English 363: Shakespeare 2  
Michael MacDonald, Associate Professor  
Office Hours: 2:20–2:50, 5:20–5:50 Tuesday and Thursday in Hagey Hall 256  
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This course examines how the later plays of William Shakespeare “figure and disfigure” the poetic and rhetorical models that dominated European literary culture in the Renaissance. Focusing on the post-1601 comedies, tragedies, and romances, we will explore how Shakespeare retools these models in the “quick forge” of his imagination, fashioning a new kind of English vernacular eloquence that differs starkly from the Latinate sophistry of gasbags like Polonius. With Shakespeare’s practice in mind, we will also examine how the plays dramatize the ethical, political, and philosophical problems rhetoric and literature raised for his society. Recasting rhetorical theory as theatrical practice, the plays interrogate the myths and mystifications of humanist rhetorical culture, especially the ideal of the civilizing power of eloquence: in Shakespeare rhetoric, too, can be “perilous stuff.”

**May**

2   Introduction

4   No class: buy books at bookstore (SCH)

9   Richard III

11  Richard III

16  The Tempest

18  The Tempest

23  Macbeth

25  Macbeth

30  *A Midsummer Night’s Dream*

**June**

1   *A Midsummer Night’s Dream*

6   Othello **Essay 1 due in class**

8   Othello

13  King Lear

15  King Lear

20  No Class

22  No Class

27  As You Like It

29  As You Like It

**July**

4   Hamlet

6   Hamlet

11  The Winter’s Tale

13  The Winter’s Tale

18  Review

20  Quiz

24  **Essay 2 due in LEARN Dropbox**

**Grades**

10% Participation
10% Reading Responses/Discussion
30% Essay 1
40% Essay 2
10% Quiz

**Assignments**

10% Reading Responses (100 words)
For each class, students are required to write a reading response that provides two insights into the text under discussion, along with supporting quotations (the quotations may be abbreviated: “To be or not to be…”). Your insights may focus on any aspect of the plays (formal, thematic, symbolic, rhetorical, theological, etc.). It need not be a unified paragraph. In addition to demonstrating that you have read and reflected on the plays, responses serve as the basis for informed class discussion. Students will be asked to discuss their responses in class several times throughout the semester.

Responses are to be printed and submitted at the end of each class. Late responses will not be accepted. Responses are read but not graded: credit is earned for completing the assignment. Format: Times New Roman 12 pt.; double-spaced; Word doc or docx.

10% Class Participation
In addition to discussing their reading responses, students are expected to contribute to class discussion on a regular basis. This usually involves raising ideas for discussion, responding to others, asking questions, etc.

30% Essay 1 (1250 words [5 pp.])
Write an essay in which you compare and/or contrast any two plays on the first half of the syllabus (up to and including A Midsummer Night’s Dream). Do not merely summarize the plot of these plays. Instead, isolate a key issue, theme, or problem and offer an interpretation and argument that evaluates its significance to Shakespeare’s dramatic art. Be sure to formulate a thesis and develop a supporting argument over the course of the whole essay (rather than conjoining two distinct papers). In addition, be sure to support your argument with relevant citations from the play. This essay is to be submitted in class as a paper copy. Format: 12 point Times New Roman; 1” margins; MS Word doc or docx.

40% Essay 2 (1750 words [7pp.])
Write an essay in which you compare and/or contrast any two plays on the second half of the syllabus. Do not merely summarize the plot of these plays. Instead, isolate a key issue, theme, or problem and offer an interpretation and argument that evaluates its significance to Shakespeare’s dramatic art. Be sure to formulate a thesis and develop a supporting argument over the course of the whole essay (rather than conjoining two distinct papers). In addition, be sure to support your argument with relevant citations from the text. This essay is to be submitted to the “Essay 2 Dropbox” section of the LEARN site. Format: 12 point; Times New Roman; 1” margins; MS Word doc or docx.

Essays will be graded according to the following criteria: 1) grammar; 2) style; 3) structure and coherence; 4) content; 5) argumentation, including use of evidence; 6) originality. An “A” range essay will be excellent in most of these areas; a “B” range essay will be good in most of them; a “C” range essay will be adequate in most of them; and a “D” range essay will be inadequate in most of them.

10% Quiz
The quiz will ask you to define key terms and answer general questions concerning course content and lectures.

Policies

Attendance
In keeping with the University of Waterloo’s attendance policy, students are “expected to attend all meets” of the course and may be required to “present documentation proving the reasons for non-attendance” (UG Calendar). Students who miss several classes without providing adequate documentation from a physician may, at the discretion of the professor, be penalized 1% per subsequent absence on their final grade.

Late Penalties
Unless an extension has been requested and granted in advance, the professor reserves the right to subtract 5% (per day) from the assignment grade.

Readings/Texts
Rhetoric involves the close scrutiny of texts, images and other artifacts. Students are therefore required to purchase and bring the required texts/reader to every class.

Civility
Students are expected to be informed, attentive and collegial in class. Gossiping, note-passing and other types of uncivil behaviour will be discouraged. For the sake of the class as a whole, the professor reserves the right to ask disruptive students to leave the classroom.

Computers and Cell Phones
Please turn off and put away PDAs, cellular phones, and laptop computers in class.

Food
Some students may suffer from food allergies, sensitivities, etc., so please do not bring food to class (drinks are fine).

**University of Waterloo Policy on Academic Offences (including plagiarism)**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, [http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm)

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, [http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm)

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, [http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm)

**Academic Integrity website (Arts):** [http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)