

Georgia College & State University
Core Curriculum Area C2 Course Approval Form

Title of Section: Shakespeare

Name & Department (of proposing faculty member): Alex Blazer, English & Rhetoric

Proposed Effective Date: Fall, 2018
Semester Year

If this is an existing course, please list the course prefix, number and title ENGL 2150 Shakespeare

Please answer these questions and attach the syllabus (see below) concerning the Area C2 Course (Fine Arts) that you are proposing.

Area C2 Learning Outcomes (required for all area C2 courses): *Students will be able to explain how texts and works of art in the humanities address human experiences*

1) Please explain how your course will
require students to explain how texts and works of art in the humanities address human experiences.

Through a study of Shakespeare's poetry and dramatic modes (History, Tragedy, Comedy, the Problem Plays, the Roman Plays, the Late Romances), the course examines the human experience historically in terms of Elizabethan culture and world view as well as contemporaneously in terms of the enduring questions regarding ethics, love, politics, parenting, etc. foregrounded in Shakespeare's art.

Course Description *Please provide a brief paragraph to serve as a course description in the catalog.*

From the current catalog description: An introductory survey of Shakespearean drama, with some attention to the poetry. Consideration of major genres, issues, themes, and historical and theatrical context.

Main Topics to be Covered:

From the approved Academic Profile:

The course is designed to introduce students to the unique richness of Shakespeare's art and to enable them to read Shakespeare's verse properly and understand his language. Topics will include:

- * The intellectual and historical background to Shakespeare's work;
- * The Elizabethan worldview;
- * The development of Elizabethan drama;
- * Biographical details, Shakespeare's artistic development, and questions of authorship;
- * Elizabethan stage conventions;
- * Shakespeare's text, sources, and methods of publication;
- * Shakespeare's language and imagery;
- * Shakespeare's dramatic modes (History, Tragedy, Comedy, the Problem plays, the Roman plays, the Late Romances)
- * A detailed study of at least ONE representative play from each mode;
- * A representative sample of Shakespeare's poetry.

List Other Relevant Information: This course is already approved. We are asking that it be included in the core. Area C2 Fine Arts already has two courses that include content that is taught in ENGL classes: IDST 2315 America's Diverse Cultural Heritage and THEA 1105 Theatrical Heritage. Some artists and academics limit fine art to the visual medium, i.e., the visual arts like painting and sculpture. However, other artists and academics define the fine arts historically and philosophically to include music and poetry and theatre; Area C2 contains two music courses, a theatre course, and a course that surveys literature, visual art, and music.

Submit a syllabus (at least a partial - 2 page syllabus) **Note:** This may be a tentative, shorter, planning syllabus and should include planned assigned readings, assignments, grading criteria, and a general calendar (e.g. Week 1, Read & Discuss 2 stories x, y)

Section to taught by: Jennifer Flaherty, Eustace Palmer (*printed name, may list additional names of qualified faculty*)

Signature of Submitting Faculty Member: Alex Blazer, 11/28/2017
Faculty Member

Date

Recommendations (First 2 Signatures Required Before Submitting to SoCC)*

Recommend Not Recommend

Department Chair**

2/22/2018

Date

Recommend Not Recommend

College Dean

3/5/18

Date

Recommend Not Recommend

Chair, Sub-Committee on the Core Curriculum

5/8/18

Date

Acknowledged
Recommend

Chair, Curriculum & Assessment Policy Committee

5/9/18

Date

Recommend Not Recommend

Provost

5/10/18

Date

* A "Not Recommend" recommendation should include a brief explanation of the reviewer's reason(s) for the decision.

** By signing/recommending, the Department Chair certifies that this faculty member has SACS qualifications to teach this section



Shakespeare



ENGL 2150
M/W 3:30-4:45
Arts & Sciences 345

Dr. Jennifer Flaherty
Email: jennifer.flaherty@gcsu.edu
Office Phone: (478) 445-3180
Office Hours (at A & S 322):
M/W: 11:00-3:00
And by appointment

Grade Breakdown:
20% Participation
10% Paper #1
20% Paper #2
20% Paper #3
15% Performance Project
15% Final Exam

Course Description

As a general introduction to Shakespeare, this course will emphasize analyzing and appreciating Shakespeare's texts in their "infinite variety." Rather than focusing on a specific genre, we will read comedy, tragedy, romance, and history. The texts we will read range from the beginning of Shakespeare's career to some of his final plays. Our class discussions will balance close readings of the text with social context and performance issues from the Elizabethan and Jacobean periods to today.

The plays we will read have been grouped into thematic units. Our first unit focuses on the theme of achieving and holding onto power, and we will read *Henry IV (Part 1)* and *Macbeth*. Our second unit will examine the theme of gender, and we will read *Twelfth Night* and *Measure for Measure*. Our final unit will emphasize the themes of nature and magic, and we will read *A Midsummer Night's Dream* and *The Tempest*. Think of these themes as a starting point for discussion—a way to find connections between the plays across genres or time periods.

Course Objectives

- To read and discuss a variety of texts by William Shakespeare.
- To become familiar with Shakespeare's language, using close reading to support your interpretations of the text.
- To explore the historical context of Shakespeare's plays and their creative legacies.
- To appreciate and interpret the texts in performance.

Text and Readings

The Norton Shakespeare: Essential Plays and Sonnets

ISBN: 978-0-393-93313-0

Publisher: W. W. Norton & Company; Second Edition (December 19, 2008)

You will be required to bring the text to class each day. I know it is heavy and inconvenient, but we will be referencing and re-reading the text in class. I might also give you occasional handouts from secondary sources to supplement the plays and poems that we will be reading in class. These additional readings will be short, and I will let you know in class and by email if there is something else that you need to read.

Assignments

You will be writing three papers in this class (3 pages, 5 pages, 5 pages). These papers are due by the beginning of class (whether you are present that day or not). I will accept hard copies of papers in class, but I prefer electronic copies. You will also have the option of turning in a longer second paper for the opportunity to skip the third paper. At some point during the semester, you will develop a performance project using a scene from a play (and you will write a short paper explaining your performance). You will also have a final exam. Prior to mid-semester, you will receive feedback on your academic performance in this course.

Draft Workshops

For each of the papers you write in this class, you will need to complete a corresponding online draft workshop. I have found that participating in draft workshops helps students to strengthen the quality of their papers and avoid late work, so the workshops will be required and offer opportunities for extra credit. Although the online format works well for draft workshops, I understand that it is not always possible to access internet off-campus. If this is a problem for you, please see me at least two days before the draft deadline; I will give you a chance to receive full credit for the workshop.

Participation

Your participation in this course is crucial, and it represents a significant portion of your class grade. I expect you to read the texts and show up to class each day prepared to talk about the texts, complete short writing assignments on topics related to the texts, and ask informed questions. Any short assignments (homework, in-class writings, quizzes, etc.) will be factored into your participation grade. This grade will also evaluate your contributions to class discussions and group activities. That doesn't mean you need to be an expert on the texts; asking good questions is just as important as making informed comments.

Attendance

Because your participation in this class is important, your attendance matters. I understand that illness or emergencies will sometimes prevent you from coming to class. If you must miss class, it is your responsibility to find out about any in-class assignments that you missed while you were out. These assignments affect your participation grade, and you must complete a make-up if you want credit for the work. Five or more absences will affect your participation grade because you will have missed the chance to contribute to class discussions by asking questions or demonstrating your knowledge of the texts.

Religious Observance Policy

Students are permitted to miss class in observance of religious holidays and other activities observed by a religious group of which the student is a member without academic penalty. Exercising of one's rights under this policy is subject to the GC Honor Code. Students who miss class in observance of a religious holiday or event are required to make up the coursework missed as a result from the absence. The nature of the make-up assignments and the deadline for completion of such assignments are at the sole discretion of the instructor. Failure to follow the prescribed procedures voids all student rights under this policy.

Assistance for Student Needs Related to Disability

If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility. Disability Services, a unit of the GCSU Office of Institutional Equity and Diversity, can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements. For requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445-4233.

Student Opinion Surveys

Given the technological sophistication of Georgia College students, the student opinion survey is being delivered through an online process. Your constructive feedback plays an indispensable role in shaping quality education at Georgia College. All responses are completely confidential and your name is not stored with your responses in any way. In addition, instructors will not see any results of the opinion survey until after final grades are submitted to the University. The online opinion survey is distributed to students near the end of the semester. Your participation in this very important process is greatly appreciated.

Academic Honesty

The integrity of students and their written and oral work is a critical component of the academic process. The submission of another's work as one's own is plagiarism and will be dealt with using the procedures outlined in the GC Catalog. Remember that allowing another student to copy one's own work violates standards of academic integrity.

Fire Drills

Fire drills will be conducted annually. In the event of a fire alarm, students will exit the building in a quick and orderly manner through the nearest hallway exit. Learn the floor plan and exits of the building. Do not use elevators. If you encounter heavy smoke, crawl on the floor so as to gain fresh air. Assist disabled persons and others if possible without endangering your own life. Assemble for a head count on the front lawn of main campus or other designated assembly area.

Course Calendar

(subject to change)

M	8/21	Introductions
W	8/23	<i>Henry IV, Part 1</i> (Act 1)
M	8/28	<i>Henry IV, Part 1</i> (Act 2)
W	8/30	<i>Henry IV, Part 1</i> (Act 3)
M	9/4	NO CLASS
W	9/6	<i>Henry IV, Part 1</i> (Act 4)
M	9/11	Hurricane
W	9/13	Hurricane
M	9/18	<i>Henry IV, Part 1</i> (Act 5) **Paper 1 due**
W	9/20	<i>Macbeth</i> (Act 1)
M	9/25	<i>Macbeth</i> (Act 1)
W	9/27	<i>Macbeth</i> (Act 2)
M	10/2	<i>Macbeth</i> (Act 3)
W	10/4	<i>Macbeth</i> (Act 4)
M	10/9	NO CLASS
W	10/11	<i>Macbeth</i> (Act 5)
M	10/16	<i>Twelfth Night</i> (Act 1)
W	10/18	<i>Twelfth Night</i> (Act 2)
M	10/23	<i>Twelfth Night</i> (Act 3)
W	10/25	<i>Twelfth Night</i> (Act 4)
M	10/30	<i>Twelfth Night</i> (Act 5)
W	11/1	<i>A Midsummer Night's Dream</i> (Act 1) **Paper 2 due**
M	11/6	<i>A Midsummer Night's Dream</i> (Act 2)
W	11/8	<i>A Midsummer Night's Dream</i> (Act 3)
M	11/13	<i>A Midsummer Night's Dream</i> (Act 4)
W	11/15	<i>A Midsummer Night's Dream</i> (Act 5)
M	11/20	<i>The Tempest</i> (Act 1)
W	11/22	NO CLASS
M	11/27	<i>The Tempest</i> (Act 2)
W	11/29	<i>The Tempest</i> (Act 3)
M	12/4	<i>The Tempest</i> (Act 4)
W	12/6	<i>The Tempest</i> (Act 5) **Paper 3 due**
M	12/11	Final exam review
R	12/14	Final exam: 3:30 pm-5:45 pm in our classroom



MEMORANDUM

To: Dr. Mary Magoulick, Chair, Subcommittee on the Core Curriculum
From: Dr. Beauty Bragg, Chair, Department of English & Rhetoric
Prepared by: Dr. Alex Blazer, Literature Coordinator, Department of English & Rhetoric
Date: 28 November 2017
Subject: Area C Courses

Proposal

The Literature Program of the Department of English & Rhetoric proposes to include ENGL 2130, American Literature, in area C1 of the core curricula and ENGL 2150, Introduction to Shakespeare, in area C2.

Rationale

These lower-division literature courses are often included in the core or general education curricula of other institutions in the USG and elsewhere. In fact, many USG campuses specifically require students to take a literature class, reserving an area of the core for a literature requirement.

English 2130 has topics, goals, and outcomes which coincide with the Area C outcomes: "Students will be able to explain how texts and works of art in the humanities address human experiences. Students will be able to evaluate multiple perspectives on ethical issues." Offering this course in the core will expand the offerings in this and help relieve the pressure for seats to accommodate students in this area by adding up to two additional sections in this area.

English 2150 Introduction to Shakespeare, is also aligned with the principles guiding area C, especially to ensure that "Students will be able to explain how works of art in the humanities address human experiences." In addition to introducing thematic questions related to human experiences, this course allows students to consider questions specifically related to historical and contemporary theatrical practice, so it is particularly well-suited to the Fine Arts area.

Including these lower-division courses in GCSU's core curriculum will, simultaneously, give students more opportunities for literature exposure in the core curriculum (an important liberal arts tenet) and, in the case of American Literature, ease some of the pressure to provide an adequate number of seats in Area C1.

Attachments: Area C Course Approval Forms and Syllabi – ENGL 2130 and ENGL 2150,