

FALL 2023

# SHAKESPEARE & LAW

## ENGLISH 311W | E

Dr. Sarah  
Higinbotham

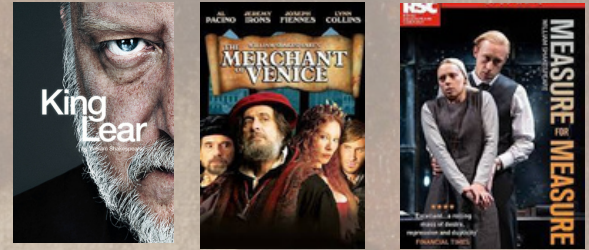
Oxford College  
of Emory University

WHO IS IT THAT CAN  
Tell me who I am?

King Lear

For over 400 years, Shakespeare's plays have awed, inspired, and shocked audiences, challenging us to contemplate the government, romantic love, family conflict, law, and even language itself in new ways. They are works of enormous ambition and profound beauty.

As an experiential and continuing communication course, we will also be traveling to a state prison to have combined discussions with incarcerated students about Shakespeare. We will be writing on the same Shakespeare plays and you will exchange reflections with them. We will have combined classes at the prison through September and October, visiting on Friday afternoons. You also have the opportunity to engage with Shakespeare and law in other ways.



[SARAH.HIGINBOTHAM@EMORY.EDU](mailto:SARAH.HIGINBOTHAM@EMORY.EDU)

OFFICE HOURS:  
HUMANITIES HALL 203, OR OUTSIDE  
MW 2:00 - 3:00 P.M.

CLASS MEETS  
MW 10:00 -- 11:15 A.M.  
SENEY 310

IMPORTANT NOTE:  
AS AN EXPERIENTIAL COURSE, ONE  
CREDIT HOUR OF THE CREDIT (FOR A  
TOTAL OF 18 HOURS) IS DEDICATED TO  
OUT-OF-CLASS EXPERIENCES

# We Should Disagree

I think most of what I have learned that is of any consequence has come through disagreement and further exploration. I welcome your respectful disagreements with me and with each other. If we all interpret the plays we are reading in the same way, we have a problem, because no true thinking will be occurring.

Learn to relish when someone disagrees with you! Disagreements make the classroom environment more interesting, productive, generative, and challenging.

## Our classroom is not Plato's Cave.

[A note on Zooming into class:](#) if you are sick or symptomatic, you may Zoom into class: but you must let me know by 8 a.m. on the day of class. I do not check my email throughout the day on Mondays and Wednesdays and will not get a last-minute message to Zoom in. If you need to Zoom more than twice during the semester, please make an appointment with me to discuss the issue.

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Please note, though, that the college classroom is a place where ideas are exchanged respectfully. I look forward to an environment where this will occur, but I don't have much tolerance for distracting behavior or for behavior that makes your peers feel intimidated.

We will work together to create a vibrant classroom where everyone feels valued.

See [Emory Oxford's Code of Conduct](#)



**You may revise any of your projects in this Shakespeare class.** Shakespeare himself revised his plays!

The ability to **accept and act on criticism** is one of the most valuable abilities you can develop. Can you hear constructive criticism with an open mind, build on lessons learned, and make revisions in response to suggestions?

*Then I will assess your revised project a second time.*

A revision isn't just a quick fix of the obvious errors, but a **"re-vision,"** or **another look** at your project, in which you address feedback. If you choose to revise, it can only help, not hurt your grade. The revision must be emailed to me within one week and include a cover letter, in which you explain to me what and why you revised what you did.

# Classroom Policies

In addition to **respectful, engaged**

participation, I have the following (somewhat controversial) classroom policies:

1) please come to class with one quote—taken from the day's reading—marked and ready to write on the board with your name.

2) cell phones on silent and in your bags, and please no laptops unless we are using them, for example during the workshop days (unless you have accommodations). You may take your laptop out for the last five minutes of class to submit your participation points.

3) **you should ask at least two questions or make two comments in each class. One of those points must be in response to a peer, whom you name**

What if speaking during class is extremely uncomfortable for you?

You may write down your comments in Canvas and/or questions and give them to me at the end of class.

Alternatively, if you are very enthusiastic about speaking in class, please refrain from making more than five comments or asking more than five questions. You may write down what you were not able to say and I will read it after class. I also urge you to come to my office hours for extra discussion. This is to keep the entire class equitably participating during the time we have together.



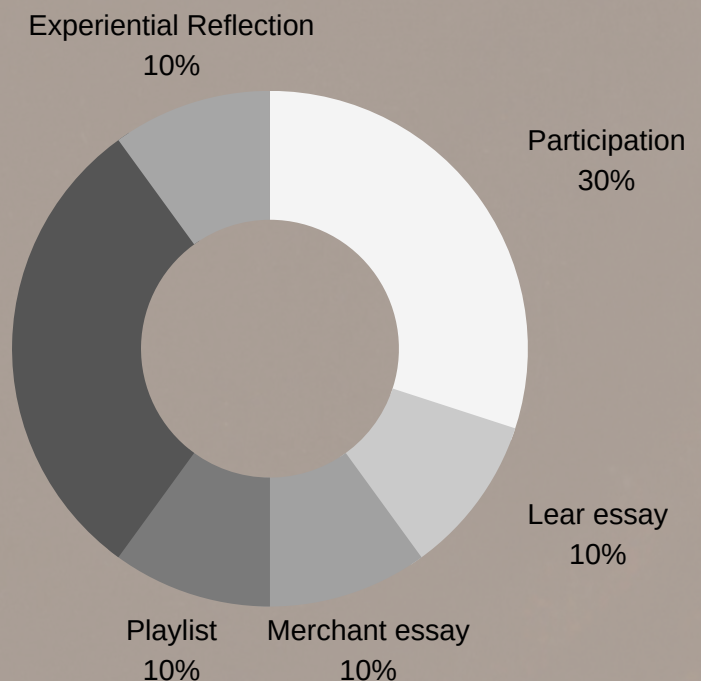
## Important Note on Academic Integrity:

Plagiarism, from the Latin word for "kidnapping," is presenting another person's work as your own.

When you use someone else's language, ideas, images, or other original material without fully acknowledging its source, you will be in violation of Emory Oxford's Honor Code. But more importantly, citing your sources is how to foster the full intellectual conversation in which you are participating.

Every assignment will have specific, clear guidelines. While the work itself will be challenging, you should never be confused about what is expected or how it will be evaluated. If you do, please ask questions in class, email, or come see me.

Research project  
30%



Experiential Reflection  
10%



# Weekly Schedule

COMPLETE READING BEFORE  
YOU COME TO CLASS

|              |   |
|--------------|---|
| August 23    | Introductions and <i>King Lear</i>                                |
| August 28    | <i>King Lear</i> act 1  |
| August 30    | <i>King Lear</i> act 1  |
| September 4  | No class: Labor Day   |
| September 6  | <i>King Lear</i> acts 2 & 3                                       |
| September 11 | <i>King Lear</i> act 4  |
| September 13 | <i>King Lear</i> act 5  |
| September 18 | Discuss first essay   |
| September 20 | <b><i>King Lear</i> essay due (must include one visual image)</b> |
| September 25 | <i>Merchant of Venice</i> act 1                                   |
| September 27 | <i>Merchant of Venice</i> act 2                                   |
| October 2    | <i>Merchant of Venice</i> act 3                                   |
| October 4    | <i>Merchant of Venice</i> act 4                                   |
| October 9    | No class: Fall Break  |
| October 11   | <i>Merchant of Venice</i> act 5                                   |
| October 16   | <b><i>Merchant</i> essay due (must include data mining)</b>       |
| October 18   | Discuss Research  |
| October 23   | No class: Dr. H in California                                     |
| October 25   | <i>Measure for Measure</i> act 1                                  |
| October 30   | <i>Measure for Measure</i> act 2                                  |
|              | <b>Five sources due, formatted in MLA</b>                         |
| November 1   | <i>Measure for Measure</i> acts 3 & 4                             |
| November 6   | <i>Measure for Measure</i> act 5                                  |
|              | 5:00–7:00 p.m. Sammie Byron in Dean's Dining Hall                 |
| November 8   | No class: Dr. H teaching at ATL Campus                            |
| November 13  | Workshopping research essay                                       |
| November 15  | <b>Peer Review for research essay</b>                             |
| November 20  | <b>Research essay due</b>   |
| November 22  | No class: Thanksgiving  |
| November 27  | Sonnets   |
| November 29. | <b>Playlist due (present in groups)</b>                           |
| December 4   | <b>Reflective essay due</b>                                       |

# THIS IS A CONTINUING COMMUNICATION COURSE

HERE'S WHAT THAT MEANS:



## LEARNING OUTCOMES

**Communicate to Learn.** You will learn to use communication as a form of inquiry, invention, and reflection.

**Communicate to Contribute.** You will learn to use formal communication to contribute to a conversation in a discipline, profession, or field of study.

**Communicate Critically.** You will learn to demonstrate critical awareness of the ethical, rhetorical, and/or ideological dimensions of communicating within and across communities.

## MULTIMODAL

- All of your projects will include different modes of communication
- Written (essays and reflections)
- Oral (in class participation)
- Visual (embedded images and presentations)
- Electronic (data mining)
- Nonverbal (deep listening to your peers)

## WRITING CENTER

The Oxford Writing Center's mission is to help students grow as flexible communicators and thinkers. The OWC supports students working on all forms of writing – whether for academic, professional, public, or personal purposes – through individual writing consultations, college-wide workshops, and an on-site library of writing resources. The OWC's peer consultants are trained to support writing, presentations, or multi-modal assignments for any class; they are available at any point in the process, from brainstorming to argument development to polishing. The OWC is located in Pierce Hall 117, and appointments are recommended but not required.

## WRITING AND REVISING

**YOU WILL GET DETAILED FEEDBACK ON ALL PAPERS**

- Consider my feedback and re-read your essay
- You don't have to take all my suggestions, but you do need to explain what you changed and why (and what you didn't change, and why) in a reflective cover letter
- Email me your revised paper and reflective cover letter in one week for a higher grade... and for enhanced writing and communication!

## WHERE TO GET HELP

- **OWL PURDUE website:** Writers can't memorize every citation style or writing convention, which is why the online writing lab at Purdue can help.
- **Writing Center:** The Writing Center is another place to talk through your writing with an experienced writer to grow your ideas, plan your writing, or focus your revision. Many of the strongest writers are strong because they use the Writing Center consistently.
- **Oxford's Library:** Oxford's librarians offer one-on-one consultations with students. Because research, reading, and writing are such interrelated processes, research consultations can yield many rewards as you are writing.
- **Counseling & Career Services:** Oxford's Counseling & Career Services provides a range of services, including helping you work through a difficult time, guiding your career planning, or even helping with résumés and professional letters.
- **Tech Help:** For technical issues with Canvas, click on the "Help" tab. You'll find many resources, including a 24/7 hotline: 844 765-2516. Many other technological problems can be resolved by submitting questions to Oxford's AskIT.
- **Me:** If you cannot find an answer to your question, ask me! I have weekly office hours and can also make appointments at other times to discuss your progress.