

Shakespeare Uncharted: B-Sides & Rarities, or, The Globe Less Traveled

Spring 2022 | Tuth 4:00 Pm – 5:15 Pm | Online

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Office hours: M-F 10-4 | “Coffee Hour”: Tu 5:15-6

Make an appointment: <https://calendly.com/knelson-15/ten-minute-appointments>

DESCRIPTION

This course examines Shakespeare plays that, according to a recent poll, are “[underground](#)” and “beyond the scope” of popular knowledge when it comes to the Bard’s works. The class is designed for those interested in and/or curious about Shakespeare, and who are keen for a glimpse beyond the plays whose titles are too familiar. If you are a reader who leans towards unpredictable plots, complex characters, and all those twisty human bits that have made Shakespeare a consistent presence on literary and theatrical scenes for over 400 years, then these texts deserve your attention! The course draws heavily from Shakespeare’s late works--plays which are nothing short of sensational on the contemporary stage. Part of our syllabus will attend to Shakespeare selections that are “underread” by the group gathered for this course.

TEXTS (recommended):

- William Shakespeare, *Shakespeare: The Complete Works*, ed. David Bevington
 - Note: Pagination is keyed to this text, but any edition is fine. You are welcome to work from another version of the *Complete Works* or from single editions. The Folger modern editions are available on line, free: www.folgerdigitaltexts.org/
- Andrew Dickson, *The Globe Guide to Shakespeare*. Pegasus Books, 2016. ISBN 978-1-68177-260-8 [recommended; selections assigned will be posted in the Blackboard space]
- Blackboard course website:
- Google course website: <https://sites.google.com/umd.edu/engl-351-spring-2022/home>

LEARNING OBJECTIVES

- Demonstrate skills in critical thinking, reading, speaking, and writing, including the ability to analyze texts, synthesize ideas, and reflect on these activities.
- Discuss key ideas derived from texts, generate interpretations, and acknowledge alternate points of view.
- Demonstrate basic skills in literary analysis.
- Engage in inquiry beyond the classroom environment.

METHODS

Hands-on. Explore virtual and campus archives. Interpret behind-the-scenes aspects of editions & performances. Write and discuss to sharpen analysis. Share discoveries in class and via the web.

SCHEDULE

Subject to change—refer to Blackboard for the most up-to-date version. Deadlines are “targets” that will help you complete the work of the class in sequence and in a timely manner. I accept late work without penalty.

Tu 1 Feb: Introductions. [Welcome](#). [Mapping the Course](#).

Th 3 Feb. “Shakespeare’s Life,” *Globe Guide*, 559-580. “Shakespeare’s Language,” *Globe Guide*, 600-617; [all available in Blackboard]

Tu 8 Feb. *Venus & Adonis*.

Th 10 Feb. *Venus & Adonis*. Erasmus, “On Copia”

Tu 15 Feb. *Venus & Adonis*. Read for class: Ovid, Book X, Metamorphosis, <http://ovid.lib.virginia.edu/trans/Metamorph10.htm>; Edmund Spenser, Faerie Queene 3.1.32-38, <http://www.luminarium.org/renascence-editions/queene3.html#Canto%20I> (begin line “But for to tell the sumptuous aray” and end line “Which in that cloth was wrought, as if it liuely grew”);

W 16 Feb. RECITATION DUE on or before 4:00 pm.

Th 17 Feb. Post One in class.

Tu 22 Feb. *Titus Andronicus*

Th 24 Feb. *Titus Andronicus*

Tu 1 Mar. *Titus Andronicus*

Th 3 Mar. *Titus Andronicus* . Post 2 due, 11:59 pm.

Tu 8 Mar 1 *Henry 6*

Th 10 Mar. 1 *Henry 6*

Tu 15 Mar 1 *Henry 6*

Th 17 Mar 1 *Henry 6* Post 3 Due, 11:59 pm

Tu 22 Mar SPRING BREAK

Th 24 Mar SPRING BREAK

Tu 29 Mar *Cymbeline* Acts 1-3

Th 31 Mar *Cymbeline* Acts 4-5

Tu 5 Apr *Cymbeline*

Th 7 Apr *Cymbeline* Post 4 due, 11:59 pm

Tu 12 Apr *Pericles*

Th 14 Apr *Pericles*

Tu 19 Apr *Pericles*

Th 21 Apr *Pericles*. Post 5 due, 11:59 pm

Tu 26 Apr *The Tempest*

Th 28 Apr *The Tempest*

Tu 3 May *The Tempest*

Th 5 May *The Tempest*. Post 6 due, 11:59 pm

Tu 10 May Synthesis & Reporting Round Two; Poster drafts

Th 12 May Synthesis & Reporting Round Two: Poster Presentation

Tu 17 May Exam Review; Synthesis & Conclusions

Tu 24 May Final Project Due

Draft dated 9 January 2022

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Requirements and Grades

Grades will be based on:

- Final Project: research paper in the form of a contribution to an on-line reader's guide (includes research proposal, research report, "poster" presentation of preliminary findings, bibliography, and 7-10 pp research paper or the equivalent, 20% in sum)
- Final Synthesis and Commonplace Book (10%).
- Mini Projects: Recitation, Special Collections Activity, Archive Review (10% in sum)
- Participation (discussion and in-class assignments, 20% in sum)
- Postings: 5. 1-2 pp or 250-500 words apiece. (25% in sum)
- Postings, revised and posted to shared space (5% in sum)
- Quizzes (10% in sum)

Additional information about these assignments is included in this document, below, and is available on Blackboard.

All course-related policies follow University of Maryland guidelines, available here:
<http://www.ugst.umd.edu/courserelatedpolicies.html>

Course preparation outside of class should average two to three hours of study for every hour in class. Regular attendance and participation in class are the best ways to grapple with the readings under consideration in this course.

If you are having trouble with the course materials or the workload, talk with me or send email as soon as you recognize the problem. If an assignment overwhelms you, we need to develop a plan of action together. Submitting other people's efforts as your own will submarine you, both in the short and the long term. Avoidance will cause different sorts of complications for you. It is my job to help you with academic issues or concerns; I can also direct you to myriad resources on campus.

If you experience issues or have suggestions related to diversity and inclusion in this course or your other English courses or as part of the English department community, please contact the Chair of our CAARES Committee (Committee of Anti-Racism, Accessibility, Respect, Equity and Social Justice) at englishcaares@umd.edu. Please recommend ways to improve the effectiveness of the course for you or other students or student groups.

I strive to create a community of care and respect for one another in this classroom. Part of that climate includes masking. Wearing a mask indoors is required for everyone, regardless of vaccination status. Face coverings over the nose and mouth are required while you are indoors at all times. There are no exceptions. Students not wearing a mask will be given a warning and asked to wear one or will be asked to leave the classroom immediately. Students who have additional issues with the mask expectation after a first warning will be referred to the Office of Student Conduct for failure to comply with a directive of University officials.

Additional Assignment Information [see Blackboard for more complete details]

[Papers, Posts, Projects & Reports](#) | [Evaluation Criteria](#) | [Quizzes](#) | [Readings](#) | [Recitation](#) | [Report](#) | [Study Questions](#) | [Final Project](#) | Final Exam

Papers, Posts, Projects, and Reports: Unless otherwise indicated, typed, double-spaced, with 1" margins, in a "standard" 12-point font (Arial, Calibri, Cambria, Helvetica, Times, or the like). Number the pages. Include the title on the first page. Your name should not appear in the file name, the body text, or as part of the page header.

Evaluation Criteria for most written work is described more fully in rubrics in ELMS, but essentially consists of:

- Thesis and exigence: 20%
- Proof: 20%
- Analysis: 20%
- Argument and organization: 20%
- Stylistics: 20%

Postings: 250-500 word reports on topics as assigned, due as part of the units throughout the semester. These should be your own work, but they may emerge from discussions with others as you research together. They will link to archives or resources you explore in class. These are short, and they need to be very focused, so you will need to offer your thesis at the outset, one concrete example from whatever your proof text or resource is, and analysis that clarifies how and why you want us to read these materials

as you do. These are due in Blackboard; you may link to your previous work or the work of others, especially if you generated the ideas or analysis in conversation with your classmates. Additional prompts will be available in Blackboard for individual postings.

Quizzes: Will happen at the beginning of class each time we have reading assigned, and will happen at the end of class on other days. Will primarily be drawn from study questions available online, although will also include text identification, explication exercises, and a quick question to help synthesize work in class. With the study questions and your reading more generally, you may decide to generate a reading “notebook.” It may be a password-protected blog, a Word or Google document, or a more traditional written notebook or commonplace book. You are welcome to use these notes in the quizzes.

Readings: Complete assigned readings before the class day for which the quiz is listed. You are responsible for the whole text on the first day and may need to re-read. Study questions will be available on Blackboard.

Recitations. During your recitation appointment, you will set up a ZOOM appointment to recite 14 lines (or the equivalent) of a portion of a Shakespeare text of your choosing. You may select something we are reading in class, but you need not. If you want to learn a sonnet, for example, that would fulfill this assignment. You will need to be able to interpret the text as well as recite it, and I will ask why you’ve chosen the text with which you are working. You may also use this appointment to discuss reading strategies or other concerns. These are due by 18 February at 1:00 pm. [Make an appointment.](#)

Report. You will select an introduction or essay for which you need to provide a synopsis. Your goal is to help those not reading the book know what’s in it and what might be useful for our collective understanding of this set of archives and eighteenth-century materials. You especially will assess such components as its key argument(s), its critical framework(s), and the key texts with which it engages.

Study Questions will be available on Blackboard. They may consist of simple identifications, ask you to identify key characters, define terms, assess themes. They may provide questions that will help you craft your postings or connect your readings across the course. You may decide to generate a reading notebook with your response to these questions and with your own notes on the text. You may use a printed version of notes for quizzes, but you may not access the internet for quizzes or tests, so if you record them online, you will want to print them to use in class.

Final Project. Research paper (or the equivalent) exploring one aspect of literary sustainability as defined in the class. Final version, equivalent to 5-7 pp. of formal writing or 1250-1750 words excluding works cited. Includes research conversation, research exercise, “poster” presentation of preliminary findings, bibliography, and 5-7 pp research paper or the equivalent, 20% in sum

Learning Goals: For the topic you choose, you will need to:

Identify genre | Attend to form | Consider meaning | Analyze style and language | Assess aspects of historical significance | Scrutinize the text’s strategies of representation | Explicate perspective or perspectives operating within the text

For this final project, you will also need to:

Conduct research | Identify productive and legitimate sources | Show effective use of research tools | Distinguish your own argument from those made by other scholars | Engage primary sources with critical understanding

Here, you will offer a sustained argument about the text and its relationship to the themes we have identified together over the course of the semester. You will need to grapple with primary sources. You might build upon discoveries you've made in earlier papers, or you might broaden your scope or head in another direction entirely.