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# ENGL 3305: Shakespeare and the Stage

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<b>Office Hours</b>	By appointment	<b>Email Turn Around</b>	6-24 hours

## Course Description

ENGL 3305 precludes additional credit for ENGL 3304. It is the complement to ENGL 3306: Shakespeare and Film. “Stage” in the title of this course distinguishes its study of Shakespeare’s plays from the other course’s study of film adaptations of his plays.

ENGL 3305 introduces students to Shakespeare studies by concentrating on a varied selection of his dramatic work. Representative plays will be taken from the major generic categories—comedy, tragedy, history play, and romance. Although the generic conventions of each text will be touched upon, the course’s primary work will be to read and analyze closely the language of Shakespeare’s plays. Shakespeare, as with all literate people of his age, was schooled in rhetoric, the art of persuasion, that is, the discipline of marshalling arguments and style to win your auditor’s or reader’s approval. Shakespeare was a master of rhetoric and his characters use its strategies continually in their negotiations with others and even use them to manipulate the spectator on behalf of the playwright.

The course’s secondary yet interrelated work will be to situate the plays within early modern culture. The cultural and ideological questions that we will take to the plays fall under three overlapping conceptual categories: gender, class, and, where available, race. This course’s emphasis on culture derives in part from a concern with interpretation. A text is not separate from its historical and social moment, but participates intimately in the various discourses, practices, and values of a group of people involving everything from their science and religion to their laws, their labor, their art, their pastimes, and all their institutions. Without knowledge of these cultural discourses and practices, which are often driven by the imperatives of gender, race, and class, a reader cannot understand how a text produces meaning and value. Because student participation is an integral part of the course, attendance is mandatory.

## Textbooks

You **must buy** editions in The New Folger Library Shakespeare series (Eds. Barbara A. Mowat and Paul Werstine. New York: Washington Square Press); otherwise, you will not be able to follow lectures closely enough and will have problems with the in-class writing assignments. These editions are an amazing value, inexpensive but packed with vital commentary and glosses. They are readily found online too. You also **must bring** the proper textbooks to **each class**. My lectures constantly refer to the play text and discussion arises from specific passages that you must be able to locate immediately. We will study *Taming of the Shrew*, *Richard III*, *Titus Andronicus*, *King Lear*, *Macbeth*, *The Merry Wives of Windsor*, and *The Tempest*.

## cuLearn and cuPortfolio

Please note that this course is managed with Carleton's Learning Management System—cuLearn. It uses this system for posting news, communicating, assigning course work, and grading, so please familiarize yourself with it right away. ENGL 3305 also uses cuPortfolio for managing assignments. You will need to know how it works before you can submit an assignment.

## Appointments and Email Communication

You are welcome to set up an appointment with me in my office, located in Dunton Tower on the nineteenth floor. I would love to meet you. I don't post fixed office hours on my syllabus because I want to accommodate your busy schedules as much as it is possible. Email me some times that are good for you, and I will find one that fits into my calendar. All email contact should be handled through the cuLearn email client. That's how I will email you for all course business and news. If you decide to go outside cuLearn, I am bound to misplace your message. I will try to respond to your email messages as soon as I can--within 6-24 hours.

## Reading Schedule

Sept. 7: Introduction and Syllabus	Oct. 26: FALL BREAK
Sept. 12: <i>The Taming of the Shrew</i>	Oct. 31: <i>Macbeth</i>
Sept. 14: <i>The Taming of the Shrew</i>	Nov. 2: <i>Macbeth</i>
Sept. 19: <i>The Taming of the Shrew</i>	Nov. 7: <i>Macbeth</i>
Sept. 21: <i>Richard III</i>	Nov. 9: <i>Macbeth</i>
Sept. 26: <i>Richard III</i>	Nov. 14: <i>The Merry Wives of Windsor</i>
Sept. 28: <i>Richard III</i>	Nov. 16: <i>The Merry Wives of Windsor</i>
Oct. 3: <i>Titus Andronicus</i>	Nov. 21: <i>The Merry Wives of Windsor</i>
Oct. 5: <i>Titus Andronicus</i>	Nov. 23: <i>The Merry Wives of Windsor</i>
Oct. 10: <i>Titus Andronicus</i>	Nov. 28: <i>The Tempest</i>
Oct. 12: <i>King Lear</i>	Nov. 30: <i>The Tempest</i>
Oct. 17: <i>King Lear</i>	Dec. 5: <i>The Tempest</i>
Oct. 19: <i>King Lear</i>	Dec. 7: <i>Conclusion</i>
Oct. 24: FALL BREAK	

## Primary Knowledge Goal

Students will read closely a representative selection of Shakespeare's plays in order to gain an introductory knowledge of not only early modern culture but also the field of Shakespeare's Studies and some of the key issues that animate this field.

## Learning Outcomes

By the end of the course, students will be able to perform the following intellectual skills:

1. to identify the various kinds and levels of rhetoric (language, argument, form, and generic conventions) operating in Shakespeare's plays
2. to analyze the rhetoric of passages central to the Shakespeare plays that we will study
3. to understand a range of cultural practices and discourses informing the plays studied
4. to understand the historical complexities and nuances of the representation of gender, class, and race in early modern culture and how these historical complexities and nuances have a bearing on the plays studied
5. to generate explanations and interpretations that take into account the ways in which the rhetoric of the plays does the work of culture in their representation of gender, class, and race

## Assignments

This course has no midterms, tests, or formal final exam. Instead, it has two types of assignments, minor and major. Both, however, are integral to the structure of the course. And your success in the course depends upon both. Minor assignments, with the exception of the quiz and reflection #5, are graded on the basis of pass/fail. You are allowed one rewrite on one failed mini-assignment. The take home exam will build upon the skills learned throughout the course and will involve cuPortfolio. All assignments will be submitted through cuPortfolio. You cannot write the take home exam unless you have submitted all minor and major assignments on time and before classes end if you have received an extension.

Evaluation	Due date	% of Grade
<b>Attendance</b>	Fall Term	7.5
<b>Minor Assignments</b>		
Quiz on Syllabus	ASAP	1
Reflection on Rhetoric #1: Discourse	Sept. 14	1.5
Reflection on Rhetoric #2: Soliloquy	Sept. 26	1.5
Reflection on Rhetoric #3: Allusion	Oct. 10	1.5
Reflection on Rhetoric #4: Invective	Oct. 17	1.5
Reflection on Rhetoric #5: Metaphor	Nov. 7	2.5
Reflection on Rhetoric #6: Wordplay	Nov. 21	1.5
Reflection on Rhetoric #7: Decorum	Nov. 28	1.5
	<b>TOTAL</b>	<b>12.5</b>
<b>Major Assignments</b>		
Word Analysis	Sept. 21	5
Rhetorical Analysis #1	Oct. 3	15
Rhetorical Analysis #2	Oct. 31	20
Take Home Exam	Dec. 22	40
	<b>TOTAL</b>	<b>80</b>

## Attendance and Participation

Academic success in this course depends upon attending and participating in classes. Attendance in the evaluation scheme is based on your active presence in the classroom. I will take attendance every class. Active presence means showing up to class on time and not leaving early. More significantly, surfing the web, e-mailing, texting, facebooking, sleeping etc. while in class does not constitute an active presence. You must be mentally present and engaged in the classroom too.

You are allowed to miss two classes—no questions asked. *It is your responsibility to save these grace classes for emergencies.* After those grace classes have been used up, I will deduct marks for absentees. For each class missed or left early, you will have deducted .25% of your final grade out of a possible 7.5%.

## Late Assignment Policy

**Late assignments will not be accepted.** The only exception will be granted to students who experience serious illness or bereavement during the duration of the course; in each case, official documentation is required. For medical conditions, please email me a signed Doctor's certificate, which needs to spell out how long the illness lasted or is expected to last. Where the death of a close relative is concerned, please email me an obituary notice in which your name appears, establishing your kinship. If you wish, you may, instead, email me a copy of the Death Certificate. Once I have the documentation, you will receive a new submission-deadline that cannot be missed.

## Plagiarism and Instructional Offences

Carleton University has a clear policy on academic integrity, including procedures to address academic misconduct. See the Undergraduate Calendar under “Academic Regulations of the University” Section E12:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/academicintegrity/>.

It is important that students understand and meet academic integrity standards, and are sure they do not violate these standards through plagiarism. The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

1. reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
2. submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else; using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
3. using another’s data or research findings;
4. failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;

5. handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course. For more information please go to:

## Intellectual Property

Student or professor materials created for this course (including presentations, posted notes, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). Occasionally I may use brief anonymous student examples to address writing issues. Longer samples will require the student’s consent.

## Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

- Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide: <<http://carleton.ca/equity/accommodation/academic/students/>>.
- Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide above.
- Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).