

Course Information

Course Number: ENGL 481
Course Title: Senior Seminar: Shakespeare in the Digital Age
Section: 904
Time: M/W 4:10 pm – 5:25 pm
Location: LAAH 373
Credit Hours: 3

Instructor Details

Instructor: Dr. Katayoun Torabi
Office: LAAH 436
E-Mail: torabik@tamu.edu
Office Hours: M/T 2 pm to 4 pm, and by appointment

Catalogue Course Description

Capstone seminar on significant figures, movements, or issues with special attention to methods and materials of scholarship.

Course Description

Capstone seminar that explores Shakespeare's works and their cultural afterlives from a digital humanities perspective. Students will learn how to work with a range of digital tools and apply digital methodologies to Shakespeare's corpus by completing a series of exercises and writing assignments. Students will not only gain new insights into Shakespearean authorship, genre, and language through the use of computational tools, but will see how digitizing Shakespeare's plays and sonnets for online access or presenting his works on different platforms--such as Facebook, Twitter, Youtube, etc.--has created diverse functionalities for the text that allow readers to approach his work in new and interesting ways.

Course Learning Outcomes

- Understand Shakespeare's works as expressions of individual and human values within their historical and social context.
- Gain an understanding of and critically evaluate fundamental digital humanities methods and practices by exploring DH tools, resources, and online digital projects produced and used by digital humanists working in the field of Shakespeare studies.
- Learn how more traditional methods of literary, cultural, and historical analysis can be paired with digital tools and methods.

- Formulate questions, take a position, and construct clear arguments about key issues, themes, and ideas in Shakespearean plays, poems, and adaptations through oral, visual, and written assignments. Utilizing evidence and rhetoric.
- Enhance communication skills through small and large group discussion and writing about ideas, issues, and questions central to course readings.

Course Goals

Undergraduate English majors in this capstone course will have opportunities to engage in writing practice through, in-class writing assignments, drafts, and writing workshops. Students will gain an understanding of and critically evaluate fundamental digital humanities methods and practices by exploring DH tools, resources, and online digital projects produced and used by digital humanists in the field of Shakespeare Studies. They will also learn how more traditional methods of literary, cultural, and historical analysis can be paired with digital tools and methods and apply digital tools and methods to their own scholarly work.

Students will meet the writing requirement by writing a proposal (300 words), an annotated bibliography and outline (1,500 words), a research paper (1,500 words), and a brief oral presentation (Ppt. slides + presentation text = 700 words).

Textbook and/or Resource Materials

- *Norton Shakespeare - With Access*, 3rd edition, by Stephen Greenblatt, Walter Cohen, Norton (ISBN: 9780393934991) RECOMMENDED. **Or** Shakespeare's Works online at the Folger: <https://www.folger.edu/shakespeares-works>.
- *Packback* TAMU Canvas link (REQUIRED); Instructions: [Link](#)
- Selections on Canvas Course Platform access via HOWDY and/or via email. Any additional reading materials (articles, book chapters, notes, etc.) not listed in the reading schedule below will be provided by the instructor in Canvas and via links found in the course schedule below.
- Purdue OWL <http://owl.english.purdue.edu/owl/>

Grading Policy

Grading Scale (1,000 points total available)

900-1000 points A
800-899 points B
700-799 points C
600-699 points D
599 points and below F

Major Grade Categories/Assignments	Percentage of Grade
Consistent Participation in Class Discussions and Group Work; Individual Participation in Daily Assignments	10%
Group Forum Short Writing Assignments / Packback posts	15%
Paper Proposal (300 words)	20%
Annotated Bibliography and Outline (1,500 words)	20%
Oral Presentation and Responses (700 words)	15%
Research Paper (1,500 words)	20%
Total	100%

Late Work Policy

Extensions for assignments and quizzes/exams are granted for excused absences, with proper documentation. These cases include illness, family emergency, COVID-19 related issues, or other similarly urgent events. It is the student's responsibility to inform the instructor of such circumstances—when possible, before the due date. See TAMU Student Rule #7 for university deadlines on submission of documentation for excused absences: <http://student-rules.tamu.edu/rule07>.

For each DAY (not each class meeting) all assignments are late without a documented excuse and approved extension, the final grade will be reduced by a full letter grade. Thus, an assignment that is one day late and would have received an A if submitted on time will receive a B; an assignment that is two days late and that would have received A if submitted on time will receive a C, etc. No make-up quizzes or exams will be given without documentation for an excused absence. If you miss assignments due to an excused absence, it will be up to you to contact the instructor to make up work.

Other Course Information

Important Note About Course Content:

At times this semester we will be reading literature, watching movies or clips, and discussing historical events that may be disturbing, even traumatizing, to some students. If you suspect that specific material is likely to be emotionally challenging for you, I'd be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome such discussions as an appropriate part of our classwork. If you ever feel the need to step outside during a class discussion you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

Technology Support:

- Canvas course systems are only offered to officially registered TAMU students (no correspondence students).
- Instructor will post, encourage, and be available for regular office hours.
- Grades can only be made available on a secure (password protected) site such as Canvas, Howdy, or Turnitin.com. **Email mention or discussion of specific grades is not allowed due to FERPA laws.**
- Students must retain their own copies of all assignments in case of any technological failure where resubmission of work might be required. Instructor will maintain her own separate copy of the grades because some Course Management Systems (Canvas, Turnitin.com) regularly purge files, including grades.
- As noted in the TAMU Student Rules (<http://student-rules.tamu.edu/rule61.htm>), it is every student's responsibility to check their Texas A&M University official e-mail account for University-related communications on a frequent and consistent basis. The University recommends checking e-mail at least once per day.
- **Student Responsibility to Backup All Work for the Course:** Students and Instructor should realize that all work stored in Turnitin.com is deleted from student access after each semester ends. As also mentioned above, it is the student's responsibility to backup and retain all work done for the course for the entire semester, in case there is a reason to hand the work in again. Students must keep electronic or hardcopy versions of all work and major projects, complete with instructor comments. The instructor is only responsible for keeping a record of the grade book from each semester.

Professionalism/Respectful Communications

Students should be aware of and employ professionalism in all communications for the course, both in the classroom and in all online situations (including email to the instructor and peers). Students will treat this course as a professional obligation in accordance with the university's Student Rules. In all, students should employ the same polite, respectful behavior with peers and instructor that is expected in a professional situation or workplace. Questions about the assignments should be addressed to the instructor. Inappropriate behavior (such as, rudeness in any form, spam, baiting, bullying, use of disrespectful language, sharing of materials in inappropriate ways--especially copyrighted materials) in the classroom or in the online environment will be cause for the instructor to take action in removing the offending student and materials without notice, and may result in the student being called in to the Aggie Honor Office for inappropriate behavior, as cited in the university's Student Rules regarding student disruption of class.

Email Responses

Instructor will make every effort to respond to student emails and discussion questions as soon as possible within 24 hours of receipt of email (excepting weekends and holidays) and within standard business hours (9am-5pm). Please send only one email per request or topic of inquiry—multiple emails risk appearing to be spamming, thus can be reviewed under Student Rules. Students should also keep in mind that instructors are not required to respond to emails during

evenings, weekends or holidays. Likewise, students should be aware that the Helpdesk for Canvas primarily operates during the week, Monday-Friday, 9:00-5:00. Answers to queries about IT will be sent during the week, not on the weekend.

University, College, and Department Policies, Procedures, and Resources

Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments. **Attendance at section meetings is expected. Students will be allowed up to 3 unexcused absences**, after which a deduction of 5 points will be given from the final grade for each unexcused absence. See TAMU Student Rule #7 for university deadlines on submission of documentation for excused absences: <http://student-rules.tamu.edu/rule07>.

As stated above, extensions for assignments are granted only for excused absences with proper documentation. These cases include illness, family emergency, COVID-19 related issues, or other similarly urgent events. It is the student's responsibility to inform the instructor of such circumstances—when possible, before the due date. See TAMU Student Rule #7 for university deadlines on submission of documentation for excused absences: <http://student-rules.tamu.edu/rule07>.

If you test positive for COVID-19 or if you believe that you've been exposed, please use the student self-reporting form at this link: <http://tx.ag/COVIDStudentExcuse>, which will generate an excused absence email that you can share with me and other instructors. This form is used to develop documentation you may share with faculty to secure excused absences after a positive COVID-19 test or for students who are unable/unwilling to wear a mask after being exposed to the virus.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)).

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You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

Copyright Statement

All materials produced for this course are protected by federal copyright law. These materials can include, but are not limited to, this syllabus, class handouts, course notes, PowerPoint slides, slides or information printed on paper or provided virtually using any or all other software, course packets, and content on Canvas. You may not sell, lend, make publicly available, or copy these materials. Distribution of these materials in any way, including digital versions of documents and information, may constitute a violation of copyright law, the Texas A&M University Student Code of Conduct as described in Student Rule 24, and/or the Aggie Honor Code as described in Student Rule 20.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below) Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

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Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based

discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

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Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services](#) (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#).

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus

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Students who need someone to talk to can contact Counseling & Psychological Services (CAPS) or call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

Statement on Diversity

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity

that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, religion, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. I encourage your suggestions about how to improve the value of diversity in this course.

This course meets the following standards for diversity content and instruction in the following way(s):

1. Course content that includes readings and other materials that address various categories of social difference (gender, nationality, religion, ethnicity, age, sexuality, political affiliation, socio-economic status, ability, linguistic background, etc.) on the course topic.
2. Tying current events and local histories centered on the production of social difference into classroom activities.

Territorial Acknowledgements foreground our connections to Indigenous dispossession

We, the Department of English, acknowledge that Texas A&M University (College Station) is situated on the land of multiple Native nations, past and present. These original homelands are the territory of Indigenous peoples who were largely dispossessed and removed. We specifically acknowledge the traditional stewardship of this land by the Tonkawa, Tawakoni, Hueco, Sana, Wichita, and Coahuiltecan peoples. We pledge to support and advocate for the histories, cultures, languages, and territorial rights of historic Indigenous peoples of Texas and those of the Indigenous peoples who live here now. This statement affirms continuous Indigenous presence and rights, acknowledges the ongoing effects of settler colonization, and supports Indigenous struggles for political, legal, and cultural sovereignty.

However, acknowledgements and statements are insufficient without action behind their words, as Summer Wilkie argues in “So You Want to Acknowledge the Land” (High Country News 22 April 2021: <https://www.hcn.org/issues/53.5/indigenous-affairs-perspective-so-you-want-to-acknowledge-the-land>). We encourage you to learn more about affiliated groups of Native nations and tribes in your community and to support the Native American and Indigenous Student Organization at Texas A&M (https://maroonlink.tamu.edu/organization/american_indian_student_assoc). The College of Liberal Arts also offers coursework in Native and Indigenous history and culture, including ANTH 301: Indians of North America, HIST 258: American Indian History, and ENGL 357: Native American Rhetorics and Literatures.

To learn more about the over 10.7 million acres of Indigenous land and territory used by the United States government as land-grant university endowments, including for Texas A&M, review High Country News’s study on the Morrill Act of 1862 (<https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities>).

To further understand the importance of land and territorial acknowledgments, consult additional resources, such as <http://landacknowledgements.org/>.

Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to howdy.tamu.edu and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. The complete [FERPA Notice to Students](#) and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.

Technology Support

Texas A&M University at Qatar students can also direct their technical questions to servicedesk@qatar.tamu.edu

University Writing Center

The University Writing Center (UWC) is here to help you develop and refine the communication skills important to your success in college and beyond. The UWC provides this help in a welcoming atmosphere that respects all Aggies' backgrounds and abilities. Our trained peer consultants are available to work with you on any kind of writing or speaking project, including research papers, lab reports, application essays, or creative writing, and at any stage of your process, whether you're deciding on a topic or reviewing your final draft. You can also get help with public speaking, presentations, and group projects. We can work with you in person at our Evans or BLCC locations or via Zoom or email. To schedule an appointment or to view our handouts, videos, or interactive learning modules, visit writingcenter.tamu.edu. If you have questions, need help making an appointment, or encounter difficulty accessing our services, call 979-458-1455 or email uwc@tamu.edu.

COVID-19 Statement

To help protect Aggieland and stop the spread of COVID-19, Texas A&M University urges students to be vaccinated and to wear masks in classrooms and all other academic facilities on campus, including labs. Doing so exemplifies the Aggie Core Values of respect, leadership, integrity, and selfless service by putting community concerns above individual preferences. COVID-19 vaccines and masking — regardless of vaccination status — have been shown to be safe and effective at reducing spread to others, infection, hospitalization, and death.

Course Schedule

Topic	Dates	Readings and Assignments
Introduction to the Course: What is DH and Who is Shakespeare?	Wednesday, 1/18	Introductions Lecture: Shakespeare’s life and work and DH HW: “What is Digital Humanities and what's it doing in English departments?” Matthew G. Kirschenbaum in <i>Debates in the Digital Humanities</i> , 2012: Link Nicholas Carr interview, https://www.youtube.com/watch?v=W86P_FX6PdI Ch. 1: "Digital Humanities Overview,” Johanna Drucker, in <i>The Digital Humanities Coursebook</i> , 2021 (DHC). Link .
	Monday, 1/23	Lecture and Discussion: “What is Digital Humanities and what's it doing in English departments?” Matthew G. Kirschenbaum in <i>Debates in the Digital Humanities</i> , 2012: Link Nicholas Carr interview, https://www.youtube.com/watch?v=W86P_FX6PdI Ch. 1: "Digital Humanities Overview,” Johanna Drucker, in <i>The Digital Humanities Coursebook</i> , 2021 (DHC). Link . HW: Read: <i>Taming of the Shrew</i> Act I Watch: Part or all of <i>10 Things I Hate About You</i> https://catalog.library.tamu.edu/Record/in00004606864 DUE: PACKBACK Q&A #1 (by 11:59 pm CST)

<i>Taming of the Shrew</i> and Text Analysis	Wednesday, 1/25	<p>Lecture and Discussion:</p> <p><i>Taming of the Shrew</i> Act I</p> <p>HW: Read: <i>Taming of the Shrew</i> Act II Read: “What is Adaptation?” (Sanders: Link) Watch: Part or all of <i>10 Things I Hate About You</i> https://catalog.library.tamu.edu/Record/in00004606864</p>
	Monday, 1/30	<p>Lecture and Discussion:</p> <p><i>Taming of the Shrew</i> Act II “What is Adaptation?” (Sanders)</p> <p>HW: Read: <i>Taming of the Shrew</i> Act III Read: “Beginning to Theorize Adaptation” (Hutcheon: Link) Watch: <i>10 Things I Hate About You</i> https://catalog.library.tamu.edu/Record/in00004606864</p> <p>DUE: PACKBACK Q&A #2 (by 11:59 pm CST)</p>
	Wednesday, 2/1	<p>Lecture and Discussion:</p> <p><i>Taming of the Shrew</i> Act III “Beginning to Theorize Adaptation” (Hutcheon) <i>10 Things I Hate About You</i></p> <p>HW: Read: <i>Taming of the Shrew</i> Acts IV and V Read: “Seven ways humanists are using Computers to understand texts” (Underwood) (Underwood: Link) Review: Stéfan Sinclair, Geoffrey Rockwell, and the Voyant Tools Team, <i>Voyant Tools</i> (web application), 2012. Voyant Tools (voyant-tools.org) and Voyant Guide: Link</p>
	<p>Monday, 2/6</p> <p>Meet in LAAH 551</p>	<p>Lecture and Discussion:</p> <p><i>Taming of the Shrew</i> Acts IV and V</p> <p>“Seven ways humanists are using Computers to understand texts” (Underwood) and Voyant tools</p> <p>Text Analysis Exercises with <i>Taming of the Shrew</i></p>



		<p>HW: Read: <i>Othello</i> Act I Read: “Film Terms and Topics for Film Analysis and Writing” (Corrigan: Link) Watch: Part or all of <i>Othello</i> https://video-alexanderstreet-com.srv-proxy1.library.tamu.edu/watch/othello-the-moor-of-venice-2?context=channel:academic-video-online</p> <p>DUE: PACKBACK Q&A #3 (by 11:59 pm CST)</p>
<i>Othello</i> and Space and Mapping	Wednesday, 2/8	<p>Lecture and Discussion:</p> <p><i>Othello</i> Act I “Film Terms and Topics for Film Analysis and Writing”</p> <p>HW: Read: <i>Othello</i> Act II Read: Alan McConchie and Beth Schechter, “Anatomy of a Web Map,” http://maptime.io/anatomy-of-a-web-map Watch: Part or all of <i>Othello</i> https://video-alexanderstreet-com.srv-proxy1.library.tamu.edu/watch/othello-the-moor-of-venice-2?context=channel:academic-video-online</p>
	Monday, 2/13	<p>Lecture and Discussion:</p> <p><i>Othello</i> Act II “Anatomy of a Web Map”</p> <p>HW: Read: <i>Othello</i> Act III Read: “Mapping and GIS,” in <i>The Digital Humanities Coursebook</i>, (Drucker, Link). Watch: <i>Othello</i> https://video-alexanderstreet-com.srv-proxy1.library.tamu.edu/watch/othello-the-moor-of-venice-2?context=channel:academic-video-online</p> <p>DUE: PACKBACK Q&A #4 (by 11:59 pm CST)</p>
	Wednesday, 2/15	<p>Lecture and Discussion:</p> <p><i>Othello</i> Act III “Mapping and GIS” <i>Othello</i> (film)</p> <p>HW: Read: <i>Othello</i> Acts IV and V Review: Wikipedia: WikiProject Maps: Link David Rumsey Map Collection: https://www.davidrumsey.com/ VisualEyes: http://www.viseyes.org/visualeyes/</p>



	Monday, 2/20	Presidents' Day No Class Meeting
	Wednesday, 2/22 Meet in LAAH 551	Lecture and Discussion: <i>Othello</i> Acts IV and V Maps to explore before and during class on Wednesday: Wikipedia:WikiProject Maps: Link David Rumsey Map Collection: https://www.davidrumsey.com/ VisualEyes: http://www.viseyes.org/visualeyes/ VisualEyes Tutorial: Link Google My Maps: https://www.google.com/maps/d/u/0/ Google My Maps Tutorial: Link More text analysis: Voyant Tools (voyant-tools.org) HW: Read: <i>Macbeth</i> Act I Read: Drout, Michael, Kahn, Michael J., LeBlanc, Mark D., and Nelson, Christina. "Of Dendrogrammatology: Lexomics Methods for Analyzing the Relationships among Old English Poems," <i>Journal of English and Germanic Philology</i> (2011): 301-336. Link . Watch: Part or all of <i>Macbeth</i> adaptation, <i>Throne of Blood</i> https://www.kanopy.com/en/texasam/watch/video/113265 PAPER PROPOSALS DUE

Macbeth and Lexomics	Monday, 2/27	<p>Lecture and Discussion:</p> <p><i>Macbeth</i> Act I “Of Dendrogrammatology: Lexomics Methods for Analyzing the Relationships among Old English Poems”</p> <p>HW: Read: <i>Macbeth</i> Acts II and III Watch: Part or all of <i>Macbeth</i> adaptation, <i>Throne of Blood</i> https://www.kanopy.com/en/texasam/watch/video/113265</p> <p>DUE: PACKBACK Q&A #5 (by 11:59 pm CST)</p>
	Wednesday, 3/1	<p>Lecture and Discussion:</p> <p><i>Macbeth</i> Acts II and III <i>Throne of Blood</i></p> <p>HW: Read: <i>Macbeth</i> Act IV List: All locations in the play through Acts 1-IV Watch: <i>Macbeth</i> adaptation, <i>Throne of Blood</i> https://www.kanopy.com/en/texasam/watch/video/113265</p>
	Monday, 3/6	<p>Lecture and Discussion:</p> <p><i>Macbeth</i> Act IV <i>Throne of Blood</i></p> <p>HW: Read: <i>Macbeth</i> Act V List: All locations in the play I-V Review: Map and GIS projects (unit 3)</p> <p>DUE: PACKBACK Q&A #6 (by 11:59 pm CST)</p>
	<p>Wednesday, 3/8</p> <p>Meet in LAAH 551</p>	<p>Lecture and Discussion:</p> <p><i>Macbeth</i> Act V Lexomics and Mapping Exercises for <i>Macbeth</i></p> <p>HW: Read: <i>The Winter's Tale</i> Act I Read: David Birnbaum, “What is XML and why should humanists care? An even gentler introduction to XML,” Link</p>

		<p>Watch: Part or all of <i>The Winter's Tale</i> https://video-alexanderstreet-com.srv.proxy1.library.tamu.edu/watch/the-winter-s-tale-5?context=channel:academic-video-online&pass=true</p>
	3/13 – 3/17	Spring Break: No Class Meeting
<p><i>The Winter's Tale</i> and Databases, Digital Editions, and Text Encoding</p>	Monday, 3/20	<p>Lecture and Discussion:</p> <p><i>The Winter's Tale</i> Act I “What is XML and why should humanists care? An even gentler introduction to XML”</p> <p>HW: Read: <i>The Winter's Tale</i> Acts II and III Read: the Introduction and NVS History on the New Variorum Shakespeare website and watch the introductory video (all at this link): https://newvariorumshakespeare.org/about/ Watch: Part or all of <i>The Winter's Tale</i> https://video-alexanderstreet-com.srv.proxy1.library.tamu.edu/watch/the-winter-s-tale-5?context=channel:academic-video-online&pass=true</p> <p>DUE: PACKBACK Q&A #7 (by 11:59 pm CST)</p>
	Wednesday, 3/22	<p>Lecture and Discussion:</p> <p><i>The Winter's Tale</i> Acts II and III</p> <p>HW: Read: <i>The Winter's Tale</i> Act IV Review: The Folger Shakespeare Library website: https://www.folger.edu/ Watch: <i>The Winter's Tale</i> https://video-alexanderstreet-com.srv.proxy1.library.tamu.edu/watch/the-winter-s-tale-5?context=channel:academic-video-online&pass=true</p> <p>ANNOTATED BIBLIOGRAPHY AND OUTLINE DUE</p>
	Monday, 3/27	<p>Lecture and Discussion:</p> <p><i>The Winter's Tale</i> Act IV <i>The Winter's Tale</i> (film)</p> <p>HW: Read: <i>The Winter's Tale</i> Act V Read: the information on the World Shakespeare Bibliography's Home Page: Link</p> <p>DUE: PACKBACK Q&A #8 (by 11:59 pm CST)</p>



	Wednesday, 3/29 No Class Meeting	No Class Meeting. Do the following at home: Review the following 3 digital resources, choose one, write a paragraph explaining how your chosen digital resource is important to the field of Shakespeare Studies, and bring it to class on Monday: The New Variorum Shakespeare: Here The World Shakespeare Bibliography: Here The Folger Shakespeare Library: Here HW: Read: <i>Titus Andronicus</i> Acts I and II Find and bring to class: 1-2 movie reviews as well as information about box office performance (what was the budget and how much did it make) Watch: Part or all of <i>Titus</i> https://catalog.library.tamu.edu/Record/in00004606858
Titus Andronicus and Shakespeare in other Media	Monday, 4/3	Lecture and Discussion: <i>Titus Andronicus</i> Acts I and II Movie Reviews and Box Office Performance HW: Read: <i>Titus Andronicus</i> Acts III and IV Find and bring to class: Other works that adapt or appropriate <i>Titus Andronicus</i> Watch: Part or all of <i>Titus</i> https://catalog.library.tamu.edu/Record/in00004606858 DUE: PACKBACK Q&A #9 (by 11:59 pm CST)
	Wednesday, 4/5	Lecture and Discussion: <i>Titus Andronicus</i> Acts III and IV Adaptations of the Play HW: Read: <i>Titus Andronicus</i> Act V Watch: <i>Titus</i> https://catalog.library.tamu.edu/Record/in00004606858
	Monday, 4/10	Lecture and Discussion: <i>Titus Andronicus</i> Act V <i>Titus</i> (film) Writing Exercises HW: Work on your Project Presentations DUE: PACKBACK Q&A #10 (by 11:59 pm CST)

	Wednesday, 4/12 Meet in LAAH 463	Writing Workshop Day Screening of <i>Titus</i> and <i>Titus Andronicus</i> Feast
Paper Presentations	Monday, 4/17	Paper Presentations
	Wednesday, 4/19	Paper Presentations
	Monday, 4/24	Paper Presentations
	Wednesday, 4/26	Paper Presentations
Peer Review	Monday, 5/1	ROUGH DRAFT AND GROUP PEER REVIEW (Failure to participate in Peer-Review will result in a significant drop in Paper 2's final grade)
Papers Due	Friday, 5/5	FINAL PAPER DUE (NO LATER THAN 5 PM TO TURNITIN ON CANVAS)