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English 5150—Studies in Shakespeare
Fall 2011: CRN 88544, Section 01—M 6:00-8:45 PM

Course Content: This graduate-level survey of Shakespeare's dramatic works before and after 1600 will emphasize the major comedies and tragedies and will usually offer some attention to the histories, problem plays, and romances. Course content will include some attention to research methods and critical theory in the context of Shakespeare studies.

Outcomes:

- Students will encounter through close reading several of Shakespeare's major plays, usually in light of an overarching critical theme.
- Students will apply various critical approaches to the study of early modern literature and compose a substantial critical essay in addition to two major examinations.
- Students will take significant responsibility for classroom discussion, occasionally leading the group.
- Students will significantly advance their capacity for advanced study of literature in addition to developing pedagogical and seminar strategies.

Required Texts*: *The Norton Shakespeare*, 2nd ed. Stephen Greenblatt, ed. W.W. Norton, 2008.

*All students are expected to have their books from the start of the semester, to bring the appropriate books to each class meeting, and to have books out and ready at the start of class. I expect students to use these specific texts or their equivalent (ask me if you don't know); "translations" or "modernized" texts are not acceptable.

Attendance and Requirements: I expect everyone to be present and on time for each class meeting. I hope that your interest in this course and in your own education will draw you to class each time, but students who accumulate excessive absences will find their final mark adversely affected. I do not distinguish between excused and unexcused absences, and students who are absent are responsible for all missed work and information disseminated in class. Tardiness and early departure are discourteous and distracting; please do not be "that person."

Classroom Department: Our classroom should be a polite, intellectually stimulating, adult setting, so:

- I expect all students to behave responsibly and respectfully toward me and toward one another.
- All telephones and communications or entertainment devices must be turned off and put away prior to the start of class.
- All computers are to be turned off and stored away prior to the start of class.
- Eating and drinking in class, provided that there are no posted prohibitions in the classroom itself, should be discreet and respectful of others. Please do not plan to eat meals or hot food in class.

Students exhibiting serious behavioral or discipline problems will be dismissed. Further, behavior in violation of the Student Code of Conduct will be referred to the appropriate University officials. Reasonable suggestions as to how we might improve the classroom environment will be appreciated and given serious consideration.

Special Needs: If you have a documented disability or special needs and require any assistance, please do not hesitate to speak with me as soon as possible. All information will be kept confidential. Students who suspect they have a disability that has not been documented or sufficiently accommodated for should contact the Disability Services Coordinator, Student Center 214, 678-466-5445, disabilityservices@clayton.edu.

Personal Problems: Please remember that your professors are primarily responsible for helping you master specific subject matter within certain legal, professional, and ethical guidelines. If you are experiencing personal problems and need help, there is a counseling service available on campus in addition to various offices addressing

health and public safety. These services are for your benefit and are freely available to you and confidential. Counseling Services is located in 245 Student Center and can be reached by phone at 678-466-5406.

Communication: For your convenience, I have noted my e-mail address and campus telephone number in the heading of this syllabus. If you need to e-mail me for any reason, please use your Clayton State University e-mail account and put your name in the subject line. Please ensure that your communications are polite and that you state your question, observation, or concern in clear and correct language to the best of your ability. I will show this same respect in writing to you and will endeavor to respond in a timely manner. The same basic idea applies to voice mail; however, I do prefer e-mail to voice mail, I check e-mail much more frequently, and you will likely get a faster response to e-mail than to voice mail. Please know the limits of e-mail and voice mail: find me at my office hours or schedule an appointment if you need extensive help or want to have a conference; further, please do not e-mail me about grades—see me in person.

E-Mail: Occasionally I will send out e-mail to the class which may contain observations or instructions for which you are individually responsible and which may be time sensitive. This means, therefore, that you are responsible for checking your CSU e-mail account regularly. For reasons of confidentiality and liability, I am also required to inform you that e-mail you send to me should be from your CSU account: I am prohibited from responding to student e-mail not from a valid CSU account.

Office Hours: I hold regular office hours on campus for your convenience, and I encourage you to consult me during those hours if you are in need of assistance in the course or want to have a conference about a specific, course-related issue or discuss your grade. As with my e-mail and voice mail, I have noted my office location and office hours in the heading of this syllabus. You may either make an appointment with me or just stop by during my posted hours.

Graded Work*:	Take-Home Examinations (2 @ 10-12 pp. each)	60%
	Critical Essay (2500 words)	25%
	Classroom Participation and Leadership	15%

*Described in further detail below.

The Course Text: *The Norton Shakespeare* contains excellent editions of the literature under consideration in addition to helpful marginal notes and footnotes. In addition to these features, the text offers clearly written and useful introductions to the literature. Please take note of your book's apparatus and learn to use its features to read more efficiently and effectively. I expect everyone to acquire the text and bring it to each class meeting.

Examinations: Exams will be of the take-home variety and will present you with an opportunity to demonstrate in writing your capacity for comprehension and interpretation of Shakespearean drama. I will distribute the questions one week before the responses are due. Exams will consist of one to three short essays on specific themes, incorporating a range of critical and theoretical perspectives ranging from gender, race, class, and culture to issues of performance. Naturally, it is my expectation that exams be completely original and written to the standard appropriate to graduate students, specifically, meeting or exceeding the criteria of 3.5-4.0 on the GRE Analytic Writing Examination. All formal writing for this course should adhere to MLA style as defined by Gibaldi et al. in *The MLA Handbook for Writers of Research Papers*.

Critical Essay: The critical essay will be essentially formalistic in tone and will reflect close reading and interpretive skills, although the essay may also reflect research into secondary and/or primary sources. The most important goal of this assignment is focus and elegance of critical inquiry and writing style. This essay must address one text covered in the Schedule of Assignments and should be original and insightful in terms of its treatment of the text. Character, tone, setting, intricacies of plot, and issues of theme as well as identity are all appropriate foci for the assignment. The Critical Essay should present a clear argument supplemented by substantial textual evidence and come to a clear conclusion synthesizing your ideas on the subject of your choice. This essay should be composed in several drafts. Analysis of a minor character or a secondary motif or subplot would be an ideal emphasis for this relatively brief essay.

Participation and Preparation/Leadership: In a graduate course, I expect students to exhibit pronounced intellectual curiosity, autonomy, and responsibility. Naturally, I expect that everyone will be thoroughly prepared for each session and demonstrate that preparedness regularly. Leadership involves arriving to class with ideas and questions for discussion prepared in advance and presented in a semi-formal manner throughout the class session. I don't want anyone coasting or disengaged.

Study Guides: All of our reading for this course will be challenging, and you may sometimes wish to consult library texts and study guides for help. But remember that reading a discussion of a work of literature or notes to a work of literature is not a substitute for reading the literature itself. In general, study guides alone will not provide sufficient preparation for classroom discussion and graded assignments. Further, the most common form of academic dishonesty I encounter is plagiarism, and there is almost always a study guide involved in such cases. Finally, the experience of reading a study guide is in no way comparable to the experience of reading great literature.

Late Work: Generally speaking, I do not accept late work. If your situation is exceptional, persuade me in advance, not on the day the work is due. In the rare cases that I do accept late work, I reserve the right to adjust the final mark accordingly. No paper or assignment should be considered "accepted" unless you have personally put it in my hand. I will not accept papers slid under my door, left on my door, dropped in my mailbox, submitted electronically, etc. unless by prior arrangement: I will not read papers submitted improperly, thus I will enter an "F" in such cases. All assignments are due in hard copy at the start of class: anything else is late.

Midterm Grades: Midterm grades will be posted for all students before the midterm date noted on the University Calendar. Midterm marks may represent your performance on as much as 40% of the total course requirements.

Academic Dishonesty: In accordance with University policy, academic dishonesty will not be tolerated. All students are expected to understand and avoid plagiarism. Briefly stated, plagiarism involves copying another person's words or ideas without citing the source through appropriate documentation. Cheating includes such practices as having your eyes on someone else's exam paper, intentionally deceptive behavior related to quizzes or any other assignment, or other forms of socially and ethically incorrect and/or parasitic academic performance. Students caught cheating or plagiarizing will fail the course outright and risk further disciplinary consequences at the University level. Please see the Student Code of Conduct for further information: <http://adminservices.clayton.edu/judicial/>. If you do not understand an assignment or feel incapable of adequate performance on an assignment or examination, seek legitimate academic support through me or through the Center for Academic Success.

Disclaimer: There may be minor revisions to this syllabus over the course of the semester. Any changes will be announced in class and given with reasonable notice. As stated above, all students are expected to be or become aware of information disseminated in class or by e-mail, with absence from class being no excuse for ignorance. I will strive to present key information or changes in the schedule in a clear and timely fashion, and I am available to you through office hours and e-mail in the event you are absent or something is unclear.

Schedule of Assignments

August 15	Introduction to the course.	10	Read <i>Richard II</i> .
22	Read <i>The Merchant of Venice</i> . Read “Shakespeare’s Life and Art” (Norton 42-64).	17	Continue Discussion of <i>Richard II</i> .
29	Continue Discussion of <i>The Merchant of Venice</i> . Read “The Shakespearean Stage” (Norton 3281-3301).	24	Read <i>Hamlet</i> .
September 5	Labor Day Observed—Class will not meet. Develop a plan for your Critical Essay. Read “Shakespeare’s World” (Norton 2-29). Survey all the plays we will be reading (read the Intros).	31	Continue Discussion of <i>Hamlet</i> .
12	Read <i>Macbeth</i> . First Examination Distributed.	November 7	Read <i>Twelfth Night</i> . Critical Essay Due.
19	Continue Discussion of <i>Macbeth</i> . First Examination Due.	14	Continue Discussion of <i>Twelfth Night</i> .
26	Read <i>All’s Well That Ends Well</i> .	21	Read <i>The Winter’s Tale</i> . Second Examination Distributed.
October 3	Continue Discussion of <i>All’s Well That Ends Well</i> .	28	Last Day of Class. Continue Discussion of <i>The Winter’s Tale</i> . Second Examination Due.