

Soul of the Age(d)

ENG 323-A “Topics in Shakespeare”
T/R 11:30am-12:50pm
Churchill Tower 203
James Rizzi, Ph.D.

Fall 2024
Office Hours: T/R 10:15-11:25am & by appt.
Office: Churchill Academic Tower 910
Email: rizzij@canisius.edu

Course Description

We all have a conception of what it means to grow older, and our ideology of aging is shaped in large part by cultural forces. Yet our ideas about piety and the wisdom of age sometimes conflict with the realities of the aged. Romeo and Juliet, the teenage lovers, make juvenile choices and die for love, but Shakespeare shows us how the follies of love can



Chimes at Midnight (1965)

touch older and greater character than these and to greater effect. Hamlet the young Danish prince might “have proved most royal” had he lived, but are experienced kings always wise? Shakespeare gives us many models of aging, and thereby he gives us much to think about when we confront our own mortality, the maturation of our peers and elders, the aging of our leaders, and how all this might change the way we view our world as time goes by.

In this seminar, we will examine the way Shakespeare’s works create meaning within this specific frame, discovering the ways early modern conceptions of aging inform our own and those ways that our societies differ. To do this, we will have to engage fields of study such as linguistics, history, political theory, and more.

Texts

- ❖ **It is imperative that you bring to class all of the materials you have been assigned to read for that day.**
- ❖ You will find many of our course readings on our class site through Desire2learn.
- ❖ Additionally, please obtain a copy of:
 - *Antony and Cleopatra*
 - *Henry IV, Part I*
 - *Henry IV, Part II*
 - *King Lear*
 - *The Winter’s Tale*

.Course Goals

- ❖ **Students will demonstrate an understanding of literary texts as works of art. They will analyze literary works through carefully selected textual examples, in terms of literary language or structure. Students will analyze literary works in terms of a larger issue that shapes literary; production, such as traditions, artistic movements, or cultural issues.**
- ❖ **Students will demonstrate an understanding of the role of literary criticism in shaping the meaning and significance of literature.**
- ❖ **Students will demonstrate writing skills commensurate with the development of a clear thesis, logical organization, appropriate use of evidence, and command of English grammar and usage.**
- ❖ **Students will gain a deep understanding of the historical link between Shakespeare's time and our own, in particular focusing on social structures that dictate power relations (such as class and race) that have developed since their nascent stage in the early modern period.**
- ❖ **Students will demonstrate analytical skills necessary to engage with artistic representation and adaptation in a variety of media.**

Resources

❖ Accessibility Support:

- Any student who needs academic accommodations should contact the Academic Support Office at (716) 888-2476 or the Griff Center for Academic Engagement in Old Main 013 at (716) 888-2170. If you have a disability for which accommodations are necessary, please also inform me. For more information please visit the accessibility support web page at <https://www.canisius.edu/student-experience/student-support-services/griff-center/accessibility-support/accommodations-and> or call (716) 888-2476.
- Whether you have a registered disability or not, should you feel at any time during the semester that you are unable to keep up with the progress required to accomplish your work, please reach out to me. Without relaxing the course standard, but I will do my best to offer reasonable accommodations and help you come up with a plan to succeed.

❖ Counseling:

- The Counseling Center provides comprehensive counseling services and outreach for education to support the emotional and mental health of our students. For an appointment, call (716) 888-2620 or stop by the Counseling Center, Bosch 105.
- **If you find yourself in urgent crisis, please call 1-800-273-8255 or call/text 988.**

❖ Academic Support:

- I encourage you to take advantage of the tutoring services available at the Writing Center in Bouwhuis Library. Students can make an appointment by visiting [this scheduling link](#).

❖ Basic Needs:

- Any student who faces challenges securing their food, housing, immigration status or other basic needs and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.
- Off-campus food-aid resources can also be found using this link:
<https://www.foodbankwny.org/pantrymeal-locator/>.
- I often have food in my office, so please come see me if I can help.

Bias Reporting and Recourse Resources

We will be encountering some heavy themes in this course, and I expect you to behave civilly and respectfully. I intend to reciprocate that respect. Understanding that biases and prejudices of all kinds can be subtle and often hard to identify in oneself, the following is a list of resources for you to report incidents of bias that negatively affect you or someone else. Unless otherwise stated, all of these resources are confidential and will protect your anonymity:

https://www.canisius.edu/sites/default/files/%2A/studentaffairsweb/campus_resources_for_combatting_racial_incidents.pdf

Course Policies

❖ Attendance:

- The success of this class depends on your working together in class discussions. Consistent absences -- i.e. missing more than four class periods for reasons other than serious illness or those previously approved -- will affect your participation grade. Excessive absences may result in a failing grade for the course.
- Being ten or more minutes late is considered absence. Consistent lateness also affects your grade.
- Participation is an essential part of our classwork, and I expect you to be involved in our discussions and activities. Your level of active participation may affect your final grade.
- For some of the reading assignments, I will ask you to write a short response (~250 words) and share your ideas in class. These do not need to be polished prose, but I will expect you to be prepared to discuss your response in our discussion in class.
- Be polite, positive, and helpful. Since we are here to learn together and to become better writers, I expect everyone to work toward that goal. I will not tolerate anything else.
 - I will, and I expect you to, do everything in my power to make our classroom an anti-racist, anti-bigotted space. This means being actively open-minded to new ideas rather than dismissive (asking good-faith questions when you don't understand something rather than reacting in a negative way) and supporting those who are sharing a part of their identity or experience with the class.

❖ **Electronics:**

- Unless otherwise instructed, please do not bring your laptop to class and expect to use it. As emphasized above, you are expected to have a hard copy of all the readings and bring them to class with you. I may mark you absent if you continually neglect to bring readings.
- Avoid using your cell phone during class time.
- It is critical that you have access to your account and check your Canisius email frequently in order to receive timely updates about assignments and other information.

❖ **Late Papers:**

- For every day that a paper is overdue, I may subtract $\frac{1}{3}$ of a letter grade for the assignment.
- I want you to learn and grow as writers in this class, and I want you to be able to hand in your best work. If you need more time with an assignment for some reason, I will grant you a reasonable extension, but **you must ask for this at least 24 hours in advance**.
- It is your responsibility to ensure that the files you upload to D2L are saved and legible. I strongly recommend uploading a .pdf file.

❖ **Informal Writing:**

- This is a class focused on how texts create meaning. Throughout this course, therefore, you will be required to write about the literature that we are reading - you will do this in four longer papers, but you will also be assigned informal writing opportunities. These informal writing assignments will take the form of a group commonplace book. Commonplacing was a popular form of writing in the early modern period in which people collected quotations and their reflections on the same. For five of the seven major works we're reading together this semester, I would like you to write a commonplace entry on our discussion board on D2L. You can find more detailed instructions there.

Course Requirements / Grade Breakdown

Paper 1	10%	Commonplace Book Posts	10%
Paper 2	15%	Annotated Bibliography Posts	10%
Paper 3	20%	Presentations	10%
Attendance/Participation	10%	Quizzes	10%
		Reflection	5%

General Rubric

In General:

C-, C, C+ papers must:

- ❖ Stick to one main idea
- ❖ Offer a clear thesis
- ❖ Support the thesis through arguments and concrete details
- ❖ Maintain coherent organization
- ❖ Lack major grammatical, spelling, and punctuation errors

B-, B, B+ papers must:

- ❖ Fulfill all requirements above
- ❖ Successfully set the tone and direction of the paper in the introduction
- ❖ Develop points through focused body paragraphs
- ❖ Support logical claims in logical sequence
- ❖ Transition effectively between ideas and paragraphs
- ❖ Vary sentence structure
- ❖ Avoid wordiness and passive verb structures
- ❖ Contain very few grammatical, spelling, and punctuation errors

A- and A papers must do all of the above while being polished and free of errors.

These papers must prove a mastery of form and language, be engaging (considerate of one's audience), informative, and sufficiently well-developed.

Workshops/Revision Writing is a process. You will not only be writing essays but also familiarizing yourself with several steps along the way. We will have a workshop for each paper in which you will have to bring to class a complete first draft of your essay to exchange with another student. You are responsible for giving appropriate and useful feedback on your partner's draft as well as revising your own work. When you turn in your final draft, I would also like your original draft and the workshop feedback sheet as well.

Academic Integrity & Plagiarism

Academic honesty – being honest and truthful in academic settings, especially in the communication and presentation of ideas – is required to experience and fulfill the mission of Canisius University. Academic dishonesty – being untruthful, deceptive, or dishonest in academic settings in any way – subverts the university mission, harms faculty and students, damages the reputation of the university, and diminishes public confidence in higher education.

All members of the university community share the responsibility for creating conditions that support academic integrity. Students must abstain from any violations of academic integrity and set examples for each other by assuming full responsibility for their academic and personal development, including informing themselves about and following the university's academic integrity policy.

Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources, alteration or falsification of academic records; academic misconduct; complicity; and copyright violation. This policy applies to all courses, program requirements, and learning contexts in which academic credit is offered, including experiential and service-learning courses, study abroad programs, internships, student teaching and the like.

Please refer to the undergraduate catalog for Canisius University's policy on academic integrity or access the policy online:

<http://catalog.canisius.edu/undergraduate/academics/academic-policies/code-academic-integrity/>.

In this course, you will be working with the words, ideas, and works of others. Part of that work will be learning how to correctly credit the originators of the works you use. If you are unsure whether you understand what plagiarism is and how to avoid it, be sure to ask me or visit the Griff Center.

If you are caught cheating or plagiarizing in this class, regardless of whether it was accidental or deliberate, you will receive zero points for the assignment and you will not be allowed to rewrite it. If you are caught cheating or plagiarizing a second time, you will automatically fail the course.

This course requires you to develop your own unique ideas as well as to work with the ideas of other scholars. As this statement makes clear, academic integrity is crucial and plagiarism—the use of someone else's words or ideas, either intentionally or unintentionally, without proper attribution—will not be tolerated. We will discuss plagiarism in class, but you may also find the complete plagiarism policy at

<http://catalog.canisius.edu/undergraduate/academics/academic-policies/code-academic-integrity/>.

It is expected that students in this class will respect differences and develop an understanding of how other people's perspectives, behaviors, and worldviews may be different from their own.

Course Calendar

Week 1

T	8/27	Syllabus
R	8/29	Sonnets 2, 7, 11, 17, 18 Excerpt from Julius Caesar (3.2)

Week 2

T	9/3	Antony and Cleopatra Act I
R	9/5	Antony and Cleopatra Act II

Week 3

T	9/10	Antony and Cleopatra Act III	Quiz 1
R	9/12	Antony and Cleopatra Act IV	

Week 4

T	9/17	Antony and Cleopatra Act V	
R	9/19	Excerpt from Richard II (5.5) 1 Henry IV Act I	Paper 1 Due

Week 5

T	9/24	1 Henry IV Act II	Quiz 2
R	9/26	1 Henry IV Act III	

Week 6

T	10/1	1 Henry IV Act IV
R	10/3	1 Henry IV Act V

Week 7

T	10/8	2 Henry IV Act I	
R	10/10	2 Henry IV Act II	Quiz 3

Week 8

T	10/15	NO CLASSES -- FALL HOLIDAY
R	10/17	2 Henry IV Act III

Week 9

T	10/22	<i>2 Henry IV Act IV</i>
R	10/24	<i>2 Henry IV Act V</i>

Week 10

T	10/29	<i>Chimes at Midnight</i> Sonnets 22, 32, 60, 63, 64, 73, 138	Quiz 4
R	10/31	Excerpt from <i>As You Like It</i> (2.7.142-181) <i>King Lear Act I</i>	Paper 2 Due

Week 11

T	11/5	<i>King Lear Act II</i>	VOTE (if eligible)
R	11/7	<i>King Lear Act III</i>	

Week 12

T	11/12	<i>King Lear Act IV</i>	Quiz 5
R	11/14	<i>King Lear Act V</i>	

Week 13

T	11/19	<i>The Winter's Tale Act I</i>
R	11/21	<i>The Winter's Tale Act II</i>

Week 14

T	11/26	<i>The Winter's Tale Act III</i>	Quiz 6
R	11/28	NO CLASSES -- THANKSGIVING HOLIDAY	

Week 15

T	12/3	<i>The Winter's Tale Act IV</i>
R	12/5	<i>The Winter's Tale Act V</i> Wrap Up

Week 16 - Epilogue

Fin	12/10	NO CLASSES -- FINALS WEEK	Paper 3 Due
-----	-------	---------------------------	-----------------------------