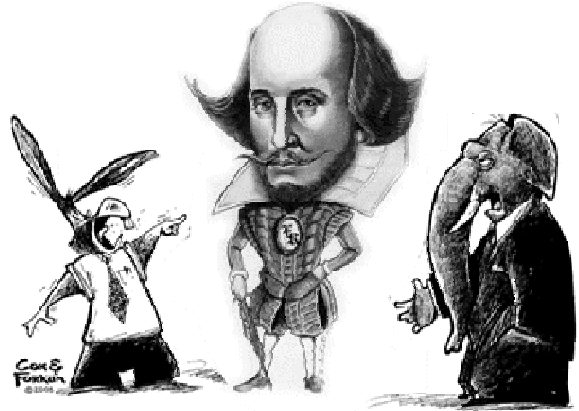


Politically (In)Correct Shakespeare? Gender, Race, Empire

LIT 3320 ♦ Summer 2006 ♦ Tuesdays 1:00-5:00 ♦ JO 4.614
www.utdallas.edu/~kmarshal/courses/shak/PoliticalShak

PROFESSOR: Dr. Kelli Marshall (kmarshal@utdallas.edu)
OFFICE: JO 5.109; 972-883-6287
OFFICE HOURS: Tues. 10-11 AM, or by appt.
eOFFICE HOURS: Mon. 10-11 AM (and any other time I am online): AOL, kmarshal; Yahoo, KelliRMarshall; MSN, kmarshal@utdallas.edu

TEACHING ASSISTANT: Jaime Jordan
(jlj048000@utdallas.edu)
OFFICE: JO 5.206; 972-883-2095
OFFICE HOURS: Mon. 11-1, or by appt.



COURSE DESCRIPTION

In recent decades, Shakespeare has been praised (rather paradoxically) for his broadminded political correctness as well as his more orthodox political *incorrectness*. During his lifetime and still today, Shakespeare, through his plays and sonnets and poems, comments on major hot-button social and political issues: violence, gender, race, war, sex, marriage and family, colonialism, and religion. This course will explore several of Shakespeare's plays in light of three of these issues: gender and sexuality, race/ethnicity, and imperialism.

We will study *The Taming of the Shrew*, *The Merchant of Venice*, *Henry V*, *As You Like It*, *Othello*, and *The Tempest*. Through close readings of these works as well as interdisciplinary assignments, film screenings, and a live theatrical performance, we will consider how Shakespeare treats the three above-mentioned ideas. Finally, *Politically (In)Correct Shakespeare* will examine Shakespeare's life (what we know of it), his surroundings in Elizabethan England, and our current society's obsession with the Bard.

COURSE EXPECTATIONS

LIT 3320 has been designed with the following set of assumptions in mind. If you fit the profile below and are willing to make the commitment, you should find the course challenging but manageable. If not, you might think carefully about how you will work this course (along with its expectations and requirements) into your existing schedule.

1. Students have access to a computer with Internet access, email access, and a printer.
2. Students attend class regularly and participate in class. (Students whose personal schedules prevent on-time arrivals and early departures are encouraged to find a more appropriately scheduled course.)
3. Students keep up with the readings and assignments.
4. Students will be patient with, open-minded about, and respectful of the written and visual texts they encounter this semester.

STUDENT LEARNING OBJECTIVES

1. Students will examine several of Shakespeare's plays in light of the issues of gender, race, and empire.
2. Students will become familiar with Shakespeare's life and milieu.
3. Students will look into our society's fascination with the Bard.
4. Students will identify the above through close readings of primary texts, interdisciplinary assignments, film screenings, and a live theatrical performance of a Shakespearean play.

REQUIRED TEXTS, FEES, AND MATERIALS

- ***The Complete Works of William Shakespeare***, 5th edition, David Bevington, ed.
NOTE: Although we are concentrating primarily on the six plays listed above, we will also look at some of Shakespeare's other plays to gain a more comprehensive view of the playwright and his style. So please purchase *The Complete Works*--or similar versions with well-documented act, scene, and line numbers--rather than individual copies of the plays so that you may browse his other works with ease.
- **\$7.00** (donation for a live performance of *The Tempest*, Dallas Shakespeare in the Park).
- **Roughly 10 index cards** (no smaller than 4 x 6).

GRADING AND ASSIGNMENTS

With the exception of participation grades (see below), all undergraduate grades will be given on a 10-point scale, with pluses and minuses: A = 100-90, B = 89-80, C = 79-70, D = 69-60, F = 59-below.

CLASS WEB SITE: Once or twice per week, students should access the *Student Updates* section on the course Web site; it offers writing and viewing tips, reminders, helpful links, potential syllabus changes, and (occasionally) participation opportunities.

PARTICIPATION (20%): Even though much of LIT 3320 is restricted to lecture and film screenings, there *are* ways to participate and share your thoughts. You will need your index cards (see "Required Texts, Fees, and Materials") for some of these assignments, so please bring them to class regularly. NOTE: None of these exercises may be made-up. Participation points may be earned via any or all of the following:

- *Reading/Screening Quizzes:* answer five questions about the assigned readings and/or exercises.
- *Daily Reports:* respond to the following about the day's reading or lecture: "What points are most clear to you?" and "What do you still not understand?"
- *Three-Minute Theories:* respond to a question/statement based on the day's reading, screenings, or lecture.
- *Online Finds:* respond to an online exercise (check the course site often!)
- *Group Work:* varied in-class exercises for groups of 3-6 students.
- *Shakespeare Select Proposal:* write a detailed proposal for your Shakespeare Select project (see description on page 3).
- *Shakespeare Performance* (Thurs., Jul-20 at Samuell-Grand Park).

Participation assignments will be graded as follows: 5 points, superior; 4 points, good; 3 points, adequate; 2 points, deficient; 1 point, failing.

SHAKESPEARE ONLINE: These out-of-class assignments explore Shakespeare's environment as well as provide you with a bit of background on the plays that our in-class time together will not always allow. While these exercises *are not graded*, they will be a part of participation exercises, class discussion, and the final exam (see below). In other words, it would be wise to complete them by their due date.

SHAKESPEARE SELECT (30%): This project, **due Jul-11**, looks at the way Shakespeare is represented in today's world. Students may select from the following: they may write a traditional research paper, analyze a Shakespeare film, stage a theatrical performance, create a Shakespeare-related Web site, or draw up lesson plans on one of Shakespeare's plays. Each of these options is detailed on the course Web site. NOTE: Dr. Marshall must approve all topics: an **email proposal** (worth 5 participation points) is due by the start of class **on Jun-27**. (Students repeating LIT 3320 will be encouraged to try a different project than the one they worked on in the past.)


FINAL EXAM (50%): All exam material comes from the lectures, readings, and in-class screenings. There are two parts to the final exam:

- *Final Exam, Part I* (20%) is an open-book, open-notes exam that will be taken in the classroom on Jul-25. On this portion of the exam, students will identify (a) various words, themes, or notions related to Shakespeare and/or the Elizabethan period; (b) significant quotes from Shakespeare's plays; and (c) scenes from Shakespeare film adaptations (see example questions online). For this portion of the exam, you may use a pen or pencil, the course textbook, any completed Shakespeare Online assignments, and/or any lecture notes.

- *Final Exam, Part II* (30%) is a take-home essay exam that is due in Dr. Marshall's office--and on WebCT saved as a file with your last name and the assignment (e.g., *JonesShakExam.doc*)--by noon on Monday, Jul-31. You will receive Part II of the final after you turn in Part I. For this portion of the exam, you may use the course textbook, any completed Shakespeare Online assignments, and/or any lecture notes. This exam does not require research; therefore, *no outside sources are needed*.

When you arrive on exam-day, please deposit *all of your belongings*--including food, drinks, caps, hats, jackets, backpacks, purses, and all *silenced* technological devices--at the front of the room. Also, you will not be allowed to leave the classroom until you have completed your exam, so please take care of all "restroom matters" before the exam begins.

Make-up exams will only be given to students with documented emergencies that I am made aware of *before the exam is handed out* (e.g., bereavement, serious illness, scheduled medical procedure, court hearing). Letters from parents are not acceptable. One time for make-up exams will be scheduled, and a more difficult (usually all-essay) exam will be administered. If a student misses an exam and does not have the required information, he/she will earn a zero on the exam.

EXTRA CREDIT OPPORTUNITIES: If you are **lacking a few participation points**, you might consider completing the *1-Minute Presentation*, an informal one-minute lecture to the class on a scholarly article or book chapter related to the day's reading or screening. *No popular magazines, Web sites, or newspapers*; rather, search the library's card catalog and/or databases for your source (e.g., Humanities Abstracts, MLA International Bibliography, Academic Search Premier). **These presentations are scheduled on certain days; look for the book icon () on the "Class Calendar" section.** If you would like to present, **please email Dr. Marshall with your article/chapter title by noon on Mondays.** After your presentation, you should hand in the entire article as well as a typed 100-word summary of the article and how its contents pertain to our class.

There **are also extra-credit opportunities** on the final exam. As your syllabus indicates, we will be watching various film clips in the classroom. Even though we are not watching these films in their entirety, many of them are extremely important to the history of Shakespeare onscreen as well as to the field of adaptation studies. So for those of you who want to screen either (or both) of these entire films--*Othello* (Oliver Parker) or *Henry V* (Kenneth Branagh)--there will be extra-credit opportunities for you on Part 1 of the final exam. Both films are available in the UTD library.


CLASS CALENDAR

Since class meetings this semester last four hours, I have divided most of them into three (approximate) parts: Part 1 (1:00-2:15), Part 2 (2:25-3:40), and Part 3 (3:45-5:00).

THE TAMING OF THE SHREW (1590-93)

Week 1 16-May **Introduction and *The Taming of the Shrew*** (Inductions and Act 1).

Week 2 23-May **From a Wild Kate to a Household Kate?**

READING: *The Taming of the Shrew* (Act 2.1 – 3.1). 

SHAKESPEARE ONLINE: "Chains, Humours, and Humanism: Elizabethan Thought."

He Hath Some Meaning in His Mad Attire. Or Does He?

READING: *The Taming of the Shrew* (Act 3.2 – 4.2) and excerpts from both *A Godly form of Household Government* and *Domestical Duties* (handouts).

Petruchio, Top Student at the Taming-School?

READING: *The Taming of the Shrew* (Act 4.3 – end).

THE MERCHANT OF VENICE (1596-97)

Week 3 30-May **I Hate Him for He Is a Christian: Shylock's "Sacred Nation"**

READING: *The Merchant of Venice* (Act 1.1 – 2.1).

SHAKESPEARE ONLINE: "The Outcasts of England."

All Gone! Shylock's Ducats and (Oh Yeah) His Daughter Too

READING: *The Merchant of Venice* (Act 2.2 – 2.9).

Confirmed, Signed, and Ratified: The Bonds Continue

READING: *The Merchant of Venice* (Act 3).

- Week 4 6-Jun **Then Must the Jew Be Merciful: Mercy via Christianity?**
READING: *The Merchant of Venice* (Act 4 – end). 📖

AS YOU LIKE IT (1598-1600)

Disguised Dames Approaching Arden

READING: *As You Like It* (Act 1 – Act 2.3).

SHAKESPEARE ONLINE: "Gender and Sexuality."

- Week 5 13-Jun **All The World's a Stage...**
READING: *As You Like It* (Act 2.4 – 3.1). 📖
SHAKESPEARE ONLINE: "Experiencing Elizabethan Theatre."

It Depends upon What the Meaning of the Word *Is* Is: Truth and Love in the Forest

READING: *As You Like It* (Act 3.2 – 3.5).

An Ending in True Delight?

READING: *As You Like It* (Act 4 – end).

HENRY V (1599)

- Week 6 20-Jun **All the Youth of England Are on Fire: England at War** 📖
READING: *Henry V* (Act 1 – 2.1).
SHAKESPEARE ONLINE: "British History, the Crown, and the Monarchy."

Once More Unto the Breach...

READING: *Henry V* (Act 2.2 – 3.3).

A Little Touch of Harry in the Night, or the King Gets Around

READING: *Henry V* (Act 3.4 – 4.1).

- Week 7 27-Jun **Combine Your Hearts in One: Victory in War, Conquest in Marriage**
READING: *Henry V* (Act 4.2 – end).
SHAKESPEARE ONLINE: "Adapting Shakespeare."
SHAKESPEARE SELECT PROPOSAL DUE.

OTHELLO (1603-04)

Valiant Othello vs. Honest Iago

READING: *Othello* (Act 1 – 2.1).

- Week 8 4-Jul **No Class: Holiday**

- Week 9 11-Jul **"I Need Some Proof, and Make It Quick!"** 📖
READING: *Othello* (Act 2.2 – 3.3).
SHAKESPEARE ONLINE: "*Othello*: Touring through Theatre History."
SHAKESPEARE SELECT PROJECT DUE.

The Green-Eyed Monster...

READING: *Othello* (Act 3.4 – 4.2) and "Edict Arranging for the Expulsion from England of Negroes and Blackamoors" (handout).

Heavy Acts and Heavy Hearts

READING: *Othello* (Act 4.3 – end).

- Week 10 18-Jul **THE TEMPEST (1611)**

Prospero, Still "A Prince of Power"?

READING: *The Tempest* (Act 1). 📖

SHAKESPEARE ONLINE: "England and Exploration."

Man or Fish: A Closer Look at Caliban (and Imperialism).

READING: *The Tempest* (Act 2).

Ratifying the Rich Gift: Prospero Blesses the Union (well, sort of...)

READING: *The Tempest* (Acts 3 and 4).

20-Jul ***The Tempest*. Shakespeare Festival of Dallas.** Please arrive no later than 8:00 PM.

Week 11 25-Jul **I'll Deliver All: Prospero/Shakespeare As Author/Playwright.**

READING: *The Tempest* (Act 5).

Final Exam, Part I.

Week 12 31-Jul **Final Exam, Part II due in Dr. Marshall's office by noon.**

POSSIBLE IN-CLASS SCREENINGS

___ <i>As You Like It</i> (Christine Edzard, 1992)	___ <i>O</i> (Tim Blake Nelson, 2001)
___ <i>As You Like It</i> (Paul Czinner, 1936)	___ <i>Othello</i> (Geoffrey Sax, 2001)
___ "Atomic Shakespeare" (<i>Moonlighting</i> , 1986)	___ <i>Othello</i> (Oliver Parker, 1995)
___ <i>Chimes at Midnight</i> (Orson Welles, 1965)	___ <i>Othello</i> (Orson Welles, 1952)
___ <i>Henry V</i> (Kenneth Branagh, 1989)	___ <i>Othello</i> (Stuart Burge, 1965)
___ <i>Henry V</i> (Laurence Olivier, 1944)	___ <i>Prospero's Books</i> (Peter Greenaway, 1991)
___ <i>Kiss Me Kate</i> (George Sidney, 1953)	___ <i>Renaissance Man</i> (Penny Marshall, 1994)
___ <i>McLintock!</i> (Andrew V. McLaglen, 1963)	___ <i>Shakespeare: The Animated Tales</i> (1992-94)
___ <i>Merchant of Venice</i> (BBC, 1980)	___ <i>Taming of the Shrew</i> (Franco Zeffirelli, 1966)
___ <i>Merchant of Venice</i> (John Sichel, 1973)	___ <i>Tempest, The</i> (Derek Jarman, 1979)
___ <i>Merchant of Venice</i> (Michael Radford, 2004)	___ <i>Tempest, The</i> (Percy Stow, 1908)
___ <i>My Own Private Idaho</i> (Gus Van Sant, 1991)	___ <i>Ten Things I Hate about You</i> (Gil Junger, 1999)

COURSE POLICIES

- **Arrive on time for lectures.** If you arrive *after* class has begun, please sit on the back row.
- **No talking during lectures or screenings.** If students continually engage in conversation while the professor is talking, they will be asked to move. Unnecessary talking and discourteous behavior are not tolerated in the classroom.
- **No laptops.**
- **No beepers, PDAs, text-messaging, and/or cell phones.** If you are expecting an emergency call during class (e.g., birth, babysitter's call, death), notify Dr. Marshall *before* class begins.
- **Use email etiquette.** Your email messages say as much about you (and your intellect!) as your speech and your written assignments: address the person to whom you are speaking (e.g., "Dr. Marshall, I have a question..."); type with proper punctuation and capitalization (no all-lowercase emails!); always sign your name, even if it is just a quick reply; and finally, proofread your emails before you hit "send." NOTE: All electronic correspondence between UTD students and faculty should be transmitted from UTD email accounts: To activate or maintain your free computer account and/or to set email forwarding options, go to <http://netid.utdallas.edu>.
- **LIT 3320 students are not graded on attendance;** however, if students do not attend lectures and participate in class, it is unlikely that they will receive a high grade.

FIELD TRIP POLICIES

The class will attend a Shakespeare Performance on Thursday, Jul-20 at Samuell-Grand Park. Find out more at www.shakespearedallas.com and on the course site later in the semester. If you cannot attend with the class Jul-20, you may attend Jul-19 or Jul-21. **NOTE: You will earn 10 participation points for attending.**

STUDENT CONDUCT AND DISCIPLINE

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

ACADEMIC INTEGRITY

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

EMAIL USE

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

WITHDRAWAL FROM CLASS

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the

student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

STUDENT GRIEVANCE PROCEDURES

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

INCOMPLETE GRADE POLICY

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

DISABILITY SERVICES

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m. The contact information for the Office of Disability Services is: The University of Texas at Dallas, SU 22, PO Box 830688, Richardson, Texas 75083-0688, (972) 883-2098 (voice or TTY).

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

RELIGIOUS HOLY DAYS

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

IMPORTANT UNIVERSITY DATES

May-25	Last Day to drop without a "W"
May-29	Memorial Day Holiday (school closed)
Jul-4	July Fourth Holiday (school closed)
Jul-10	Last day to withdraw with a WP/WF
Jul-25	Last Day of classes
Jul-26	Final Exams begin
Aug-4	Grades available online

*The class calendar is subject to change: if a change occurs, it will be announced in class and posted on the course Web site. It is the student's responsibility to be aware of such changes.

**If you lose this syllabus, an extra copy may be printed from the course Web site.