SHAKESPEARE’S EXILES

ENGL 4304.001
Spring 2015
MW 3:30-4:45, IH-157

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COURSE DESCRIPTION
When Romeo is exiled from Verona in Shakespeare’s Romeo and Juliet, he equates his sentence to death, declaring that the word “banished” is “death mis-term’d.” By focusing on the plays that feature characters who are forced to live outside their native lands for political, religious, and cultural reasons, this course will introduce you to a wide range of Shakespeare’s comedies, tragedies, histories, and romances while providing an in-depth examination of his theatrical treatment of the exilic condition. What kinds of journeys do these characters go on while they are in exile? How do they adopt and perform new identities? In what ways does the experience of exile highlight the linguistic, gendered, and racial aspects of their identity? How do Shakespeare’s exiles perceive and interact with the people and cultures with whom they come into contact while living in banishment? How does Shakespeare imagine the stage as a space that can serve as both his exiles’ native lands and their adopted homes? Because the texts for this course are deeply rooted in histories of performance and theatricality, we will pair our readings and writing exercises with performance recordings, film adaptations, and in-class performance activities.

STUDENT LEARNING OUTCOMES
Students who successfully complete ENGL 4304 will:

- develop the skills necessary to read and analyze the dramatic works of William Shakespeare as they were written and performed during his lifetime.
- understand how these plays have been read and adapted in the centuries after they were first performed.
- develop and refine skills for academic writing and literary analysis by practicing close reading and constructing debatable and complex arguments.
COURSE REQUIREMENTS AND ASSIGNMENTS

Blackboard Posts (15%) You are required to contribute to our class discussion boards at least five times, from weeks 2-14. I will divide you into groups A and B after the first week of class, and you must post on the Blackboard discussion board in your assigned week. You are, of course, welcome (and encouraged!) to post more. You are especially encouraged to leave short comments in response to your classmates’ posts during the weeks you are not assigned to write a post.

Short Close-Reading Paper (15%) You will write a 2-3 page paper focused on the close analysis of an assigned passage from one of the plays we have read. (I will provide a selection of passages from which to choose, but you may write about another passage in consultation with me.) This paper will help you to develop the close reading and analytical skills that will be necessary to write the longer paper for this course.

Midterm Exam (15%): The midterm exam for this course is designed to provide an opportunity for you to demonstrate your knowledge of key concepts as well as your ability to analyze texts using the reading and writing skills that we have developed at the midway point in the course. This short answer exam will ask you to identify and analyze key facts, terms, concepts, and passages.

Two-Part Long Paper: Argument and Revision (25%): This is your long-term project for the class, which you will develop in two stages, and in each stage you will focus on different aspects of writing and revision.

Missing Scene Performance and Reflection (15%) I will put you into groups for a creative project that will allow you to write and perform a “missing” scene in one play we have studied this semester. As a group, you will write the missing scene, select roles, and collectively plan and discuss your performance of that scene. You may bring in props, costumes, music, or anything else that you need to complete your performance. You may use your scripts or memorize the lines depending on your preference. On the day of the performances, you will each turn in your scene script and a 1-2 page reflection on your performance and how it interprets the words on the page.

In-Class Writing Assignments, Group Work, and Participation: (15%) Your active participation in class discussion and group work is essential to your learning as well as that of your peers. You should therefore come to class having done all of the reading, but I do not expect you to have mastered the material. Rather, you should take careful notes on the reading and generate questions for each class session. What do you find confusing? Difficult? Interesting? Exciting? This process will prepare you to become an active learner and participant in class discussions. Frequently, I will ask you to do in-class writing activities that will help to collect your thoughts and generate questions and topics for discussion.

REQUIRED TEXT
You may use the first or second edition of The Norton Shakespeare (ed. Stephen Greenblatt, et al.) which can be purchased at the campus bookstore or from any other book vendor. It is not required that you purchase the anthology that I have selected, but the edition(s) you use must have clearly marked acts, scenes, and line numbers as well as notes at the bottom of the page or in the margins (or on the facing page in the case of the Folger editions of Shakespeare’s plays).
It is very important to me that you always have your texts with you in class, preferably in hard copy. Studies have shown that you learn more by reading and marking up a text in a hard copy rather than reading it digitally, and we cannot do the fundamental work of an English class unless everyone has their texts in front of them.

**Course Policies**

**Attendance/Tardiness:** The success of this course depends on your regular attendance. No more than **four (4)** unexcused absences are permitted in this course. Any absences beyond this allotted number will negatively affect your grade. Contact me by e-mail, preferably before the class, to explain the reason for your absence. It is also important that you arrive to each class **on time** out of respect for your peers and the instructor. Habitual lateness will also result in the lowering of your grade. In the event of extenuating circumstances, please contact me as soon as possible.

**Deadlines:** Assignments are due on the deadlines listed on the syllabus. In fairness to everyone in this class, I cannot accept late work. **PAPERS ARE DUE AT THE START OF THE CLASS SESSION ON THEIR DUE DATE:** this means that you should hand a stapled hard copy of your paper to me as you enter the classroom. Any paper not given to me in hard copy at the start of class (or emailed by the start of class if you have to miss class that day) will be considered late. If you are experiencing a problem or have an emergency, please notify me **in advance** of the deadline rather than waiting until the deadline has passed.

**Communication and Office Hours:** I encourage you to come to my office hours or schedule an appointment with me if you have questions or would like to discuss your writing and your progress in the course. The best way to contact me outside of class and office hours is by e-mail. I will do my best to respond to your e-mail within 24 hours of receiving it, but I may check my e-mail less frequently in the evenings and on the weekends. Any communication I send out to the entire class will be to your Islander e-mail address, so please check your university e-mail on a regular basis.

**Technology Policy:** The success of this course depends on your full attention to the materials and the conversations that develop around them, so you are not permitted to use laptops, tablets, and cell phones during this class. Please see me if you believe you have a reason for which you should be exempt from this policy.

**Paper Guidelines:** Papers should be double-spaced, in 12-point Times New Roman font. Please do not use Cambria or Calibri font. You should have a consistent documentation style and should always cite your sources; I will upload a guide to citing works and ideas using the MLA citation style on our class’s Blackboard site. If you have any questions about citations, or how to acknowledge ideas or language other than your own, please come visit me in office hours. We will also review citation practices before the first paper. I also strongly encourage you to come to discuss your papers before they are due. I do not read full drafts, but I would be delighted to set up a meeting to discuss your paper with you before it is due.
**ACADEMIC INTEGRITY/PLAGIARISM**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. Plagiarism is the presentation of the work of another as one’s own work. Please remember that any words or ideas that come from an outside source must be cited. We will discuss conventions for using and citing sources in academic papers. If you have further questions about proper citation, please see me. In this class, any academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure of the course.

**DROPPING A CLASS**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 10, 2015, is the last day to drop a class with an automatic grade of “W” this term.

**CLASSROOM/PROFESSIONAL BEHAVIOR**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**GRADE APPEALS**
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

**DISABILITIES ACCOMMODATIONS**
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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**STATEMENT OF ACADEMIC CONTINUITY**
In the event of an unforeseen adverse event, such as a major hurricane, that prevents classes from
being held on the campus of Texas A&M University-Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Academic Advising:** The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Reminder to English Majors**
As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should keep a copy of all essays, research papers, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.

**Course Calendar**
You should have completed the reading listed for each day before coming to class on that day. This schedule is subject to revision, with advance notice.

**WEEK 1**
W 1/21 Banishèd! Introduction to the Course

**WEEK 2**
M 1/26 *The Two Gentlemen of Verona*, Acts I-II
W 1/28 *The Two Gentlemen of Verona*, Acts III-IV

**WEEK 3**
M 2/2 *The Two Gentlemen of Verona*, Act V
W 2/4 *As You Like It*, Acts I-II

**WEEK 4**
M 2/9 *As You Like It*, Acts III-IV
W 2/11 *As You Like It*, Act V

**WEEK 5**
M 2/16 **First Paper Due** *Richard II*, Acts I-II
W 2/18 *Richard II*, Acts III-IV

**WEEK 6**
M 2/23 *Richard II*, Act V
W  2/25         Romeo and Juliet, Acts I-II

WEEK 7  
M   3/2         Romeo and Juliet, Acts III-IV  
W   3/4         Romeo and Juliet, Act V  

WEEK 8  
M   3/9         Midterm Evaluations; Midterm Exam Review  
W   3/11        Midterm Exam  


WEEK 9  
M   3/23        King Lear, Acts I-II  
W   3/25        King Lear, Acts III-IV  

WEEK 10  
M   3/30        King Lear, Act V  
W   4/1         Coriolanus, Acts I-II  

WEEK 11  
M   4/6         Coriolanus, Acts III-IV **Long Paper Part 1 Due**  
W   4/8         Coriolanus, Act V  

WEEK 12  
M   4/13        Cymbeline, Acts I-II  
W   4/15        Cymbeline, Acts III-IV  

WEEK 13  
M   4/20        Cymbeline, Act V  
W   4/22        The Tempest, Acts I-II  

WEEK 14  
M   4/27        The Tempest, Acts III-IV  
W   4/29        The Tempest, Act V  

WEEK 15  
M   5/4         LAST DAY OF CLASSES. **Scene Performances.** All exiles return home.

The final version of the long paper is due on the date our final exam is scheduled. Please refer to the published university exam schedule.