Purdue University Northwest
Department of English
English 543: Shakespeare in Critical Context
Shakespeare's Woman Project
Summer 2021: 6/14/21 - 8/6/21

Instructor: Paul Hecht
Email: phecht@pnw.edu
Office Hours: By appointment
Zoom Personal Meeting Room:
https://purdue-edu.zoom.us/j/9353842080
Brief instructor bio
Paul Hecht has been a faculty member at Purdue Northwest since 2006. Since 2018 he has been Associate Professor and Interim Chair of the Department of English. He holds a PhD in Language and Literature from Cornell University, as well as a Master's of Fine Arts in Poetry Writing and an MA, also from Cornell. He grew up in Rhode Island and received a BA in English from Amherst College in Massachusetts. Hecht's teaching and scholarly career has moved between poetry and theatre of the English Renaissance. He has published on the poets Edmund Spenser and Mary Wroth, co-edited a collection of essays on Spenser, and has just completed a book manuscript that is a biography of a fictional character, Rosalind, across works by three sixteenth-century authors: Edmund Spenser, Thomas Lodge, and Shakespeare. In addition to teaching undergraduate and graduate courses on Shakespeare at PNW, and directing annual student plays for over 10 years, Hecht has taught several seminars on Shakespeare for area high school teachers at Chicago's Newberry Library, and published a digital collection for the classroom there. This course is based on that work.

Department of English:
Administrative Assistant: Angie Prinz (aprinz@pnw.edu)
Office**:** CLO 217
Phone: 219-989-2645
Web: https://academics.pnw.edu/english/

<u>**Required Texts and Materials:**</u>
A complete works of Shakespeare edition, or individual editions with notes.

- A safe place (cloud, flash drive) for storing your own work
- Regular access to **Brightspace (D2L)** to retrieve materials and complete work
- **Frequent access to a computer with MS Office 2013 or later**. You must submit files in .doc, .docx, or .pdf formats in order to receive credit and feedback.

Course Description:

"Shakespeare's Woman Project" combines an introduction to Shakespeare, feminism, and queer theory with a more general introduction to the context of Elizabethan and Jacobean theatre and literary culture, and a hypothesis that, taken together, Shakespeare's female characters chart a specific path of thought and development that is not limited to development of thought about women. This eight-week course focuses on one play each week.

June 14	*Titus Andronicus*
June 21	*The Comedy of Errors*
June 28	*A Midsummer Night's Dream*
July 5	*The Merchant of Venice*
July 12	*As You Like It*
July 19	*Hamlet*
July 26	*King Lear*
Aug 2	*The Winter's Tale*

We will also examine excerpts from other plays including *Othello*, *Romeo and Juliet*, and several history plays and Roman plays, as well as Shakespeare's sonnets.

A note on Distance Learning courses:

This course is delivered fully online. You will need to log in to our course site regularly, 3-4 times each week, to participate in course discussions and respond to your classmates when necessary. Assignments need to be submitted on time. Your engagement in the course determines not only your grade, but what you will take from the course. Please plan your time appropriately.

Each week, your instructor will hold a synchronous class meeting using the university's Zoom program. If you are unable to attend this meeting "in-person," you are asked to view the video of our real-time class meeting.

Course netiquette:

You are expected to participate in course discussions with the same decency and respect that you would use in a classroom environment. While you are welcome to question your classmates and provide contrasting opinions, you should do so by using appropriate rhetorical devices for effective argumentation that we are learning in our course.

In addition, all assignments for this course should be written using complete words and sentences, unless your instructor requests you do otherwise.

Major projects

Beyond this, you are asked to complete two projects by the end of the course (August 5, 2021):
1) A brief seminar paper of about 10 pages, double-spaced (~3000 words) taking on a major question from the course and integrating secondary sources, **or**, a Medium piece integrating audio-visual material, **or**, a website in support of teaching a play or scene.

2) A "micro teach," in which you develop a new approach to teaching one of Shakespeare's plays, or a scene or act from one of those plays, presented to the class. Please do not present an approach that you already use, no matter how successful—the point is to give you a space to innovate about your Shakespeare teaching. More information will be provided on the logistics of how to accomplish this electronically.

Both of these projects will be developed in stages through the course. The final version of each will be submitted electronically.

Learning Objectives (at a glance)
Upon completing this course, students will demonstrate
- knowledge of some important sources and contexts for Shakespeare's work
- knowledge of a number of Shakespeare's major female roles, and feminist and queer scholarship on Shakespeare
- experience working across the major genres of Shakespeare's plays (comedy, history, tragedy, romance)
- experience analyzing Shakespeare's works and working with inter-texts and scholarship
- experience preparing innovative approaches to teaching Shakespeare

Grades:
Weekly work:
- o Discussion boards, and brief assignments 50%

Course projects:
- o Seminar paper 25%
- o Micro-Teach 25%

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COURSE POLICIES AND PROCEDURES
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Attendance:
In a Distance Learning course, attendance is considered to be the satisfactory completion of assignments on time. If you fail to complete your assignments on time, you will lose points. This will ultimately affect your grade. Remember that you should expect to log in to Brightspace regularly, 3-4 times each week, to successfully complete this course.

Late Assignments:
If you feel that you are running behind completing an assignment, you should consult with your instructor. If an assignment is not turned in by or on the due date and time, it is late. **Late assignments will receive no more than half credit and will not receive feedback.**

The final assignment(s) due date(s) depend on the internal clock of the course, and there may or may not be time for revision.

Extensions: Extensions will be granted in extenuating circumstances only, and only when it is evident the student has been keeping up and doing his/her own work all along.

Incomplete Assignments:
Assignments that do not meet the requirements stated in the prompts or schedule are considered Incomplete and may not be counted for credit**.**

> **Application of Incomplete policy:** an assignment that does not have all the required components and/or does not meet the minimum requirements is considered Incomplete and will receive a score of zero**.** A revision will be accepted, but that revision will be subject to a grade deduction penalty.

The Writing Center:
The Writing Center assists students with their writing in **all** classes by providing tutors who are trained to be fluent readers and responders to student writing. Tutors can assist students through **any stage in the writing process**, from annotating or summarizing a reading through determining what topic to write about to editing the final draft. Remember to bring a copy of the assignment and the writings for the current project, along with textbooks, with you to the Writing Center. The Writing Center on the Hammond campus is located in CLO 265--you may make an appointment by visiting their website and clicking on the preferred campus. You may also elect to have an appointment by "email" if your distance from the campus precludes attending the Writing Center in person.

UNIVERSITY POLICIES AND PROCEDURES

Honor Code[1]

Academic Dishonesty Policy[2]

Classroom Civility Policies [3]

Students with Disabilities:
*"*Students who may need accommodations to address barriers caused by documented disabilities under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act need to register with the Disability Access Center (DAC) to receive accommodations. To request and receive accommodations, students schedule an appointment with the DAC to initiate review and approval of supporting documentation showing their disability, the barriers it causes, and the recommended accommodations. If documentation is approved, the DAC will email a letter to the student's current semester faculty members outlining the accommodations needed to ensure accessibility. Accommodations will be provided from the date the letter originates from the DAC. It is important to register as soon as possible as accommodations are not retroactive. The DAC is located at the Hammond campus in the Student Union & Library

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[1] www.pnw.edu/dean-of-students/honor-code
[2] www.pnw.edu/dean-of-students/purdue-university-northwest-academic-integrity-policy/
[3] www.pnw.edu/dean-of-students/toward-a-model-of-community-civility-student-guide-12006/

Building (SUL) 341 and Westville in the Technology Building (TECH) 101. The DAC can be reached at (219) 989-2455 or emailing: dac@pnw.edu. DAC website[4].

Student Mental Health and Wellbeing:
"Purdue University Northwest is committed to supporting and advancing the mental health and well-being of our PNW students. During the course of their academic careers, students often experience personal challenges that contribute to barriers in learning, such as drug/alcohol problems, strained relationships, chronic worrying, persistent sadness or loss of interest in enjoyable activities, family conflict, grief and loss, domestic violence, difficulty concentrating, problems with organization, procrastination and/or lack of motivation. Students also sometimes come to college with a history of learning difficulties (e.g., any form of special education), experience difficulties succeeding in a particular subject (e.g., math, reading), or have experienced some form of trauma be it emotional or physical (e.g., head injury). These mental health concerns can lead to diminished academic performance and can interfere with daily life activities. If you or someone you know has a history of mental health concerns or if you are unsure and would like a consultation, a variety of confidential services are available. The Counseling Center is located in Gyte 05 in Hammond and TECH 101 in Westville. You can also reach us at (219) 989-2366 or on the Counseling website.[5] National Suicide Prevention Hotline[6] at (800) 273-TALK or on the web..

Non-Discrimination:
Purdue University Northwest prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. Any student who believes they have witnessed or experienced discrimination are encouraged to report the incident to the Office of Equity, Diversity & Inclusion in Lawshe 231, Hammond or call (219) 989-2337 or in Schwarz 25, Westville or call (219) 785-5545. Additional information can be found on the Diversity website.[7]

Emergency Preparedness:
"An information sheet, with instructions for various types of possible emergencies, is posted in each room on campus. These emergencies include criminal activity, severe weather, fire, medical emergencies, and noises sounding like gunshots. Students are strongly encouraged to review this instruction sheet carefully and acquaint themselves with these important guidelines. PNW will hold annual drills to prepare for emergencies such as severe weather, active shooter and fire. It is strongly encouraged that all students participate in these drills in an effort to strengthen our emergency preparedness efforts."

COVID-19 Preparedness:

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[4] www.pnw.edu/dac
[5] www.pnw.edu/counseling/
[6] suicidepreventionlifeline.org
[7] http://www.pnw.edu/diversity

To keep our students, faculty, staff, and community safe, students are required by the University to maintain social distancing and face covering protocols established by the Director of Public Safety. (Face coverings must cover both nose and mouth.) These are required while students are **on campus or participating in University-sponsored activities. These same protocols will be followed in the classroom environment. Because of the importance of these protocols to the safety of the University community, failure and refusal to comply with the protocols will be treated as "obstruction or disruption of a University activity" as defined in the** Code of Conduct**.**

If class is meeting face-to-face, students should utilize available cleaning supplies in the classroom to disinfect their desks, tables, and chairs before class begins. Full cleaning and disinfecting by facilities staff will occur nightly.

As we navigate through this unprecedented time, it may be necessary to move a class that is meeting fact-to-face to a remote course delivery. Depending on circumstances that may arise, students need to be prepared to continue taking a course while switching to a different modality. The University will do its best to communicate such changes with at least a 24 to 48-hour notice.
If you feel any symptoms, please stay at home. You will not be penalized for putting your health and those around you first, rather, such consideration is encouraged and praised.
If you test positive for COVID-19, please contact Colin Fewer, Dean of Students at 219.989.4141 or through email at fewer@pnw.edu**.**

Zoom Etiquette:
Because Zoom meetings will serve as our "virtual classroom space," the same classroom civility policies apply. **When others are speaking, please mute your microphone. We encourage your active engagement in Zoom discussions and request that you use the "hand raise" function to allow the instructor to facilitate a respectful conversation. Please arrive to your Zoom sessions a few minutes early to allow the instructor time to get all members of the course admitted.**

Course Engagement during COVID19:
Student engagement in coursework and class activities is essential for learning and student success. Additionally, to comply with federal mandates related to financial aid, the university is required to track attendance and engagement in course activities. Depending on the delivery format of your course, attendance and engagement in the course may be defined and tracked in different ways. Meaningful engagement in a course may include attending live class sessions (in person or remotely), engaging with learning materials, participating in learning activities, completing assessments, and interacting with classmates and/or the instructor. Logging into the course site in Brightspace alone does not constitute meaningful engagement in a course. You are expected to be actively engaged in the course activities as explained in the course syllabus.