ENGL 3326-001: 
SHAKESPEARE
Department of English and Creative Writing

FALL SEMESTER 2022
MW 2:30-3:45
FERGUSON 183
YOUR INSTRUCTOR:
DR. ERICKA HOAGLAND

OFFICE HOURS: MW 1-2
& TTH 10-12
OFFICE: LAN 211
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SFASU.EDU

The catalog description for this course is the following: "An in-depth study of Shakespeare’s poetry and plays. Prerequisites: 9 hours of English." Functional. Deliberately vague.

The unofficial title of this course is Shakespeare and Kingship, or if you like, Shakespeare’s Kings. We will explore two history plays and three tragedies featuring some of Shakespeare's most famous kings: the dashing Henry V; the villainous Richard III; mad King Lear; ambitious Macbeth; and the formidable queen Cleopatra.
These plays, some rooted in England’s own tumultuous monarchical history, pose important questions about, as Lorna Grisby notes, “what it means to have power, what it means to take power, and what we're left with when power is gone.” Writing when the divine right of kings was still commonly held to be true, Shakespeare’s plays - especially those tracing the Wars of the Roses that nearly destroyed England - expose other fault lines within monarchical rule, including inheritance laws and practices, the dangers posed by unstable or tyrannical rulers, and class tensions (especially those between the king and the nobility, and the nobility and commoners). "How we understand power and the 'divine right of kings,' Grisby writes, "[not only] relates to [Shakespeare’s] society, [but] to our own.”

Our exploration of five of Shakespeare’s most memorable kings and queens, Richard III, Henry V, Lear, Macbeth, and Cleopatra will be guided by two core questions:

1. How was kingship understood and defined in Shakespeare’s time, and how did Shakespeare conform to as well deviate from those ideas in his plays?

2. How do these ideas of kingship - both of Elizabethan England and those expressed in Shakespeare’s work - connect to contemporary ideas of leadership and power?

With these two questions supplying that core or base, we will also explore other important concerns, including, but not limited to:

- Shakespeare’s "disabled" kings - Richard III and King Lear - invite us to reflect on not just how disability is defined and understood across time, but how leadership is perceived in relation to disability.
- How the women characters in the featured plays are depicted, especially the queenly Cleopatra, the ambitious Lady Macbeth, and the prophetic Queen Margaret. These figures in particular encourage us to think about the relationship between gender and power, especially how society - then and now - perceives politically powerful and ambitious women.
- The relationship between the history play and the tragedy as genres.
**Course Assignments**

**25% The Shakespeare Podcast Review:** Early in the course, students will select a Shakespeare podcast, and over several weeks listen to five episodes of the podcast for which they will create short reports that in turn will aid in the construction of a 4-5 page review. Due during Week 10.

**40% Shakespeare Production Poster Digital Timeline:** Working in pairs, students will study the production history of one of the featured plays in the course, conducting both archival and internet research on theater and cinematic productions in order to trace how different eras interpret the play. Each partner-pair will create a digital timeline/curation using Tiki Toki as the platform where they will organize the findings of their research and compose narratives for each production. To further engage with their findings, each partner-pair will compose an essay that addresses major trends and shifts in the production history of the featured play, and brings their initial research for the timeline into conversation with other scholarly pieces studying productions of the play. The completed Digital Timeline is due Week Fourteen and the essay is due during Finals Week.

**35% Reading Journal:** Students will keep a digital journal in D2L on the course readings, including close readings of passages, short responses to prompts, and mini critiques of featured articles. Students should expect to do ten entries for their journal.

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**REQUIRED TEXTS**


*Additional required readings will be provided in D2L.*
Grading Policy

Students can expect to receive substantial feedback on all required drafts of major essays/projects, and will also have access to rubrics that further highlight where the work has or has not met the assignment's goals.

For all essays and projects requiring a rough draft, students should be aware that I will expect students to actively apply my feedback as they revise their work. Likewise, rough drafts will receive a score that reflects the draft's level of completion, and IS NOT a guarantee of the assignment's final grade. Final drafts are graded on the quality of the work, including the revisions made to the essay.

Students should think of rough drafts and final drafts as what they are: two separate assignments. As such, rough drafts resubmitted as final drafts will not be accepted.

The grading scale below offers a sort of "big picture" for how I define each possible letter grade:

**Exemplary, or A** Submitted work exceeds assignment goals / expectations, high quality of both ideas and prose, and shows a mastery of course material.

**Good/Above Average, or B** Submitted work meets all assignment goals, reflects strong ideas and development, and shows a solid grasp of course material.

**Sufficient/Satisfactory, or C** Submitted work meets most assignment goals, quality of work is uneven, especially in its development, and shows an emerging grasp of course material.

**Missed the Mark/Insufficient, or D** Submitted work struggles to meet assignment goals, lacks depth / development, and shows a superficial grasp of course material.

**Incomplete/Unacceptable, or F** Submitted work is regularly and substantially incomplete/under-developed, off-target, and shows a poor grasp of course material.
DUE DATES

DIGITAL READING JOURNAL:
#1 DUE 9/15/23 #6 DUE 10/27/23
#2 DUE 9/22/23 #7 DUE 11/3/23
#3 DUE 9/28/23 #8 DUE 11/10/23
#4 DUE 10/6/23 #9 DUE 11/17/23
#5 DUE 10/20/23 #10 DUE 12/1/23

SHAKESPEARE PODCAST REVIEW:
9/29 PODCAST REPORTS
10/13 ROUGH DRAFT
11/3 FINAL DRAFT

DIGITAL TIMELINE PROJECT
9/29 PARTNER POST
10/13 INSTRUCTOR CONFERENCES
10/27 TIMELINE GROUP#1 DUE
11/11 TIMELINE GROUP#2 DUE
12/4 TIMELINE ESSAY WORKSHOP
12/6 TIMELINE ESSAY WORKSHOP
12/15 TIMELINE FINAL DRAFT DUE

CONCISE CLASS SCHEDULE
W1 8/28 Introduction to class: Shakespeare and the Question of Kingship
W1 8/30 Discuss articles on history plays
W2 9/4 Discuss Act 1 of Richard III & article
W2 9/6 Discuss Act 2 of R3 & article
W3 9/11 Discuss Acts 3 & 4 of R3
W3 9/13 Discuss Act 5 of R3 & articles
W4 9/18 Discuss "I, Richard," The Lost King, & article
W4 9/20 Discuss Act 1 of Henry V & article
W5 9/25 Discuss Act 2 of Henry V & article
W5 9/27 Discuss Act 3 of Henry V & article
W6 10/2 Discuss Acts 4 & 5 of Henry V
W6 10/4 Discuss Henry V film & article
W7 10/9 Discuss Act 1 of King Lear & articles
W7 10/11 Discuss Act 2 of King Lear & article
W8 10/16 Discuss Acts 3 & 4 of King Lear
W8 10/18 Discuss Act 5 of King Lear & article
W9 10/23 Discuss articles
W9 10/25 Catch-Up Day
W10 10/30 Discuss Act 1 of Macbeth & article
W10 11/1 Discuss Acts 2 & 3 of Macbeth
W11 11/6 Discuss Acts 4 & 5 of Macbeth
W11 11/8 Discuss articles and film
W12 11/13 Discuss Act 1 of Antony and Cleopatra & article
W12 11/15 Discuss Acts 2 & 3 of Antony and Cleopatra
W13 11/20-11/24 NO CLASS - THANKSGIVING HOLIDAY
W14 11/27 Discuss Acts 4 & 5 of Antony and Cleopatra
W14 11/29 Discuss articles
W15 12/4 Digital Timeline Essay Workshop
W15 12/6 Digital Timeline Essay Workshop
W16 12/15 Final Class Meeting, 8-10 a.m., F183
COURSE POLICIES

Absences
You are allowed FOUR absences without penalty. Fifth and sixth absences each result in an automatic half grade deduction from your final grade. A seventh absence is an automatic fail for the course. Finally, I follow the university policy for excused absences; this policy only excuses absences for official university business, not illness, doctor's appointments, court dates, funerals, etc.

Late Work
I allow one “get out jail free” for late work, which means you can turn in a paper up to three days late without penalty. Otherwise, a paper that is a full day late will be automatically marked down half a grade; two days late is a full grade markdown; and three days late is an automatic “D.” No papers will be accepted after four days.

Grades Withheld Policy
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
MENTAL HEALTH & WELLNESS

SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFA Counseling Services
www.sfasu.edu/counselingservices Rusk Building, 3rd Floor 936.468.2401

SFA Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp Human Services, Room 202 936.468.1041

Crisis Resources:
Burke 24-hour crisis line:1.800.392.8343
Suicide Prevention Lifeline: 1.800.273.TALK (8255)
Crisis Text Line: Text HELLO to 741-741

CHAT GPT & GENERATIVE AI POLICY

The emergence of generative AI tools (such as ChatGPT and DALL-E) has sparked interest among many students in our discipline. The use of these tools for brainstorming ideas, exploring possible responses to questions or problems, and creative engagement with the materials may be useful for you as you craft responses to class assignments. While there is no substitute for working directly with your instructor, the potential for generative AI tools to provide automatic feedback, assistive technology and language assistance is clearly developing.

The following policy will be used regarding ChatGPT and Generative AI in this course:

Students may use AI as part of their research and preparation for assignments, or as a text editor, but text that is submitted must be written by the student. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, or cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification.
Student Code of Conduct & Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy. Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one's self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort
Academic Integrity Policy

of unauthorized resources or technology in completion of educational activities. Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one's own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one's own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

For additional information on the Academic Integrity Policy / Student Code of Conduct, including investigations, hearing procedures, and appeals, please review Articles IV, VI, VIII, and X in the Academic Integrity and Student Code of Conduct Handbook: https://www.sfasu.edu/docs/policies/10.4.pdf.