

San José State University
Department of English and Comparative Literature
ENGL 144: Shakespeare I / Spring 2020

Course and Contact Information

Instructor:	Dr. José Juan Villagrana
Office Location:	FOB 108
Email:	jose.villagrana@sjsu.edu
Office Hours:	Thursdays 1:00pm – 3:00pm, and by appointment; in person or via Zoom
Class Days/Time:	Tuesday, Thursday 9am – 10:15am
Classroom:	Sweeney Hall 411
Prerequisites:	Upper-division standing

Course Format

Lecture/Discussion

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://one.sjsu.edu) on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> to learn of any updates.

Course Description

This course examines how Shakespeare's works form and channel early modern racial and supremacist ideologies. Topics include anti-blackness, geohumoralism, colonialism, blood lineage, pedigree, religious confession, and embodied difference.

Course Goals

Students will learn how the elements of figurative language and literary fiction interact with central religious, political, and artistic concerns. Students will write essays of literary analysis by quoting textual evidence, making informed inferences about the evidence, and placing the discussion within the appropriate context of the literary piece and its conventions.

Program Learning Outcomes (PLOs) for English and Comparative Literature

Upon successful completion of this course, students will be able to:

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, and/or rhetoric.

2. Show familiarity with major literary works, genres, periods, and critical approaches to British literature.
3. Write clearly, effectively, and creatively.
4. Develop and carry out research projects.
5. Articulate the relations among culture, history, and texts.

This course serves the department's Student Learning Objectives 1 and 2 (LO1 and LO2) by introducing you to a variety of literary forms. You will read poetry, drama, speeches, travel literature, and narrative fiction.

Students are asked to write three essays for this course (a total of at least 3,000 words) including one research assignment; this clearly serves Learning Objectives 3 and 4 (LO3 and LO4). Assessment of student success in LO3 and LO4 will be measured by their grades on these essays.

Students are asked to come to class prepared to talk about the material they read, and my lectures aim to help students to realize the relations among culture, history, and the texts we read. The ability to articulate the relationships listed in Learning Objective 5 (LO5) is measured by the students' participation in the course.

This course is designated a four-unit course because it requires additional student work beyond the three-unit threshold. In addition to reading six plays from the late-Tudor era, students will read primary sources weekly. Students will compose reading responses (1,500 words) to scaffold their approach to writing three essays of literary analysis (3,600 words).

Required Texts/Readings

Textbook

Thomas Kyd, *The Spanish Tragedy*, ed. Patrick McHenry (Peterborough, ON: Broadview, 2016): 978-1554812059

NOTE: All of the Shakespeare plays will be freely available as PDFs on Canvas.

Other Readings and Media

Additional required readings are marked with an asterisk (*) in the schedule of reading below. These will be made available on Canvas. Film and television will be screened in class by the instructor.

Other technology requirements / equipment / material

MLA Guidelines available here: <https://owl.english.purdue.edu/owl/resource/747/01/>.

Oxford English Dictionary: https://sjsu-primis.hosted.exlibrisgroup.com/permalink/f/1cue0e3/01CAL5_ALMA71453827180002901.

Course Requirements and Assignments

Participation: Students are expected to discuss significant features of the works, providing specific textual evidence sourced from the works. The participation grade includes class preparation (bring your book, read your book, and engage with colleagues).

Essays: Essays 1 and 2 (each 1,500 words) are formal argumentative essays of literary analysis.

In order to maximize learning and uphold the highest standards of academic inquiry, students should avoid consulting online digests, “study guides,” “analyses,” or other materials of the sort. Upon request, the instructor will provide you with reputable sources to help you understand and complete the reading.

Midterm: The midterm is a take-home exam consisting of short answer questions and essay questions.

Transcription and Edition: Students shall transcribe an early English book and collate it into a digital publication.

Late papers: Late work is subject to a one full letter grade reduction for each day it is late. Please contact me directly to discuss any documented emergency circumstances.

The [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), *Course Syllabi* (<http://www.sjsu.edu/senate/docs/S16-9.pdf>) requires the following language to be included in the syllabus:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

The exam will encompass identification of passages; the careful, critical analysis of the passages’ rhetorical figures and figurative concepts discussed within the context of the work; and a short essay responding to a question about literary history and the medieval and/or early modern cultural context.

Grading Information

Please see the Rubric for Argumentative Literary Analysis Essays available on Canvas to review expectations for graded essays.

All written work will be evaluated on the basis of a sustained argument based on (1) its demonstrated reading comprehension of the literary works, (2) the use of textual evidence, (3) the appropriate inference and contextualization of the textual evidence, (4) and its clarity of exposition.

Determination of Grades

Grading Breakdown:

Class Participation (discussion and in-class exercises):	15%
Essay 1:	15%
Essay 2:	15%
Midterm	15%
Final Exam	20%
Transcription and Edition	20%

All of the assignments above must be completed to a satisfactory level to earn a passing grade in the course.

Each graded component shall receive a score as a percentage which corresponds to the letter grade below.

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

Classroom Protocol

The classroom environment is best served by collegial, supportive, and considerate interactions.

Please complete the assigned reading carefully and thoroughly by the time you arrive in class.

Bring your textbook and any supplemental materials to class on the assigned day.

Regular attendance and active participation are encouraged.

Electronic devices including, but not limited to, cellphones, tablets, laptop computers, and e-readers must be stowed away before class begins, with any disruptive visual, audible, or haptic functions disabled, unless otherwise directed by the instructor.

University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>.

English 144 / Shakespeare I, Spring 2020, Course Schedule

The following schedule is subject to change with fair and advance notice through a Canvas Announcement. Additional required readings are available on Canvas. Please read the assigned reading corresponding to its number before arriving to class.

Course Schedule

Date	Topics, Readings, Assignments, Deadlines
R 1/23	Introductions
T 1/28	<i>Romeo and Juliet</i> , Humors Worksheet
R 1/30	<i>Romeo and Juliet</i>
T 2/4	<i>Romeo and Juliet</i>
R 2/6	<i>Romeo and Juliet</i>
T 2/11	<i>Titus Andronicus</i> , Readings 1 and 2
R 2/13	<i>Titus Andronicus</i>
T 2/18	Essay 1 due <i>Titus Andronicus</i>
R 2/20	<i>Titus Andronicus</i> , Reading 9
T 2/25	Midterm
R 2/27	<i>The Spanish Tragedy</i> , Reading 4
T 3/3	<i>The Spanish Tragedy</i>
R 3/5	<i>The Spanish Tragedy</i>
T 3/10	Transcription due <i>The Spanish Tragedy</i>
R 3/12	<i>Merchant of Venice</i> , Reading 3 and Reading 5
T 3/17	<i>Merchant of Venice</i>
R 3/19	<i>Merchant of Venice</i>
T 3/24	<i>Merchant of Venice</i>
R 3/26	<i>The Tempest</i> , Reading 7
T 4/7	<i>The Tempest</i> , Reading 11
R 4/9	<i>The Tempest</i>
T 4/14	<i>The Tempest</i>
R 4/16	<i>Othello</i> , Reading 8 and Reading 10
T 4/21	Essay 2 due <i>Othello</i>

Date	Topics, Readings, Assignments, Deadlines
R 4/23	<i>Othello</i>
T 4/28	<i>Othello</i>
R 4/30	Editing project
T 5/5	Editing project
R 5/7	Final edition due Editing project
Final Exam, Tuesday, May 19, 0715-0930	