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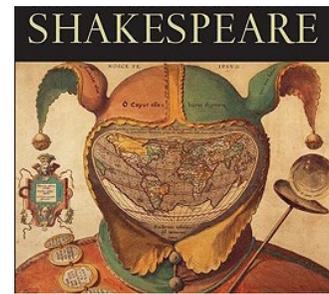


Global Shakespeares

A Global Learning
Discipline-Specific Course

ENL 4324 | Fall 2021 | AC2-210

12:30-1:45 p.m. | Tuesdays & Hybrid



Professor: Vernon Dickson, Ph.D. Phone: 305.919.5852
Office: AC-1 343 Email: vdickson@fiu.edu
Office Hours: 11:30-12:30 p.m. and 2:00-3:00 p.m. Tuesdays, and by appointment (I try to be flexible). You are invited to drop in other times, though be aware I have other commitments.

I love students; I love seeing students learn and succeed. Please use me as a resource and let me know what we can do to best achieve learning and success together.

Note: If you have any special needs or requests, see me immediately—I can rarely help you retroactively, but am happy to provide any assistance needed when notified appropriately.

Global Learning Course

This is a Global Learning Discipline-Specific course that counts toward your Global Learning requirement.

Course Description

William Shakespeare is one of the most recognized writers in the world and his influence continues to grow, including as more cultures around the world engage with, adapt, and appropriate his works.

Global Shakespeares seeks to examine the worldwide roots of Shakespeare's texts today, with a particular (though not exclusive) look at film, since film offers a stable, reproducible, and easily examined medium for repeated study.

Most importantly, this course is designed to help you to better understand and meaningfully engage with—through the lens of Shakespeare's works—the many cultures and countries that continue to enjoy, consume, use, and engage with his texts.

I hope this course can be flexible in meeting your interests. Please let me know early about your interests and I will work to ensure that we cover relevant areas of significance to you, as possible.

Course Learning Goals

Global Shakespeares intends to help you:

- Deepen your understanding of Shakespeare's texts and their place within their historical context as well as within their current diverse cultural and global contexts.
- Increase your skills in critical interpretation and textual reading.
- Improve in your critical analysis of film and visual texts.
- Develop your abilities in conveying textual interpretation using available evidence through writing and presentations.

While I will do all that I can to assist you in obtaining these goals, your investment in reading and analyzing the course texts will finally determine your long-term benefits from this course. With some effort, I assure you this course will greatly increase your abilities to read, analyze, interpret, and convey significant ideas and meanings. I also assure that you can find much you to enjoy within this course.

Course Textbooks

Crowl, Samuel. *Shakespeare and Film: A Norton Guide*. New York: Norton, 2008.

Shakespeare, William. *A Midsummer Night's Dream, Twelfth Night, Hamlet, and The Tempest*. Editions of your choice.

Online resources: <https://globalshakespeares.mit.edu/>

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Global Learning Course Outcomes

Global Shakespeares also intends to help you accomplish the following Global Learning outcomes:

- **Global Awareness**—Demonstrate an understanding of the interrelatedness of approaches to understanding Shakespeare and the many local, global, international, and intercultural issues the study of his texts raise through the close study of a range of adaptations and appropriations of Shakespeare's texts, both printed and in film, from diverse cultural groups worldwide.
- **Global Perspective**—Conduct an analysis of selected intercultural Shakespearean texts in terms of multiple local, global, international, and intercultural perspectives on relevant issues and problems.
- **Global Engagement**—Demonstrate a willingness to apply perspectives gained through studying cultural interpretations of Shakespeare's works as a means or medium to engage with and improve local, global, international, and intercultural issues.

Active Learning Expectations

This course will require your active engagement. I commit to being equally engaged in your learning. You will be involved throughout the course in presentations, small group activities, interactive discussions, peer review, learning-focused film viewings, and multiple writing assignments, each requiring a learning-focused, multiple draft process.

Overview of Graded Course Work

Presentation (100 points)

You will share one multimedia presentation on a scholarly article concerned with an issue in a Shakespearean text, production, or film related to local, global, international, and/or intercultural issues. You are responsible to sign-up for presentation in class and share your work during the appropriate online discussion related to your selection. Your presentation should be 3-5 minutes long and posted to the appropriate discussion board.

Your presentation should include a narrated slides (or equivalent multimedia) with (a) definitions of key terms from the article, (b) summaries and explanations of core arguments and ideas from the article, (c) the relation of the article to our current readings and course material, and (d) your response or reflections on the article in terms of our course learning. A complete assignment sheet is available online in Module 0 of our Canvas site.

Analysis Paper Proposal (20 points; included in Participation points)

Before you write your analysis paper, you need to submit to me (via Canvas) a brief proposal (at least 250-350 words) of what you want to study and research in your paper, so I can approve your core ideas as well as point you in productive directions for your analysis. Instructions are included online.

Analysis Paper (200 points)

The analysis paper (approx. 7-9 pages) in this course asks you to examine two films, each from a distinct cultural background, based on a single Shakespearean play in order to analyze a major theme of the work using the differing perspectives of each film. Your paper must offer a critical reading informed by textual evidence (i.e. use the text and specific examples from the films) as well as appropriate secondary research and citations. I will give you a complete writing assignment in class and discuss this assignment further during class. Please ask me about your ideas before pursuing them too far and *always* feel comfortable bouncing ideas off of me via email or in office hours.

Peer Review (100 points)

The best writing is a product of time and also benefits from outside responses and perspectives. Therefore, we will have one module this semester set aside for reviewing early drafts of the analysis and applications papers. To receive full credit, you must contribute a full paper draft and actively respond to your peers' papers by thoughtful responding to their work, following the online guidelines provided.

Applications Paper (150 points)

The applications paper (5-7 pages) in this course asks you to reflect on your learning throughout this course and to explain the applications of this course to your life. You should reflect on specific changes in behavior

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and thought, ways you have or can engage with issues in new ways, and other specific ways you can apply what you have learned this semester in this course. Your paper should address local, global, international, and intercultural applications.

Attendance (100 points)

I will take role and expect you to always attend class, bringing with you all needed supplies and texts. Note that if you are more than 20 minutes late to class, you will be counted absent. Every absence, for any reason not covered by university standards, will affect your grade. After four absences, I will fail you (give you zero points) in the attendance aspect of your grade. If you are having trouble of any kind, please see me immediately, so we can work something out. I am much nicer when you approach me before a deadline with an issue and much less amenable after the deadline has passed.

Quizzes (25 points each; 100 points total)

These will never be too challenging (though they will also never be a waste of time). They should offer some challenge as well as be a means to gauge your reading depth and attention. I will also often use them to begin classroom discussion and review readings and homework. If you come on time and have done the required reading and other homework these quizzes should be to your benefit. Do the reading consistently and conscientiously and these quizzes should only help you. I will drop your lowest quiz score.

Class Participation (100 points)

To earn full credit for class participation, you need to make positive contributions to our discussions, both in class **and online**. Such contributions should include asking thoughtful questions, offering comments that move a discussion forward, showing respect for other members of the class—even if you disagree with them—and avoiding dominating class discussion time (i.e. please contribute, but do not take up an entire period on just your ideas and comments).

Total Grading Points

Assignment	Points
Attendance	100
Quizzes	100
Participation	100
Presentation	150
Analysis Paper	200
Peer Review	100
Applications Paper	150
Total	900

Grade Breakdown

A	94-100	C+	77-79
A-	90-93	C	74-76
B+	87-89	D	64-73
B	84-86	F	0-64
B-	80-83		

Course Policies and Other Guidelines

Missing Work: If you do not submit work or miss a class quiz, you will receive a zero for that assignment.

Late Work: If any of your papers are late, I will reduce your grade by 10 points each day it is late.

Academic Integrity: All students are expected to abide by FIU's policy on academic integrity. Not doing so could result in failure in the course and other severe penalties.

Labeling Work: Include your name, course prefix and number, date of submission, and a descriptive title:

Horatio Hamletson
English 4324
April 3, 2019
Analysis Essay

Crossing Cultures: Unexpected Lovers in *A Midsummer Night's Dream*

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Course Schedule (changes occasionally may occur; check online for more details)

Module 0: August 24	Course Introduction and Core Concepts In Class: Shakespeare in His Times Shakespeare across Cultures ONLINE: Introduce yourself in Our Class (discussion board)
Module 1a: August 31	<i>A Midsummer Night's Dream</i> Due: Read <i>A Midsummer Night's Dream</i> Online Response In Class: Quiz on <i>A Midsummer Night's Dream</i> ONLINE: Continue Discussion of AMND Read Crowl, Introductory Materials & Chapter 1 (3-20) Online Response
Module 1b: September 7 September 14	<i>A Midsummer Night's Dream</i> across Cultures Due: View course's <i>A Midsummer Night's Dream</i> Online Response In Class: <i>A Midsummer Night's Dream</i> across cultures ONLINE: Continue Discussion of AMND across Cultures Read Crowl, Chapter 6 (101-127) Online Response Due: View your selected <i>A Midsummer Night's Dream</i> Online Response In Class: <i>A Midsummer Night's Dream</i> across cultures ONLINE: Continue Discussion of AMND across Cultures Read Crowl, Chapter 7 (128-144) Online Response
Module 2a: September 21	<i>Twelfth Night</i> Due: Read <i>Twelfth Night</i> Online Response In Class: Quiz on <i>Twelfth Night</i> ONLINE: Continue Discussion of <i>Twelfth Night</i> Read Crowl, Chapter 8 (145-160) Online Response
Module 2b: September 28 October 5	<i>Twelfth Night</i> across Cultures Due: View <i>A Speaker's Progress</i> Online Response In Class: <i>Twelfth Night</i> across cultures ONLINE: Continue Discussion of AMND across Cultures Read Crowl, Chapter 9 (161-178) Online Response Due: View your selected <i>Twelfth Night</i> Online Response In Class: <i>Twelfth Night</i> across cultures ONLINE: Continue Discussion of <i>Twelfth Night</i> across Cultures Read Crowl, Chapter 10 (179-196)
Module 3a: October 12	<i>Hamlet</i> Due: Read <i>Hamlet</i> Online Response Analysis Paper Proposal (post online) In Class: Quiz on <i>Hamlet</i> ONLINE: Continue Discussion of <i>Hamlet</i> Crowl, Chapter 2 (21-40) Online Response
Week 3b: October 19 October 26	<i>Hamlet</i> across Cultures Due: View <i>Legend of the Black Scorpion</i> Online Response In Class: <i>Hamlet</i> across cultures ONLINE: Continue Online Discussion of <i>Hamlet</i> across Cultures Read Crowl, Chapter 3 (41-60) Online Response Due: View your selected <i>Hamlet</i> Online Response In Class: <i>Hamlet</i> across cultures ONLINE: Continue Online Discussion of <i>Hamlet</i> across Cultures

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Module 4: November 2	Peer Review Analysis and Applications Papers Due: Draft of Analysis Paper posted online for Peer Review In Class: Applications ONLINE: Complete Peer Review of Analysis Paper
Module 5a: November 9	<i>The Tempest</i> Due: Read <i>The Tempest</i> Online Response In Class: Quiz on <i>The Tempest</i> ONLINE: Continue Online Discussion of <i>The Tempest</i> Read Crowl, Chapter 4 (61-79) Online Response
Module 5b: November 16	<i>The Tempest</i> across Cultures Due: View your selected <i>Tempest</i> Online Response In Class: <i>The Tempest</i> across cultures ONLINE: Continue Online Discussion of <i>The Tempest</i> across Cultures Read Crowl, Chapter 5 (80-97) Online Response
Module 6: November 23 November 30	Global Shakespeares Applications Analysis Papers Due: Analysis Paper In Class: Engaging with Shakespeare Share your Analysis Paper Summary (250-350 words, in class and posted online) ONLINE: Join the Applications Discussion Board Enjoy <i>Thanksgiving Break</i> Due: Applications Paper Draft (posted online) In Class: What is Global Shakespeare? Applications of Course: Where Do We Go from Here? ONLINE Applications Paper Peer Review
FINAL	Applications Paper Due: Applications Paper (post ONLINE)

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FIU Statement on Covid and course policies

As cases and hospitalizations due to the Delta variant continue to increase in our community, we must unite and take necessary steps to prevent further spread.

1. **Daily and before arriving to campus, complete the P3 app.** If you are not given the green check mark to enter campus, then return home, and contact me by email.
2. **Please check your FIU email account and your Canvas course at least once a day.** Email and Canvas are the best ways for the university, and your professors, to contact you.
3. If you do not feel well, have tested positive for COVID-19, or have been in contact with a person with COVID-19 while not yet being fully vaccinated, ***please do not come to class, immediately complete the P3 app to notify the COVID Response Team or call them at 305-348-1919, and contact me by email as soon as you can. In order to receive an excused absence for P3 failure/COVID-19, you must contact the COVID Response Team at 305-348-1919.*** If you are directed to isolate or quarantine because of COVID-19, your absences will be considered excused. The make-up policies are outlined in this syllabus. [FACULTY INSERT YOUR MAKE-UP POLICY, IF APPLICABLE.]
4. Per recent CDC guidelines, a **vaccinated, asymptomatic** individual exposed to a COVID-19 positive person does not need to isolate or quarantine. Nevertheless, you are strongly encouraged to continue to wear a mask. Furthermore, it is recommended to get tested 5 days after a known exposure. However, if at any time you become symptomatic you need to test immediately. If the test returns positive, you will need to follow the COVID-19 positive protocol at that time.
 1. “Asymptomatic” means (of a condition or a person) producing or showing no symptoms.
 2. “Symptomatic” means exhibiting or involving symptoms.
 3. People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. Anyone can have mild to severe symptoms. People with these symptoms may have COVID-19:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
5. **Please take every precaution to keep yourself and others healthy. Per CDC guidelines, you are encouraged to get vaccinated and strongly advised to wear a mask indoors and in public including all FIU facilities.**
6. Missing excessive days may lead to failing a class or a grade of incomplete.
7. For me to assist you in achieving your goals, it is important for you to contact me as soon as you experience any events that might disrupt your course participation. For up-to-date information about COVID-19, please see the repopulation.fiu.edu FAQs.
8. Please be advised that class content may be subject to streaming or course capture for future access by students in this course. Your attendance/participation in this course constitutes consent to such recording.