

English 2300.001: Shakespeare
Shakespeare on Love
T, H 2-3:20pm
BEH S 107

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Office Hours: T 12:45-1:45pm
and by appointment

Texts

Romeo and Juliet, The Pelican Shakespeare
A Midsummer Night's Dream, The Pelican Shakespeare
As You Like It, The Pelican Shakespeare
Twelfth Night, The Pelican Shakespeare
Antony and Cleopatra, The Pelican Shakespeare
The Winter's Tale, The Pelican Shakespeare

[Please see the Course home page on Canvas for more information about buying texts.]

Course Description

This introduction to Shakespeare will explore how Shakespeare depicts romantic love in tragedy, comedy and romance. We'll read the plays in chronological order as a way of looking at how his plays stay in dialogue with one another on the topic of love.

Required Work

In-class exams and Quizzes: 40%
Canvas Assignments: 40%
Attendance: 20%

Course Objectives

My main objective is to teach you to love reading Shakespeare. Also, I want you to develop your interpretive skills through writing short analyses of scenes and speeches in the play. These two objectives are linked in that learning to think more deeply on these plays should lead you to love reading them.

Attendance

I expect my students to attend class alert and prepared. If you need to miss class you must notify me via e-mail or phone as soon as possible. I allow everyone two unexcused absences, after that all unexcused absences will count against your grade and could result in failing the course. Because I may change the reading schedule or add an assignment at the last minute, it is your responsibility to stay informed of any changes I may have made on a day you miss class.

Reading Schedule Overview

Weeks 1-2 Jan 7-21: *Romeo and Juliet*
Weeks 3-4 Jan 23-Feb 6: *A Midsummer Night's Dream*
Weeks 5-6 Feb 9-20: *As You Like It* Weeks 7-8 Feb 25-March 6: *Twelfth Night* Week
Week 9 March 10-14: Spring Break
Weeks 10-12: March 18-April 3: *Antony and Cleopatra*
Weeks 13-15 April 8-22: *The Winter's Tale*

Reading Schedule

T 1/07: Course Intro

H 1/09: *Romeo & Juliet*: “The Theatrical World” pp. ix-xxiv and Act I of the play

T 1/14: *Romeo & Juliet*: Acts II & III

H 1/16: *Romeo & Juliet*: Act IV

T 1/21: *R&J* Act V

H 1/23: *A Midsummer Night’s Dream* Act I

T 1/28: *AMND* Acts II & III

H 1/30: *AMND* Act IV

T 2/4: *AMND* Act V

H 2/6: In-class exam

T 2/11: *As You Like It*: Acts I & II

H 2/13: *As You Like It* Act III

T 2/18: *As You Like It*: Act IV

H 2/20: *As You Like It*: Act V

T 2/25: *Twelfth Night* Act I

H 2/27: *Twelfth Night* Acts II & III

T 3/04: *Twelfth Night* Act IV

H 3/06: *Twelfth Night* Act V

T-H 3/10-12: Spring Break

T 3/18: *Antony and Cleopatra* Act I

H 3/20: *Antony and Cleopatra* Act II

T 3/25: *Antony and Cleopatra* Act III

H 3/27: *Antony and Cleopatra* Act IV

T 4/01: *Antony and Cleopatra* Act V

H 4/03: In-class Exam

T 4/08: *The Winter’s Tale* Act I

H 4/10: *The Winter’s Tale* Act II

T 4/15: *The Winter’s Tale* Acts III & IV

H 4/17: *The Winter’s Tale* Act V

T 4/22: In-class Exam

Note: This syllabus is meant to serve as an outline and guide for our course. I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of

our class. Any changes will be announced in class and posted on Canvas under Announcements. For the student guide to Canvas, see: <https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>. If you encounter technical problems, please: click the Help button found on the left bar of the Canvas page; email Teaching and Learning Technologies at classhelp@utah.edu; phone Teaching and Learning Technologies at (801) 581-6112.

English Department Statement

Literature allows us to imagine the lives of others and broaden our perspectives. How we talk about it together, in the physical and virtual classroom, is part of that process. Our diverse identities and experiences will inform and enhance those discussions. As we approach sometimes difficult topics, each member of the class is expected to foster a respectful, generous, and supportive classroom environment that makes room for productive difference and reasoned debate.

University Policies

Academic Honesty and Use of AI

It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical 7 standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>.

If you draw on anyone else's writing or thinking in a paper you write, you must indicate this. There are forms for indicating indebtedness, but if you're not sure of the form, just write me a note. Failure to acknowledge borrowing language and/or ideas is a serious academic offense and can result in a failing grade for the course.

The Americans with Disabilities Act

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access. Given the nature of this course, attendance is required and adjustments will only be permitted as required by Policy 6-100(III)(O). If you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate. In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should not be made publicly available. In addition, recordings should be destroyed at the conclusion of the course. Accommodation Policy (see Section Q): <https://regulations.utah.edu/academics/6-100.php>.

University Safety Statement.

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit <https://safeu.utah.edu>.

Addressing Sexual Misconduct.

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 383 South University Street, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-5817066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-5852677(COPS). If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide free, confidential, and trauma-informed support services to students, faculty, and staff who have experienced interpersonal violence. To privately explore options and resources available to you with an advocate, contact: Center for Student Wellness, 801-5817776, wellness.utah.edu, 328 Student Services Building, 201 S. 1460 E.

Drop/Withdrawal Policies.

Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.

Supports for Students

If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, please refer to the Student Support Services page for the U for updated information.

Basic Needs Student Support

The Basic Needs Collective (BNC) is a coordinated resource referral hub. They educate about and connect students to campus and community resources to help them meet their basic needs. As a central location for resource referrals related to food, housing, health insurance, managing finances, legal services, mental health, etc., any student experiencing difficulty with basic needs is encouraged to contact them. Drop into their office located in the Union basement or schedule with them online for an in-person or virtual visit through their webpage: <https://basicneeds.utah.edu/>.

Course Material Copyright Notice

The Content* available in this course is made available only for your personal, noncommercial educational, and scholarly use. You may not use the Content for any other purpose, or distribute, post or make the Content available to others unless you obtain any required permission from the copyright holder. Some Content may be provided via streaming or other means that restrict copying; you may not circumvent those restrictions. You may not alter or remove any copyright

or other proprietary notices included in the Content. Please see the Code of Student Rights and Responsibilities, Section III.A.5 regarding the use and distribution of class Content and materials. Section III.A.5 explicitly prohibits: "Sale or distribution of information representing the work product of a faculty member to a commercial entity for financial gain without the express written permission of the faculty member responsible for the course." * Content means original works of authorship that have been fixed in a tangible medium and any works based upon and derived from the original work of authorship.

Content Accommodations

All content provided has been carefully selected to guide you toward achievement of the learning objectives established for this course. Class topics are discussed for the sole purpose of expanding your personal knowledge and engagement. With that, there may be some content some students find to be in conflict with their sincerely held core beliefs. If applicable, you may choose to request a content accommodation to modify the reading, writing, viewing, listening, or performance requirements in the course. Be aware that instructors are not required to grant content accommodations. As per Policy 6-100, Section III.Q.3: "Students are expected to take courses that will challenge them intellectually and personally. Students must understand and be able to articulate the ideas and theories that are important to the discourse within and among academic disciplines. Personal disagreement with these ideas and theories or their implications is not sufficient grounds for requesting an accommodation. Accommodations requested on such grounds will not be granted. The University recognizes that students' sincerely held core beliefs may make it difficult for students to fulfill some requirements of some courses or majors. The University assumes no obligation to ensure that all students are able to complete any major." It is your responsibility to determine if the course content is in conflict with your sincerely-held core beliefs. If so, please consider dropping the course. If you choose to drop the course, please be aware of the drop/withdrawal deadlines listed on the Academic Calendar.

Critical Discourse

Our classroom community is an open space for free speech, critical discourse, and the civil exchange of ideas. Throughout this course, you may encounter some difficult discussions about contentious topics. Disagreement can be a valuable learning opportunity for all of us, and discussion of all views is a necessary part of the educational process. All members of our course are asked to do their part in creating an atmosphere of mutual respect and sensitivity toward others. Disruptive behavior (e.g. harassment, defamatory or obscene speech, threats of violence, etc.) is strictly prohibited. As outlined in Policy 1-007, Section III.E.1: "...Students have no right to impinge on the freedom of instructors to teach or the right of other students to learn. If a student persists in behaving disruptively in class after the instructor has explained the unacceptability of such conduct, the instructor may dismiss the student from the class and may refer the matter to the Office of the Dean of Students as described in Policy 6-400." Students dismissed from classes may choose to appeal the dismissal to the Office of the Dean of Students. Learn more about how your First Amendment rights apply to you as a student here at the U.

Indigenous Land Acknowledgment

The University of Utah has both historical and contemporary relationships with Indigenous peoples. Given that the Salt Lake Valley has always been a gathering place for Indigenous peoples, we acknowledge that this land, which is named for the Ute Tribe, is the traditional and ancestral homelands of the Shoshone, Paiute, Goshute, and Ute Tribes and is a crossroad for Indigenous peoples. The University of Utah recognizes the enduring relationships between many Indigenous peoples and their traditional homelands. We are grateful for the territory upon which we gather today; we respect Utah's Indigenous peoples, the original stewards of this land; and we value the sovereign relationships that exist between tribal governments, state governments, and

the federal government. Today, approximately 60,000 American Indian and Alaska Native peoples live in Utah. As a state institution, the University of Utah is committed to serving Native communities throughout Utah in partnership with Native Nations and our Urban Indian communities through research, education, and community outreach activities.