**USC**Dornsife

Department of English

**ENGL 230 32627 Spring 2023 SHAKESPEARE AND HIS TIMES**

**PROFESSOR T. TOMAINI**

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**LECTURE T/TH 2:00-3:15pm**

**WPH B27**

**Discussion Sections:**

**32628 T 12:00-12:50 SOS B41**

**32629 T 1:00-1:50 WPH 202**

**32630 TH 12:00-12:50 SOS B48**

**32631 TH 1:00-1:50 SOS B47**

**COURSE DESCRIPTION:** In this course we will examine several of Shakespeare’s plays and discuss his sources, motives, and creative process. We will do this via close, methodical readings of the plays in lecture, and we will use film clips to view some key scenes and performances. We will also discuss the culture and business of the Elizabethan/Jacobean theatre, its locations, agendas, patrons, players, and audiences. In addition, we will discuss Shakespeare’s life and legacy—who he was, who he wasn’t, who he became and why, and who he is today. In discussion sections students will engage in deeper analysis and debate about the issues of the plays and the relevance of those issues to today’s audiences.

Our theme for this term is “Heroes, Villains, Angels, and Demons.” It might seem straightforward at first, but Shakespeare creates characters that defy these definitions and blur the boundaries between them. He gives us complex characters that make the audience wonder about how such qualities might be combined in ourselves.

**REQUIRED TEXT AND MATERIALS:** *The Norton Shakespeare*, ed. Greenblatt et. al. ISBN: 978-0-393-26402-9. Two “blue books” for in-class writing: one for the midterm exam, and one for the final exam. Quizzes in discussion sections will require paper and pen.

Film clips will be shown from time to time in lecture to illustrate various scenes and performances. Students will not be required to cite specifics of the films in exams or quizzes, but they may refer generally to the scenes or performances if they choose.

**ESSAYS, EXAMS, AND QUIZZES:**

There will be two short essays, one in each half of the course. Essays are due to your TA and are graded by your TA. **All grades are final. I do not review or change grades given by TAs.** **I do not allow rewrites, revisions, make-ups, or do-overs. No deadline extensions, extra credit, extra assignments, or alternative assignments are permitted unless a student is registered with The Office of Accessibility Services. Any student who misses the final exam cannot pass the course.**

**Late essays will be penalized one full letter grade for each day after the due date.** Exceptions will be made only for documented emergencies or for students registered with The Office of Accessibility Services.

A Style Sheet is on Blackboard for your convenience. It contains tips and refreshers to help you compose your essays.

Essays will be graded on both form and content. **No paper with grammatical or mechanical errors can receive an A.** See Style Sheet for details.

Quizzes will be given in the discussion sections. There will be one quiz per unit. See your TA for details.

Midterm and Final Exams: The exams will include passage identification, short answer, and essay sections. Students will need two blue books, one for each exam. Blue books are available at the Pertusati Bookstore and may or may not actually be blue.

Essays: 2 @ 12.5% each =25%

Midterm Exam 25%

Final Exam 25%

Quizzes (3) 15%

Participation 10%

**ATTENDANCE:** Each TA will take attendance for their section before each lecture. Students are responsible for checking in with their TA to make sure their attendance is recorded. After three (3) **unexcused** absences from either lecture or discussion a student’s grade will be penalized. Determination of excused status is up to the TA for the student’s section, but it is generally described as: **documented** illness or emergency, or **documented** important appointment or engagement (such as a job interview or court date).

**There will be no live Zoom for this course.**

If you become seriously ill or injured, let both me and your TA know as soon as possible so I can get together with your TA to make sure you don’t fall behind. This is especially important if you have to quarantine for health reasons. Keep a copy of your doctors’ notes as well.

If you are on a sports team, in the band, or must leave town for official university business, please let your TA know in advance of the dates you will be absent, provide the necessary documentation, and you will be excused.

Lateness disrupts the course and disturbs the other students, and so it will not be tolerated. If you are late by 10 minutes or more you will be counted absent. If you are consistently late within those ten minutes your grade will be penalized. Attendance grades are tallied separately from assignment grades.

Any student who gets up in the middle of class and leaves for any reason that does not involve an emergency will be counted absent. If you have a pressing appointment or pending family issue just speak to your TA in advance, and you will be allowed to leave early. The same thing goes if you need to come to class very late or step out because of something important. If you are awaiting or must make an important phone call (such as for a job interview/internship, a physician, or other important business, please notify your TA in advance so you can discreetly step out and attend to the call.

**ELECTRONICS POLICY:** No electronic devices (computer, phone, iPad, etc.) will be allowed for notetaking in lecture, unless you have a documented disability that requires it (in which case, please provide your TA with the necessary documentation). There is now much evidence for the argument that manual notetaking (and transcribing notes afterward) helps with information processing and retention in ways computer notetaking does not.

For more information, please see: <http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom>;

<http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop>

<http://www.sciencedirect.com/science/article/pii/S0360131512002254>

<http://pss.sagepub.com/content/early/2014/04/22/0956797614524581.abstract>

**USC COVID-19 POLICY**

**Students are expected to comply with all aspects of USC’s COVID-19 policy (see policy and updates at www.usc.edu). Failure to do so may result in removal from the class and referral to Student Judicial Affairs and Community Standards.**

**Emergency Preparedness/Course Continuity in a Crisis**In case of a declared emergency in which travel to campus is not feasible (such as a Covid lockdown or the mother of all earthquakes), USC executive leadership will announce a resumption of Zoom classes and will update other emergency policies.

**WEEKLY SCHEDULE**

**Introduction**

**Week 1: 1/10-1/12**

T: Shakespeare’s life/Shakespeare’s posthumous legacy.

TH: London 1590-1623 and The Elizabethan/Jacobean Theatre

**Unit One: Good Friends, Bad Influences, and Wild Youth**

**Week 2: 1/17-1/19**

**Film clips from “The Hollow Crown: *Henry IV Part I*,”(2013), starring Tom Hiddleston.**

T: *Henry IV, Part I*

TH: *Henry IV, Part I*

**Week 3: 1/24-1/26**

T: *Henry IV, Part I*

TH: *Henry IV, Part I*

**Week 4: 1/31-2/2**

**Film clips from “The Hollow Crown: *Henry V*,”(2013), starring Tom Hiddleston.**

T: *Henry V*

TH: *Henry V*

**Week 5: 2/7-2/9**

T: *Henry V*

TH: *Henry V*

**QUIZ in discussion sections**

**Unit Two: Ego, Esteem, and Selfhood**

**Week 6: 2/14-2/16**

**Film clips from *Timon of Athens* (2018), starring Joseph Ziegler**

T: *Timon of Athens*

TH: *Timon of Athens*

**Week 7: 2/21-2/23**

T: *Timon of Athens*

TH: *Timon of Athens*

**ESSAY #1 DUE.**

**Week 8: 2/28-3/2**

T: Sonnets (assorted)

TH: **MIDTERM EXAM** (in lecture)

**Week 9: 3/7-3/9**

**Film clips from *Coriolanus* (2011), starring Ralph Fiennes.**

T: *Coriolanus*

TH: *Coriolanus*

**SPRING BREAK. NO CLASSES**

**Week 10: 3/20-2/23**

T: *Coriolanus*

TH: *Coriolanus*

**QUIZ in discussion sections.**

**Unit Three: Harnessing Fears and Binding Spirits**

**Week 11: 3/28-3/30**

**Film clips from *Macbeth* (2018), starring Christopher Eccleston**

T: *Macbeth*

TH: *Macbeth*

**Week 12: 4/4-4/6**

T: *Macbeth*

TH: *Macbeth*

**Week 13: 4/11-4/13**

**Film clips from *A Midsummer Night’s Dream* (2015) Starring Kathryn Hunter**

T: *A Midsummer Night’s Dream*

TH: *A Midsummer Night’s Dream*

**ESSAY #2 DUE.**

**Week 14: 4/18-4/20**

T: *A Midsummer Night’s Dream*

TH: *A Midsummer Night’s Dream*

**Week 15: 4/25-4/27**

T: Sonnets (assorted)

TH: Final exam review.

**QUIZ in discussion sections.**

**FINAL EXAM IS SCHEDULED FOR THURSDAY, MAY 4, 2-4PM.**

**UNIVERSITY STATEMENTS ON DIVERSITY AND DISCRIMINATION, AND ON ACADEMIC CONDUCT; AND LINKS/PHONE NUMBERS FOR SUPPORT SYSTEMS**

**Discrimination and Harassment**

Discrimination, prejudice, racism, assault, harassment, macro/micro aggressions, intimidation, hate speech, hate crimes, sexual and/or gender and sexuality bias, harassment and sexual assault/sexual violence are not tolerated by the university.Students can report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* [https://*dps*.usc.edu/](https://dps.usc.edu/) Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person.The Office of Equity and Diversity (OED)/Title IX compliance – [(213) 740-5086](tel:(213)%20740-5086) works with faculty, staff, visitors, applicants, and students around issues of protected class.

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Diversity at USC – <https://diversity.usc.edu/>

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

Relationship & Sexual Violence Prevention Services (RSVP) - [(213) 740-4900](tel:(213)%20740-4900) - 24/7 on call free and confidential therapy services, workshops, and training for situations related to gender-based harm. [https://engemannshc.usc.edu/](https://engemannshc.usc.edu/rsvp/)

Sexual Assault Resource Center

[sarc@usc.edu](mailto:sarc@usc.edu) Provides 24/7 confidential support, reporting options and other resources.

*The Office of Accessibility Services and Programs*

<https://osas.usc.edu/>

Student Counseling Services (SCS) - [(213) 740-7711](tel:(213)%20740-7711) – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - [1-800-273-8255](tel:(800)%20273-8255)

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [http://www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org/)

Student Support & Advocacy – [(213) 821-4710](tel:(213)%20821-4710)

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international students.

**Academic Conduct and Plagiarism**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. **It is also a crime.** Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

**Definition of Excellence in Teaching**

**USC Department of English**

All writing is creative, and all civic engagement requires a sophisticated understanding of discourse and interpretation. The USC Department of English is committed to the power of the story, the word, and the image. We analyze and organize complex ideas, evaluate qualitative information, anticipate how real audiences respond to language, and study behaviors of complex characters leading uncertain lives with competing values. We develop critical abilities for a successful life, but our stories tell us why life is worth living.

Excellence in teaching is an active engagement with these commitments, perspectives, and values. A student with a major in **English** should graduate with an appreciation for (1) the relations between representation and the human soul, and (2) the relations between words and ideas. Teachers will encourage this appreciation through their knowledge and conveyance of the subject, the appropriateness of instructional materials, and the quality of their students’ responses. We expect our students to:

* understand the major representations in English discourse from earliest beginnings to the current moment; all literatures exist in conversation with earlier literatures;
* organize and interpret evidence;
* feel the experiences of others, both by engaging in literatures and by their own efforts to create new literatures;
* understand how periods, cultural intentions, and literary genres differ;
* grasp the skills and theories of interpretation, and the history of our own discipline;
* see how interpretive interests shift with time and place;
* attend to linguistic details of semantics, phrasing, and structure;
* assume there are reasonable alternative understandings of a text;
* adjudicate differences through reasoned arguments that honestly engage counter-arguments.

Our students will have lives in very different arenas, but all calling for skills in discourse, empathy, civil argument, and civic engagement. We cannot and should not say what those careers will be; we train students for jobs that have not yet been invented.