeking, acquiring, receiving, or giving information about the conduct of an examination, knowing that the release of such information has not been authorized

Plagiarizing

Seeking, using, giving, or obtaining unauthorized assistance in any academic assignment or examination

Intentionally mis-shelving, damaging or removing library materials without authorization

Intentionally giving false information to professors or instructors for the purpose of gaining academic advantage

Intentionally giving false testimony in an Honor or Conduct Board hearing or refusing to give evidence when requested by the Honor Council

Intentionally giving unauthorized information regarding hearings of the Oxford College Conduct Board or Honor Council

Breach of any duties prescribed by this code

B. A duty of confidentiality is implicit in the Honor System. It is academic misconduct under this Code for any member of the Honor Council, a student witness, or any student (other than the accused) who has obtained knowledge of an Honor Council proceeding, past or present, to breach this confidentiality. Nothing in this paragraph shall restrict communications to officials of the University where knowledge is necessary to the performance of the officials' duties nor shall it restrict disclosure required by law.

C. Harassment of witnesses or anyone involved in an Honor Council hearing, before, during or after the hearing constitutes academic misconduct.

## Article 2: Honor Pledge and Obligation

A. A student's submission of any work to be evaluated for course credit constitutes a declaration that he or she has neither given nor received unauthorized information on the work, nor has condoned the giving or receiving of unauthorized information by others.

B. Each student at Oxford College of Emory University agrees to abide by the honor pledge and takes upon himself or herself the responsibility of upholding the Honor Code. Each student is urged to inquire of the Honor Council about any doubtful case at any time throughout the year.

C. Each professor shall explain to his or her classes at the beginning of each semester any special aspects of the Honor Code as it pertains to that course.

D. "State of the Honor Code" meeting of the student body and the Council shall be held periodically upon the call of the Council. The purpose of these meetings will be to discuss how the Honor Code is working, to strengthen understanding of the Code among members of the College community, and to promote improvements.

### PLEASE NOTE:

Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.