

FALL 2021

SHAKESPEARE

ENGLISH 311

Dr. Sarah
Higinbotham

Oxford College
of Emory University

WHO IS IT THAT CAN

Tell me who I am?

King Lear

For over 400 years, Shakespeare's plays have awed, inspired, and shocked audiences: challenging us to contemplate our identities, the government, romantic love, family conflict, law, and even language itself in new ways. They are works of enormous ambition and profound beauty. The course will approach Shakespeare's drama and poetry through a variety of approaches.

SARAH.HIGINBOTHAM@EMORY.EDU

OFFICE HOURS:
HUMANITIES HALL 203, OR OUTSIDE
TUESDAYS 8 A.M.

COFFEE SHOP: THURSDAYS AT 11:30,
OUTSIDE THE LIBRARY

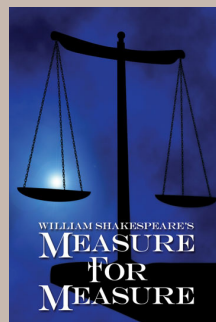
CLASS MEETS
TUTH 2:30 - 3:45
SENEY 310



King Lear



Henry V



Measure for Measure

Links

Canvas

Dr. H website

We Should Disagree

I think most of what I have learned that is of any consequence has come through disagreement and further exploration. I welcome your respectful disagreements with me. If we all interpret the plays we are reading in the same way, we have a problem, because no true thinking will be occurring.

Learn to relish when someone disagrees with you! Disagreements make the classroom environment more interesting, productive, generative, and challenging.

Our classroom is not Plato's Cave.

Please note, though, that the college classroom is a place where ideas are exchanged respectfully. I look forward to an environment where this will occur, but I don't have much tolerance for distracting behavior, such as rudeness, texting, sleeping, or side communications during class. If your participation is disruptive to the classroom discussion, if it creates a hostile, intimidating, or offensive environment, you are subject to removal from the classroom at my discretion.

See [Emory Oxford's Code of Conduct](#)



You may revise any of your projects in this Discovery Seminar.

The ability to **accept and act on criticism** is one of the most valuable abilities you can develop. Can you hear constructive criticism with an open mind, build on lessons learned, and make revisions in response to suggestions?

Then I will assess your revised project a second time.

A revision isn't just a quick fix of the obvious errors, but a **"re-vision,"** or **another look** at your project, in which you address feedback. If you choose to revise, it can only help, not hurt your grade. The revision must be emailed to me within one week and include a cover letter, in which you explain to me what and why you revised what you did.

Classroom Policies

In addition to **respectful, engaged** participation, I have the following (somewhat controversial) classroom policies:

- 1) please come to class with one quote -- taken from the day's reading -- marked and ready to write on the board with your name.
- 2) cell phones on silent and in your bags, and please no laptops unless we are using them, for example during the workshop days (unless you have accommodations)
- 3) **you should ask at least two questions or make two comments in each class. One of those points must be in response to a peer, whom you name**



Important Note on Academic Integrity:

Plagiarism, from the Latin word for "kidnapping," is presenting another person's work as your own.

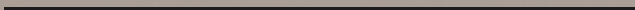
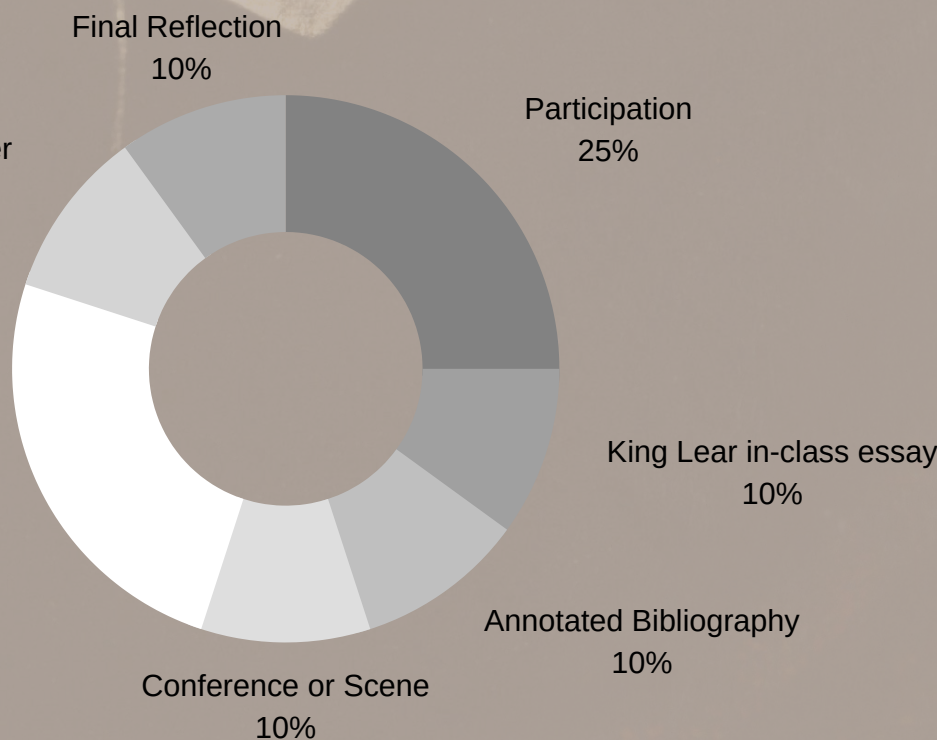
What if speaking during class is extremely uncomfortable for you?

You may write down your comments and/or questions and give them to me at the end of class.

Alternatively, if you are very enthusiastic about speaking in class, please refrain from making more than five comments or asking more than five questions. You may write down what you were not able to say and I will read it after class. I also urge you to come to my "coffee shop" days for extra discussion. This is to keep the entire class equitably participating during the time we have together.

When you use someone else's language, ideas, images, or other original material without fully acknowledging its source, you will be in violation of Emory Oxford's Honor Code. But more importantly, citing your sources is how to foster the full intellectual conversation in which you are participating.

Every assignment will have specific, clear guidelines. While the work itself will be challenging, you should never be confused about what is expected or how it will be evaluated. If you do, please ask questions in class, email, or come see me.





Weekly Schedule

COMPLETE READING BEFORE
YOU COME TO CLASS

Thursday, August 26	Introductions & Orientation... including <i>Lear's</i> first line
Tuesday, August 31	<i>King Lear</i> , act 1
Thursday, September 2	<i>King Lear</i> , act 1 Listen to podcast: <u>The Year of Lear</u> and post in discussion
Tuesday, September 7	<i>King Lear</i> , act 2
Thursday, September 9	<i>King Lear</i> , act 3
Tuesday, September 14	<i>King Lear</i> , act 4
Thursday, September 16	<i>King Lear</i> , act 5
Tuesday, September 21	Paper 1, written in class, <i>King Lear</i> and the critics
Thursday, September 23	Sonnets 1, 3, 15, 18, 20
Tuesday, September 28	Zoom (Dr. H in Utah) Sonnets 73, 116, 130, 138
Thursday, September 30	No Class (Dr. H in Utah)
Tuesday, October 5	<i>Henry V</i> , act 1
Thursday, October 7	<i>Henry V</i> , act 2
Tuesday, October 12	Fall Break
Thursday, October 14	<i>Henry V</i> , act 3
Tuesday, October 19	Library Research -- come with research question
Thursday, October 21	<i>Henry V</i> , acts 4-5
Tuesday, October 26	Bibliography due / Writing in class and peer review
Thursday, October 28	Writing workshop
Tuesday, November 2	Research essay peer review
Thursday, November 4	Research essay due
Tuesday, November 9	<i>Measure for Measure</i> , acts 1 and 2
Thursday, November 11	<i>Measure for Measure</i> , acts 3 and 4
Tuesday, November 16	<i>Measure for Measure</i> , act 5
Thursday, November 18	Reflection on <i>Measure for Measure</i> due
Tuesday, November 30	Conference / Scenes
Thursday, December 2.	Conference / Scenes
Tuesday December 7.	The rest is silence