REQUIRED TEXTS have all been posted on Blackboard. If you want a "real" book, try abebooks.com—very, very cheap. Feel free to print or use the BB texts on any device.

In this class, we will study The Domestic Tragedy in the era following Shakespeare, who contributed with Othello. Domestic Tragedy studies what happens within the family, be that family noble or not. The reason we will work with the later plays is the Jacobean period's focus on the female and her place and powers (or lack thereof) in society, and the obsession with decay, be it physical or moral.

You will write two papers, 8–10 pages long, and if you are in a week before due date with a solid draft, you can revise.

We will have much discussion, so be ready to voice your opinion and have questions for our group.

Absence and lateness
Please try to be on time and to curb those pesky cell phones from warbling their siren songs in class! You can be absent twice without having your grade suffer, but after that there will be points off. Also, please do not be late with papers.

Grade:
Papers: 2 x 25%. You will write two papers, 8–10 pages, on a topic of your choosing, approved by me. Your second paper will incorporate three or more outside, critical sources (i.e., fiction does not count towards the three). We will spend half of our class time on the paper due dates for peer review. Please find the response forms on Blackboard. If you want to revise after the peer review, please have the revision in my hands (hard copy) a week after you get your draft back.

Randomly timed quizzes: 25%

Participation: 25%

Plagiarism:
…is a bad thing! Always give credit to all your sources. If plagiarism is discovered, the best thing that can happen is F for the course… And there’s that BORING Q course one has to take. SBU subscribes to a plagiarism-detection website, and it is really easy for instructors to use. Moreover, the time spent searching for lovely things to plagiarize is arguably longer than what it will take to craft a personal paper. Again, please don’t!
**Americans with Disabilities Act:**
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

**Academic Integrity:**
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person’s work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

**Critical Incident Management:**
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

**Learning Outcomes:**

1. Read texts closely with attention to nuances of language, content and form.

2. Write focused, organized and convincing analytical essays in clear, standardized English prose, making use of feedback from instructor.


4. Participate in discussions by listening to others' perspectives, asking productive questions, and articulating ideas with nuance and clarity.

5. Communicate complex ideas clearly.

6. Know a broad range of English and American literatures with an understanding of how texts emerge from, respond to and shape historical and cultural contexts.
7. Develop and hone critical thinking skills.

* * *

We will spend 3 meetings on each play. Read acts 1 and 2 for the first meeting, 3 and 4 for the second, and 5 for the third.

**Syllabus** (Subject to change):

January 25: Introduction to the course and syllabus

January 27, February 1, 3: *The Maid's Tragedy*

February 8, 10, 15: *The Second Maiden's Tragedy*. Discussion of "how to write a paper."

February 17, 22, 24: *The White Devil*

*Your first paper is due 2/24. Peer review 2/29; (revision, if any, due 3/2)*

February 29: Peer review; taking up the slack.

March 2, 7, 9: *The Duchess of Malfi*

March 14–18: Spring Break

March 21, 23, 28: *Women Beware Women*

March 30, April 4, 6: *The Duke of Milan*

April 11, 13, 18: Begin *The Changeling*

*Your second paper is due 4/18. Peer review 4/25; (revision, if any, due 5/2)*

April 20: Begin *'Tis Pity She's a Whore*

April 25: Peer review. More *'Tis Pity. . .*

April 27, May 2: Finish *'Tis Pity. . .*

April 4: Taking up the slack. And I would like your feedback on this class, the choice of texts, etc.