ANTIOCH UNIVERSITY LOS ANGELES
BA LIBERAL STUDIES
Course Syllabus

Shakespeare Deconstructed: Gender & Power Play
HUM/PSY 324B
Winter 2017
3 Units
Wednesday 1pm

Charley Lang, MFT
clang1@antioch.edu
(323) 463-4630
Office Hours (2046):
Tues/Wed by appt.

Course Description
This course will introduce students to five plays of William Shakespeare, exploring issues of gender and power…and their relationship to the psychology of identity construction. Stringent gender roles in Elizabethan time will be challenged and satirized through the comedies Twelfth Night and Taming of the Shrew. A house divided will exact its consequences upon the classic young lovers Romeo & Juliet. And the gaining and loss of power will loom large in the tragedies MacBeth and King Lear. Students will analyze Elizabethan issues of gender and power through these five plays (along with secondary source material in Course Reader) and relate them to contemporary experiences of identity construction. An interactive class format will be utilized, including scene study, film presentation and analysis, guest artist participation, and engaged critical inquiry.

Prerequisites: There are no prerequisites for this course.

Repeat Policy: Students who have earned credit in this course may not repeat the course for credit.

B.A. Program Learning Objectives

- Critical and analytical thinking ability;

- The ability to understand issues from multiple perspectives;

- The ability to connect learning to lived experience;

- Social and intercultural awareness;

- Civic and community engagement;

- Core competency in foundational skills: including, writing, quantitative reasoning, information literacy, technological literacy, oral communication, and research.

Course Learning Objectives
1. Students will critically assess the roles of gender and power in the related plays of Shakespeare.

2. Students will demonstrate an understanding of Shakespearean language, through in-class scene study that considers associated meanings from the culture of his time.

3. Students will compare and contrast identity development in Shakespeare’s plays with psycho/social issues in the world of today.

Evaluation will address the extent to which the student has met the above program and course learning objectives, as demonstrated by: a) engaged class participation, b) integration of text analysis processes, and c) synthesis of critical thinking and research skills in written work. Quality of two written papers (content, spelling, grammar, punctuation) will be strongly considered in the student’s evaluation.

Attendance & Other Class Policies
1. Attendance at all classes is expected. If you need to miss a class due to unforeseen circumstances, I must hear from you via email or voicemail prior to the start of that class. No more than one class absence is permitted in order to receive credit for this course.
2. It is essential to complete all weekly readings prior to the assigned class.
3. If you would like a letter grade, please request it in writing on your final paper.
4. Engaged participation in all class and small group discussions is expected.
5. No cellphone use, net surfing or texting during class, including film presentations. Seriously.

Assignments
There are 2 written assignments for this course, due the 6th and the final weeks of class. Please adhere to the page length for each assignment…no longer, no shorter.

1. The midterm, due week 5, will be a 4 page paper identifying 2 passages of Shakespearean text from any of the plays in this course (one related to gender, one to power). The meaning of these selections will have been initially confusing to the student, however, with appropriate research (along with implementation of in-class scene study work, when applicable) the student will situate the meanings of these passages in the culture of Shakespeare’s time. Paper will follow APA standards, citing multiple references from at least two outside sources, along with additional reference page. Hard copy please.

2. The final, due week 10, will be in two parts. First, each student will submit an audio file, demonstrating their understanding of Shakespeare’s language through the recitation of a selected Shakespearean monologue or soliloquy of choice. The second part of this assignment will be submission of a 6-7 page paper (hard copy). In this paper, the student will identify three Shakespearean characters studied in class and the impact that gender and power play in the development of each of these character’s identities. This paper will then demonstrate an understanding of how these effects of gender and power continue to impact and/or challenge our world 400 years after Shake-
speare’s time, citing real-life examples (personal, psychological and/or socio-political) from the culture of today. Paper will follow APA standards, at least six outside sources will be included (two per character), along with additional reference page.

Required Texts

1. Course Reader

   Folger Shakespeare Library Editions only! (approx. $6 each at Amazon):
   2. Twelfth Night
   3. Romeo & Juliet
   4. MacBeth
   5. Taming of the Shrew
   6. King Lear

Week-by-Week Outline (subject to change)

Week 1: Introductions, review of syllabus and assignments. Film excerpt: ‘Shakespeare Uncovered - The Comedies, with Joely Richardson’.

Week 2: Guest artist, introduction to Shakespeare’s language and Twelfth Night. The psychology of gender roles and boys playing girls playing boys (2.4).

   - Like a Virgin: Queen Elizabeth & the Status of Women (Papp, et al.)
   - Reading Shakespeare’s Language (Folger, Twelfth Night)
   - An Introduction to this Text (Folger, Twelfth Night)

Week 3: Film presentation: ‘Twelfth Night - Shakespeare’s Globe on Screen’ (Tim Carroll, dir).

   - Exploring the Ambiguities of Gender in Twelfth Night (Luk)
   - Revisiting Shakespeare and Gender (Gerlich, et al.)
   - Twelfth Night: A Modern Perspective (Folger)

Week 4: ‘Prologue’ text work. Film excerpt: ‘Shakespeare Uncovered - Romeo & Juliet, with Joseph Fiennes’.

   - Romeo & Juliet: An Exploration of Gender Roles (Lavie)
   - Romeo & Juliet (DK)
   - Romeo & Juliet: A Modern Perspective (Folger, R&J)
   - Romeo & Juliet (Folger, 1.5, 2.2, 3.3, 5.3)

Week 5: Greed, power and psychology in MacBeth. Guest artist. Film excerpt: ‘MacBeth’ (PBS Goold, dir, Acts 1-3).

   - Analysis of Power & Gender in MacBeth (Spark)
   - MacBeth and His Lady: A Crazy Couple (Jurewicz)
   - MacBeth: A Modern Perspective (Folger)
   - MacBeth (Folger, 1.3, 1.5, 1.7, 2.2)

- The Expression of Masculine Grief in MacBeth (Bruckner)
- Unsexing the Feminine (Gootman)
- MacBeth (Folger, 4.1, 5.1, 5.5)

Week 7: Power and gender in Taming of the Shrew. Induction scenes. Film excerpt: ‘Shakespeare Uncovered - Taming of the Shrew, with Morgan Freeman’.

- Taming of the Shrew: A Modern Perspective (Folger)
- Shakespeare After All (Garber)

Week 8: Film presentation: ‘Taming of the Shrew - Shakespeare’s Globe on Screen’ (Toby Frow, dir).

- Taming of the Shrew: Not a Woman Being Crushed (Costa)
- Petruchio in Taming of the Shrew (Siberry)
- Taming of the Shrew (Folger, 2.1, 3.2, 4.5, 5.2)

Week 9: Film excerpt: ‘Shakespeare Uncovered – King Lear, with Christopher Plummer.


- Shakespeare’s King Lear (Folger)
- King Lear: A Modern Perspective (Folger)

Week 10: Final paper/audio file due. Discussion of final projects and shared presentations of monologue submissions. The Marlowe controversy. Where do we go from here?

Recommended Reading


**OTHER COURSE AND UNIVERSITY POLICIES**

**Incomplete Policy**
There will be no incompletes given for this class, except under extraordinary circumstances and only when negotiated in advance with the instructor.

**Extra Credit Policy**
Extra credit will not be awarded for this class.

**Information Literacy and Research Requirements**
All students are expected to develop an understanding of how to find and use resources appropriate for academic inquiry and scholarship. Please meet with a librarian for help and support with research and for information literacy instruction.

**Student Conduct Policy**
Respectful conduct is expected of students on the campus at all times, both inside and outside the classroom.” See *AULA General Catalog, 2010-2012*, (p.59 &71) for university policy.

**Plagiarism Policy**
Plagiarism – that is, the intentional or unintentional borrowing of another person’s ideas, images, research, or data without citation -- is a serious breach of academic integrity that results in sanctions, including dismissal from the University. Please consult Diana Hacker’s *A Writer’s Reference*, 6th ed., pp. 344-347 for specific guidance on avoiding plagiarism while taking notes, summarizing, paraphrasing, and quoting from sources. Please also feel free to ask me for clarification.

**Reasonable Accommodation for Students with Disabilities**
Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students who need to request disability accommodations should email studentaffairs.aula@antioch.edu at the outset of their enrollment, if possible, since reasonable accommodations are not retroactive.
For more information, please contact studentaffairs.aula@antioch.edu or the Office of the Provost at (310) 578-1080 extension 401.

Sexual Harassment Policy
The Undergraduate Studies Division is firmly committed to each student’s dignity and to eliminating all forms of sex discrimination and harassment of students. No student should have her or his learning experience at AULA contaminated by the experience of being treated as a sexual object by an instructor or any other employee. We strongly urge any student who believes that an Antioch employee has crossed the line to speak to your advisor, to the Undergraduate Studies Division leadership, the Provost, the Director of Human Resources, or the President about your concerns. Antioch University’s policy “Title IX, Sex Discrimination, Sexual Harassment, and Sexual Violence” provides definitions of prohibited and inappropriate behaviors, the process for reporting and investigating complaints, and the sanctions levied against those employees or students found to be in violation of these policies. This policy can be found in the AU Resource Archive at http://aura.antioch.edu/policies_400_6x/12/. Additionally, please see the AULA General Catalog for the policy on dual relationships: http://aulacatalog.antioch.edu/policiesregulationsandprocedures/universitypolicies/relationshipsintheworkplace/.

Student Advocacy & Engagement Advisor
Lisa Lepore, Director of Library Services, is now serving as Student Advocacy & Engagement Advisor. In this new role, Lisa serves all students by offering an informal and neutral dispute resolution service that provides students with information, advice, intervention and referrals. This position was created to ensure that all students of the University receive fair and equitable treatment. Students who wish to raise a concern or question are invited to contact Lisa at llepore@antioch.edu or (310) 578-1080 extension 334 or visit Lisa at her office in the library.

Antioch University Policies
Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one’s own academic efforts and respectful treatment of the academic efforts of others. All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy and the Student Conduct Policy. To access academic, student, and other university policies are available online: http://aura.antioch.edu/au_policies/.