

Dr. Kathryn Jacobs
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Office Hours: MWF 11:00-12:00
or by appointment

Syllabus
English 526.001
Spring, 2018

Theme: Social Barriers in Shakespeare
Gender, Class, and Younger Sons

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| Week 1: February 4-10 | <i>Taming of the Shrew</i>
Angry Women and Deserving Young Gentlemen |
| Week 2: February 11-17 | <i>Richard III</i>
The Quintessential Ambitious Younger Son.... |
| Week 3: February 18-24 | <i>Merchant of Venice</i>
Religion, Race, Homosexuality, Class, and another (theoretically) Deserving Young Gentleman... |
| Week 4: February 25-March 3 | <i>1 Henry IV</i>
Benedict, Meet the Bachelor of Three-Score. Transgressive, transgressive... |
| Week 5: March 4-10 | Online Reports and Response |
| Week 6: March 11-18 | Spring Break |
| Week 7: March 19-25 | <i>Much Ado About Nothing</i>
Angry Women and Determined Bachelors, Unite –
First Paper Due
Midterm Posted |
| Week 8: March 26-April 1 | <i>As You Like It</i>
Transgressive Women, Younger Sons, and Fools
Take-Home Midterm Due |
| Week 9: April 2-8 | <i>Twelfth Night</i>
Transgressive Women, Younger Sons, and Fools: Another Take – |

Week 10: April 9-15

Othello

Race, Race, Race, and yet another Transgressive Woman.

Week 11: April 16-22

King Lear

Transgressive Women and Fools. LOTS of Fools –

Week 12: April 23-29

Online Reports and Response

Week 13: April 30-May 6

Macbeth

Talk About Transgressive Women!

Second Paper Due

Week 14: May 10

Final Exam

Course Description

Text: Any Relatively Recent Complete Shakespeare.

Introduction

This is *not* a random collection of my favorite Shakespeare plays: far from it. Instead, this is a collection of Shakespeare plays that showcase the various ways in which “you can't get there from here” – or at least, it's really really hard. You might be female, you might be Jewish, you might be “a moor,” you might be gay – in short, you might be an outlier for all sorts of diverse reasons. You might even be a younger son, aka “a deserving young gentlemen.”* The point is, Shakespeare's canon suggests that Shakespeare was very very interested in people who, for all sorts of reasons, were not Celebrated By Society. And in Shakespeare as in real life, Most People Weren't.

*Note: much was made in the Renaissance of deserving young gentleman, and with reason. You see, the word “gentleman” was loosely used in this period, so an increasingly large percentage of the audience identified. Heck, even the lease of the Globe was delivered To William Shakespeare and Richard Burbage, gentlemen, and sundry others.” Thomas Middleton in particular had a whole speech about it, wherein he said of that a gentlemen “deserved *any* lady.” Being an impoverished gentleman in the Renaissance was like being a Horatio Alger protagonist in the 19th century. Only instead of working your way up from polishing doorknobs, you married a wealthy woman.

Student Learning Outcomes

1. Students will be able to master the cultural assumptions inherent in pre-modern literary texts: assumptions no longer current today.
2. Students will be able to produce a conference paper 10-12 pages long on Shakespeare with a well developed original thesis, wide-ranging evidence and an appropriate Works Cited page.
3. Students will be able to deliver an oral report on their research project with a thesis statement, a preliminary Answer (hypothesis), a summary of the current state of research in the field, and evidence from the plays.

Grading Criteria

1st Paper	20%
2nd Paper	20%
1st Exam	15%
2nd Exam	15%
1st Online Report and Response	10%
2nd Online Report and Response	10%
1st Discussion	5% each

2nd Discussion

5 %

Grading Criteria, Expanded

Exams

The exams will be based on lectures and discussions. Limited research will be permitted if citations are included, but a priority will be placed on well organized and original thought.

Papers

Write each paper as if were a somewhat longer version of a conference paper: in other words, aim 12-14 pages including the Works Cited Pages. Research is essential: include at least 10 articles, making sure at least 8 of them were written in the last 25 yrs (in other words, show me you are keeping up). All articles should be drawn from a library database. I assume you know how to do this but if you don't, please contact me well in advance and I will help you with this.

Online Reports and Response

All Online Reports *must* constitute a preliminary version of research in progress. By the time you make your oral report you should have:

- 1) a working thesis
- 2) a body of research to draw upon and cite,
- 3) a preliminary conclusion and
- 4) evidence from the plays.

Note however that online reports are *preliminary*. People delivering their report should show an ability to listen to audience suggestions and respond to them flexibly. Do NOT turn in a finished paper without revising to take critiques into account. Instead, show me

- 1) that you have done your homework, but
- 2) that you are open to new ideas.

Discussions

Discussions will be graded mainly on the extent and seriousness of participation rather than accuracy, but content *is* a factor; students who fail to show a knowledge of the play will be penalized.

Policy Statements

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1..

Grievance Procedure

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

Collection of Data for Measuring Institutional Effectiveness:

In order to measure the level of compliance with the university’s Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program “promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation” (see “Department of Institutional Effectiveness,” <http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students’ course grades or GPAs.