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SYLLABUS: ENGL-331

Diversifying Shakespeare: Engaging Beyond Boundaries

Course Description:

This engaged learning course examines identity formation and diversity not only in Shakespeare's plays but in modern communities. Students will have the opportunity to analyze identity from the perspective of diverse writers in current and past centuries. The course will be transhistorical, transnational, and transdisciplinary. Engaging with texts from a variety of historical periods illustrates that the challenges and benefits of inclusivity are central to all social formations.

Required Texts

W.E.B. Du Bois *The Souls of Black Folk* http://www.wwnorton.com/college/history/give-me-liberty4/docs/WEBDuBois-Souls_of_Black_Folk-1903.pdf

William Shakespeare *Titus Andronicus* (UA book store: ISBN 978-0140714623)

The Merchant of Venice (UA book store: ISBN 978-0140714913)

Gloria Anzaldúa *Borderlands/La Frontera* (available on D2L site)

Note: While there is not a pre-requisite, fulfillment of the foundations writing requirement is strongly encouraged.

Course Schedule

Thursday, Jan. 12: Syllabus Review and In-class Small Group Mixers: Frederick Douglass' "The Color Line" (excerpt)

Tuesday, Jan. 17: Du Bois, *The Souls of Black Folk* (the Forethought and Chapters 1-4)

Thursday, Jan. 19: Du Bois, *The Souls of Black Folk* (Chapters 6, 9, and 11); *Titus Andronicus* Act 1). Journal assignment (**250-500 words**); Quiz

Tuesday, Jan. 24: : Du Bois, *The Souls of Black Folk* (Chapters 13-14 and the Afterthought); *Merchant of Venice* Act 3, Scene 1; Quiz

Thursday, Jan. 26: Gloria Anzaldúa, *Borderlands/La Frontera* (excerpt); Peer review (**250-500 words**) assignment; Quiz

Tuesday, Jan. 31: Technology Tool Time; Tech assignment

Thursday, Feb. 2: Technology Tool Time; Journal (**250-500 words**) and Tech assignments

Tuesday, Feb. 7: Technology Jam Session

Thursday, Feb. 9: Technology Jam Session and Presentations; Peer review (**250-500 words**) and Tech assignments

Tuesday, Feb. 14: *Titus Andronicus*, Acts I-V; Quiz

Thursday, Feb. 16: *Titus Andronicus*; Journal assignment (250-500 words); Quiz

Tuesday, Feb. 21: *Titus Andronicus*

Thursday, Feb. 23: *Titus Andronicus*; Peer review assignment (250-500 words)

Tuesday, Feb. 28: Technology Tool Time; Tech assignment

Thursday, March 2: Technology Jam Session; Journal assignment

Tuesday, March 7: Technology Jam Session and Presentations

Thursday, March 9: *The Merchant of Venice*, Acts I-V; Peer review (250-500 words); Quiz

March 11-19 SPRING BREAK

Tuesday, March 21: *The Merchant of Venice*; Quiz

Thursday, March 23: *The Merchant of Venice*; Journal assignment (250-500 words)

Tuesday, March 28: *The Merchant of Venice*

Thursday, March 30: Textual Intersections; Peer review assignment (250-500 words)

Tuesday, April 4: Textual Intersections

Thursday, April 6: Digital Tool Development: Shakespeare, Identity, & Diversity; Journal assignment (250-500 words)

Tuesday, April 11: Digital Tool Development: Shakespeare, Identity, & Diversity

Thurs., April 13: Digital Tool Development: Shakespeare, Identity, & Diversity; Peer review assignment (250- 500 words)

Tuesday, April 18: Digital Tool Development: Shakespeare, Identity, & Diversity

Thurs., April 20: Digital Tool Development: Shakespeare, Identity, & Diversity; Journal assignment (250-500 words)

Thursday, April 27: Reflection: Journal Assignment (250-500 words) and Synthesis/Individual Presentations

Components of Final Course Grade

2 Tech Presentations 5%

7 Quizzes	10%
4 Tech Assignments	15%
5 Journal Entries	40%
2 Peer Reviews	5%
Engagement in Conference	15%
Reflection Presentation	10%

GRADING SCALE	
A	90 to 100 %
B	80 to 89%
C	70 to 79%
D	60 to 69%
E	Below 60%

Grading Policy: University policy regarding grades and grading systems is available at: <http://catalog.arizona.edu/policy/grades-and-gradingsystem> Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

Honors Credit:

This course is available for an honors contract that will satisfy the requirements of the Honors College. Students choosing this option will be required to give a final oral presentation on the topic of their final writing assignment. Students wishing to contract this course for honors credit should email me to set up an appointment to discuss the terms of the contract. Information on honors contracts can be found at <https://www.honors.arizona.edu/honors-contracts>

Tech Assignments:

Tech Assignment One: Introduction to iSpace (the UA's maker space)

Today you will visit four stations: virtual reality, Google Cardboards, 3D modelling, and LittleBits. At the end of class, in a short-written response of 250-300 words, reflect on an element that might tie all four stations together, and articulate how you think these digital technologies might intersect with interests related to the humanities and/or aid in literary research.

Tech Assignment Two: Use Voyant to visually analyze a corpus from *Borderlands* or *The Soul of Black Folk*.

Tech Presentation One: In describing your group's ideas for the final project, your five minute presentation should

- Speak to the affordances and/or constraints of the digital tools.
- Suggest ways these tools might facilitate experiencing or thinking about diversity.

Tech Presentation Two: Using the tools to which you've recently been introduced (i.e., Digital Literary Maps OR Virtual Reality)

- Create a five-minute presentation in which you discuss clearly three points of intersection between technology and diversity.
- Demonstrate this by linking critical ideas to details in your digital map or virtual reality application or data.
- Explain how these tools can be used to explore experiences that occur in the texts you've read. Make sure to discuss the intersection between the map/applications you will create and at least three aspects of diversity (e.g., race, gender, sexuality).

Journal Assignments

For each journal assignment, you should write 250-300 words. This is not an informal writing assignment. Your journal entry should be analytical and critical. Please use proper grammar and other writing conventions (diction, tone, etc.). Reflect on any aspect of this week's assignments, discussions, texts, etc., that you find interesting, problematic, inspiring, or otherwise engaging. Frame your analysis in terms of the advantages and/or challenges of diversity. Given the course focus on exploring boundaries of all kinds, engage with them, interrogate them, push them, cross them, break free! Consider intersections between assignments, texts, technology, digital approaches, etc. Deadline: 3:30pm on the "journal assignment" due dates outlined in the syllabus. When you finish your journal entry, just submit it by navigating to our class site in d2l, clicking on Assignment in the blue navigation menu on the top of the page, and uploading it to the designated assignment folder. There will be a folder for each entry, so you'll want to upload them this way throughout the term.

Conference Participation This class will require a semester long project in which you work in groups to develop an understanding of the sociocultural, linguistic, political, and economic subtexts of privilege and inequity and explore the interdisciplinary boundaries between technology and literature through your engagement with Shakespeare and digital tools. You will be expected to develop a critical lexicon that enables you to respond analytically to the complexities of diversity and identity. Team work will be required. Regarding your own relationship to the social constructions of groups and individuals and exploring the embeddedness of identity in the culture in which it functions, you will investigate the motives and methods of exclusionism and deeply assess the value of diversity through literature and in the class as a whole. This will culminate in your participation in a one day field trip to Tempe and the presentation of your semester-long project at The Arizona Center for Medieval and Renaissance Studies Conference. Preparing the presentation will involve the same amount of time in and out of class as a regularly scheduled class, and it will involve workshops in the Science and Engineering library maker space as well as time spent outside of class working with your group.

Final Reflection/Presentation

Drawing on the journal entries you have written over the course of the class, you will create a ten-minute presentation in which you synthesize the way in which the class may or may not have aided you in the development of critical analysis, made you more aware of principles of inclusion in the classroom, on campus, and throughout the communities in which you engaged. Describe any experiences of constraints you encountered linguistically or materially regarding identity in literature or the use of digital tools in the classroom. Did the course help you to realize the power of sociocultural influences on inclusionary and exclusionary practices in your own life? Did participation in the ACMRS conference and the necessity of preparing a presentation that incorporated interdisciplinary ideas help you better realize the value of technology in the context of literature or vice versa? Did working in teams enrich your experience?

Engaged Learning Course:

This is an Engaged learning course in which you will participate in significant experiential learning and reflection designed to prepare you to apply skills and knowledge to the types of problems you may encounter beyond the classroom. If you earn a grade of C or better, you will earn the notation "Engaged Learning Experience Completed" on your UA transcripts. The completion of this course will also appear on your Student Engagement Record in UAccess.

This course has been designated with the following **Engaged Learning attributes**:

- Engagement Activity: **Discovery**
Students are involved in independent or collaborative inquiry that contributes to a wider sense of understanding, the development of solutions to challenging problems, or the creation of new knowledge.
- Engagement Competency: **Diversity**
Students develop explicit understandings of the sociocultural, linguistic, economic, and political experiences of diverse groups representing varying identities and societies, both their own and others, and apply those understandings in work related to a wide range of communities. Diversity and Identity as a Competency is based on developing an appreciation for differences and a sense of an inclusive community.

Course Assessment and Expected Learning Outcomes

Critical Thinking

- Exercise synthetic, analytic and/or computational reasoning as needed to solve problems.
- Raise salient questions about the evidence, inferences, and conclusions of inquiries, including one's own inquiries.
- Infer and assess the ambiguities, assumptions, values, and purposes at issue in inquiries, including one's own work.

Effective Communication

- Interpret and clearly present information in varied formats, including digital technology, oral presentations, and multimedia projects.
- Compose correct and clear written material in multiple formats such as research logs, researched reports, exam answers, and reflective essays.
- Improve written and visual documents in response to feedback.

Understanding and Valuing Differences

- Assess how different modes of inquiry and expression are appropriate in varied cultural and disciplinary contexts.
- Examine how differences in cultural and individual viewpoints expand our understanding of human experience.

In accord with the UA Tier II Humanities Learning Outcomes and Objectives, the course will enable students to develop the following skills and competencies

- Identify and analyze the impact of cultural and historical factors on the creation and reception of artistic and literary works
- Relate arguments and ideas from literature and historical documents to the circumstances under which they were written; read primary documents and be able to place them in their historical context; identify disparate ideas from the evidence of these documents
- Describe how the development of philosophical and religious thought has influenced human civilization
- Use appropriate vocabulary for written and oral descriptions and analyses of literary works

In addition, students will learn to

- Create digital teaching tools that explicitly translate experiences of diverse groups.
- Survey user experiences with digital teaching tools.

Course Format and Teaching Methods

In-class discussion, mini-lectures, small group activities, digital teaching tool enhancement, technology-related assignments, and writing assignments (including a course reflection journal)

Absence and Class Participation Policy

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences preapproved by the UA Dean of Students (or dean's designee) will be honored. See <http://policy.arizona.edu/employmenthuman-resources/attendance>.

Participating in the course and attending lectures and other course events are vital to the learning process. Attendance is required at all lectures and class discussions. Students who miss class due to illness or emergency are required to bring documentation from their health-care provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences. **Students with three unexcused absences will be dropped from the course.**

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog.

See: <http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>.

Classroom Behavior

Please turn off cell phones, iPods, computers, and all other electronic devices during class discussions that do not focus on technology. Please do not read anything other than course material during class (newspapers, mail, etc.).

Inclusive Excellence is a fundamental part of the University of Arizona's strategic plan and culture. As part of this initiative, the institution embraces and practices diversity and inclusiveness. These values are expected, respected, and welcomed in this course.

Our class supports elective gender pronoun use and self-identification; rosters indicating such choices will be updated throughout the semester, upon student request. As the course includes group work and in-class discussion, it is vitally important for us to create a learning environment of inclusion and mutual respect.

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>. The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Accessibility and Accommodations

Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let us know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit <http://drc.arizona.edu>. If you have reasonable accommodations, please plan to meet with one of us by appointment or during office hours to discuss accommodations and how the course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable. Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.