

**English 334  
Later Shakespeare  
Spring 2021**

Dr. Mary Bowman

Office: CCC 433

E-mail: mbowman@uwsp.edu

Office hours: Mondays, 7-8 pm (Zoom only), Tuesdays 1-1:50 pm, Thursdays, 3-4 pm  
Office hours are in Zoom (link posted in Canvas)  
Other times and face-to-face meetings available by appointment

**Texts**

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

**Description and Goals**

When Queen Elizabeth I died in 1603, a major era in 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 history plays 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 later 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 and speak effectively about literature, citing primary and secondary sources appropriately.

Class meetings will emphasize discussion, with some mini-lectures on background material. Course work includes daily preparation, participation in discussions, two papers, and two take-home exams.

Note on course format: Because of the need for a “hyflex” course delivery and after consulting with enrolled students, we will use only half of our scheduled meeting time (5-6:15 pm) and replace the remaining time with online work over the intervening week. About half of the class can attend in person at a time. See the “cohort attendance” plan posted in Canvas to know when you should come in person.

## 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 your read, and 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, or consistent participation in online discussions, is expected.
- **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 8-10 pages), worth **35%** 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 take-home essay exams, each worth **15%** of the course grade.
- The remaining **15%** of the course grade will reflect your attendance, participation in class, and ungraded work. The standards 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.

- A: Attends in person OR in Zoom OR participates in online discussion for each class meeting/online discussion/conference (max. two “absences” unless circumstances warrant).
- When attending in person, consistently appears mentally engaged and prepared, whether speaking or not.
  - When attending via Zoom, participates actively (speaking or in chat); if not, adds something to the online discussion, highlighting important parts of the discussion or adding new comments or questions.
  - When participating in online discussion, meets expectations (by default, that means at least one original post and two substantive responses to others’ posts).
  - In all venues, treats other students and their ideas with courtesy and respect.

Submits all drafts as scheduled, sufficiently advanced to allow for meaningful feedback.

Completes peer feedback as scheduled, with constructive comments specific enough to be useful.

- B: Attends in person OR in Zoom OR participates in online discussion for most class meetings/online discussions/conferences (max. three “absences” unless circumstances warrant).
- When attending in person, typically appears mentally engaged and prepared, whether speaking or not.
  - When attending via Zoom, participates actively (speaking or in chat); if not, adds something to the online discussion, highlighting important parts of the discussion or adding new comments or questions.
  - When participating in online discussion, usually meets expectations (by default, that means at least one original post and two substantive responses to others’ posts).
  - In all venues, treats other students and their ideas with courtesy and respect.

Submits drafts as scheduled, sufficiently advanced to allow for meaningful feedback. (Possibly, one draft is late or sketchy).

Completes peer feedback as scheduled, with constructive comments specific enough to be useful. (Possibly missing or below this standard for one).

- C: Attends in person OR in Zoom OR participates in online discussion regularly (max. five “absences” unless circumstances warrant).
- When attending in person, typically appears mentally engaged and prepared, whether speaking or not.
  - When attending via Zoom, participates actively (speaking or in chat); if not, adds something to the online discussion, highlighting important parts of the discussion or adding new comments or questions.
  - When participating in online discussion, typically meets expectations (by default, that means at least one original post and two substantive responses to others’ posts).
  - In all venues, typically treats other students and their ideas with courtesy and respect.

At least some drafts and peer feedback are completed as scheduled.

- D: Participates in at least half of class meetings (as defined above).

## Policies

### Face Coverings:

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

### Other Guidance for COVID-19:

- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
  - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.
- All students, faculty, and staff are now required to be tested regularly for COVID if you are on campus regularly (even one day a week). This does not apply to 100% remote students. More information is available on the [COVID information website](#).
- If you [test positive for COVID, please fill out this form](#). If you tell me that you have tested positive and have not reported, I am required to report.
- If another student in the class is infected, and you are considered at risk, you will be contacted by health officials. You are not necessarily at risk, depending on how close you sit to the infected student. If you are required to quarantine due to exposure to COVID, continue participating in class using the online options. You may have to quarantine longer than the student who was infected, due to the incubation period of the virus.

**Attendance:** You should plan to attend class, or participate in the online discussions, regularly. If you unable to attend a face-to-face class, plan to participate in the online discussions. If illness or other life challenges prevent you from participating online for a period of time, 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:** Similarly, you will benefit most from this course when you do your writing according to the schedule for drafting, getting feedback, and revising. A late paper will

have its grade lowered at a rate of one letter grade per week late. If legitimate problems interfere with getting your work in on time, talk with me about them, the earlier the better.

**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)
- Zoom classes will be recorded, and the recording will be available in Canvas. This is for the benefit of students who were not able to participate in real time, and is for students in this class only. Do not share the link with anyone not in the class. This protects the privacy of all students, and helps make the classroom a safe place.
- For both in-person and online discussions, 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:** I assume that students enrolled in a 300-level course understand the difference between appropriate and inappropriate forms of help in writing papers and know how to cite sources properly. 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 and Assistive Technologies Center. Call 715 346-3365 or email [DATC@uwsp.edu](mailto:DATC@uwsp.edu) to make an appointment or get more information, or visit them on the 6th floor of Albertson Hall (a.k.a. Library). Visit their website at <http://www.uwsp.edu/disability/Pages/default.aspx>

**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 D2L for reminders and announcements.

**Assessment:** UWSP regularly assesses majors to ensure that we are providing you with the best education we can. As part of this effort, samples of student work are sometimes shared, anonymously, with a small group of faculty members. Please let me know if you have any questions about the assessment process or concerns about how your work may be used.

## Schedule

---

See Canvas for suggestions for reading and guidelines for online discussions.

<b>Tuesdays, 5-6:15, class meetings (in person or Zoom)</b>	<b>Online discussions, etc.</b>
Jan. 26 Introductions	Jan. 27-30 Start reading <i>Measure for Measure</i> : online discussion of Act 1 + 2.1, pages 477-492
Feb. 2 <i>Measure for Measure</i> 2.2-3.1, pages 492-512	Feb. 3-6 <i>Measure for Measure</i> Acts 4 and 5, pages 512-535
Feb. 9 Concluding discussion of <i>Measure for Measure</i> , preview <i>Othello</i>	Feb. 10-13 <i>Othello</i> , Act 1 + 2.1, pages 380-403
Feb. 16 <i>Othello</i> , 2.2-4.1, pages 403-434	Feb. 17-20 <i>Othello</i> , 4.2-5.2, pages 434-454
Feb. 23 Concluding discussion of <i>Othello</i> , Preview <i>Hamlet</i>	Feb. 24-27 <i>Hamlet</i> "combined text," Act 1 + 2.1, pages 134-157
Mar. 2 <i>Hamlet</i> 2.2 through Act 3, pages 157-195	Mar. 3-6 <i>Hamlet</i> Acts 4 and 5, pages 195-223
Mar. 9 Concluding discussion of <i>Hamlet</i> , preview <i>King Lear</i> <b>Draft of paper 1 due</b>	Mar. 10-13 Feedback/conferences on drafts (format TBA)
Mar. 16 <b>Paper 1 due</b> <i>King Lear</i> , Act 1 + 2.1, pages 790-813 (combined text)	Mar. 17-27 <i>King Lear</i> , 2.2-3.7, pages 813-839 (combined text)
Mar. 22 – 26: Spring Break	

<p>Mar. 30</p> <p><i>King Lear</i>, Acts 4 and 5, pages 839-866 (combined text) Preview <i>Coriolanus</i></p>	<p>Mar. 31- Apr. 3</p> <p><b>Midterm due Saturday 11:59 pm</b></p>
<p>Apr. 6</p> <p><i>Coriolanus</i>, Act 1 + 2.1, pages 1240-65</p>	<p>Apr. 7-10</p> <p><i>Coriolanus</i>, 2.2-3.1, pages 1265-83</p>
<p>Apr. 13</p> <p><i>Coriolanus</i>, 3.2-5.6, pages 1283-1320</p>	<p>Apr. 14-17</p> <p>Concluding discussion of <i>Coriolanus</i> Preview <i>Winter's Tale</i></p>
<p>Apr. 20</p> <p><i>Winter's Tale</i>, Acts 1 and 2, pages 1429-54</p> <p><b>Have a possible paper topic idea (or a few) for paper 2</b></p>	<p>Apr. 21-24</p> <p><i>Winter's Tale</i>, 3.1-4.3, pages 1455-67</p>
<p>Apr. 27</p> <p><i>Winter's Tale</i>, 4.4-5.3, pages 1467-1500</p> <p><b>Firmer paper topic and preliminary bibliography due</b></p>	<p>Apr. 28-May 1</p> <p>Concluding discussion of <i>Winter's Tale</i> Preview <i>Tempest</i></p>
<p>May 4</p> <p><i>Tempest</i>, Acts 1 and 2, pages 1511-37</p>	<p>May 5 – 8</p> <p><i>Tempest</i>, Acts 3-5, pages 1538-62</p>
<p>May 11</p> <p>Concluding discussion of <i>Tempest</i></p> <p><b>Draft of paper 2 due</b></p>	<p>May 12-16</p> <p>Feedback/conferences</p>
<p>Finals week:</p> <p><b>Final draft of paper 2 and Final exam due by Friday 11:59 pm (May 21)</b></p>	