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Note: If you e-mail me, you must clearly identify yourself in the subject line of the e-mail, or I will not open it.

Performance Objectives

At the end of the term the student should be able to:

- 1) Reconstruct in essay form the plots of the plays we have read during the term.
- 2) Analyze in essay form the principal sources of dramatic tension in each play.
- 3) Analyze in essay form principal motifs, symbols and themes in the play we have studied.
- 4) Memorize and recite a sonnet, and familiarize yourself with scholarship about it.

Course Goals

The goals for this course are that students achieve:

- 1) a sophisticated understanding of several of Shakespeare's most important late plays, demonstrable in long essay and short essay forms, and
- 2) analytical competence in writing about one play, in long essay form, incorporating pertinent scholarship.

I hope you will feel that you have worked hard and fruitfully, and that Shakespeare has helped you to become a more thoughtful, searching, and perhaps merry human being.

Required Texts

-Antony & Cleopatra

-A Midsummer Night's Dream

-Love's Labors Lost

-As You Like It

-The Sonnets

Recommended texts:

-Mythology by Edith Hamilton or any handbook of Greek and Roman mythology

-Any College Dictionary

-Any college writing handbook

-Blue exam booklet

Orientation

Literature, history, art and music are the core of what is known in the Occident as the “humanities.” The term “humanities” began to be used in Europe during the Late Middle Ages. As degree-awarding universities were born in Padua, Seville and Paris, students and professors developed what we now call “curricula:” academic courses. Long before there were formal curricula, of course, pre-Socratic Greeks delighted in the Muses of poetry, history, art and music, along with the five sister Muses.

It is without doubt helpful for you as a university student to delight in whatever subject you study—physics, for instance—in order to master that subject and achieve your pragmatic objective: a superior grade. For humanities courses, it is not merely helpful to delight in what you are learning; it is essential. That is because learning in the humanities, while it certainly does require comprehension of rudimentary information, is not primarily a cognitive form of learning. The humanities student does not “master” a Shakespearean sonnet, Mozart quartet or Titian painting in the same way a student of physics must master specific skills necessary to solve a problem in kinematics. One does not indeed “master” a masterpiece at all. One pursues careful, logical, meticulous inquiry into it. One apprentices one’s soul to it. The apprenticeship is lifelong.

Grading

I cannot grade you based upon your delight in the masterpieces we will be studying together, or upon what I hope will be your lifelong apprenticeship to them, though I will often suggest that delight in aesthetic masterpieces is intellectually rigorous, time-consuming and disciplined. It is a refined enjoyment that requires cultivation in a manner similar to the cultivation of one’s palate. Most everyone enjoys potato chips for their crunch and tang. Enjoying fine wine or caviar requires cultivation. Your grade will be based, then, on your demonstrated competence in the following:

-30%: Pop Quizzes. The question(s) will be straightforward. They are designed so that I can ascertain that you are doing and thinking about the assigned reading.

-10%: Oral Presentation. This will be 5-10 minutes long. You will use index cards and, if possible, visuals. The pedagogical function of this assignment is to give you the opportunity to teach the class and respond to questions about a scholarly article, topic or “minor” work that is historically pertinent to the masterworks we study in class. The presentation will normally require between 7 and 10 hours of research and rehearsal. You will be graded on the quality and thoroughness of your research, your competence in delivery, and the focus and lucidity of your presentation. You will provide me with a copy of your bibliography. Barring illness or medical emergency, you are expected to make your presentation on the date you have selected.

-10%: Final Exam Essay. The Final is a departmental requirement. It will be an opportunity for you to explore in essay form a theme, trope, symbol or motif in one of the works we have studied.

-50%: Major Research Essay. 12-15 pages, exclusive of works cited, double-spaced, 12 point font, and a Works Cited page in current MLA format. Pages must be numbered. A minimum of five works of secondary scholarship must be cited. The essay will be due on April 23 by hard copy; you are also required to submit your paper to Safe Assignment through Blackboard by the same date. **Be sure that all electronic copies of your work include your last name in the filename of the document.** We will have a thesis day approximately midway through the semester. On Thesis Day, you will bring in and read aloud a written statement of your thesis statement or thesis paragraph. If you would like my help, or if I feel I can offer suggestions to make your essay more meaningful, we will do so at this time. I will also be happy to meet with you at any time before the thesis day, and at any time during your writing process.

Much of your grade, as you see, depends on this formal academic essay, and I expect you to think about it and research, draft and compose it for one month. The well-written essay will contain pertinent scholarship used throughout the paper.

A grade of “A” reflects superior and outstanding research, drafting, revision, composition, editing and proofreading. It goes without saying that a grade of “A” means zero syntactical, grammatical or punctuation mistakes.

A grade of “B” reflects good work that would be better with more careful research and/or more thorough and rigorous drafting, composition, editing and/or proofreading.

A grade of “C” reflects work in need of much more careful research and/or more thorough and rigorous drafting, composing, revising and/or proofreading.

Well-written papers are on file in the library under my name and are available for your perusal.

An essay is an intellectual adventure: arduous, challenging, exhilarating. Visit me whenever you feel like chatting about it.

Additional Requirements:

-Attendance: You are expected to attend all classes, barring illness or family emergency, which must be attested by a physician’s note or appropriate documentation. Absences for any other reason are unexcused and will adversely affect your grade. An unexcused absence lowers your grade by one-half-point: a “B-” drops to a “C.” Two unexcused absences lower your grade by a full point: a “B” drops to a “C.” Etc.

-Punctuality: You are expected to be punctual. Arriving late or leaving early disrupts class and is unfair to other students. It will adversely affect your grade.

-Religious Observance Accommodation: The University recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructors, in writing, by the second week of classes.

-Access/Disability: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact: Pat Lakey, Coordinator, 941-359-4714, plakey@sar.usf.edu, or www.sarasota.usf.edu/Students/Disability/

-Deadlines: They are deadlines, and are non-negotiable. **Late work will not be accepted.** This includes oral recitations, presentations, and plot maps.

-Missed Assignments: It is the student's responsibility to find out about and complete missed assignments in a timely fashion. Failure to do so will result in severe grade penalties.

-Writing Resource Center: I strongly recommend that you make an appointment with a consultant at the Writing Center during the course of writing your major research essay.

-Class Assignment: You are required to bring to each class a well-written question or comment based on the readings for that class. I may collect it.

-Preparation: You are expected to be thoroughly prepared for all classes, to be alert, and most of all, to demonstrate a spirit of inquiry.

-Electronics: The use of laptops is not permitted in class, and cell phones and all electronic devices are to be turned off and put away during class. No recording of the lectures may be done without my express permission.

***Plagiarism/Academic Dishonesty:** The University considers any form of plagiarism or cheating on exams, projects, or papers to be an unacceptable behavior. Please be sure to review the university's policy in the catalog. [USFSM Undergraduate Catalog](#) or [USFSM Graduate Catalog](#) and the [USF Student Code of Conduct](#). It is theft, a form of theft easily identifiable and proven by your instructor, especially with the increasing use of online technologies. Plagiarism will result in immediate dismissal from class, a term grade of FF and a meeting with the Dean of Undergraduate Students. The increasing incidence of plagiarism and of students purchasing papers means that when you turn in to me your final essay, you will also be required to upload your essay to Safe Assign in Blackboard.

-Academic Disruption

The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog, [USFSM Undergraduate Catalog](#), or [USFSM Graduate Catalog](#), and the [USF Student Code of Conduct](#).

-Emergency Preparedness and Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It is the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general

information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. You should become familiar with the USFSM Emergency Action Plan on the Safety Preparedness site: <http://www.sarasota.usf.edu/facilities/SafetyPreparedness.php>.

-Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated.

Schedule of Readings

Week of

9-30 January: Introduction; *Antony & Cleopatra*

16 January: Monday, *MLK Day*, no class

6-27 February: *A Midsummer Night's Dream*

5-28 March: *Love's Labors Lost*

5 March: Thesis Day

12-17 March: *Spring break*

March 24: Last day to drop without academic penalty, Saturday, 5pm.

2 April: *As You Like It*

11 April: Wednesday, *Passover* - no class

23 April: Research Essay Due

30 April: *Final exam*

**Dates for assigned readings are approximate and subject to change.*

****This class is dedicated to the memory of Rachel Marie Asrelskey, my former student at Hunter College, killed on December 21, 1988, on Pan Am Flight 103, over Lockerbie, Scotland.***