## HON 329: Shakespeare, Race, Ethnicity

Instructor: Kent Lehnhof ([lehnhof@chapman.edu](mailto:lehnhof@chapman.edu))

Class meeting time: MW 2:30-3:45pm

Class meeting place: Demille Hall 107

Student consultations: F 1:00-3:00pm

Student consultations link: [Meeting ID: 845-739-9300](https://chapman.zoom.us/j/8457399300)

## Mode of Instruction

This course is set for in-person instruction. The instructor has been vaccinated against Covid-19 and strongly urges all students to be vaccinated, too. Students who attend in-person class meetings will be required to comply with all safety protocols mandated by the University.

## Modifications to Mode of Instruction

The mode of course instruction may be modified during the semester, depending on state, local, and University guidelines. If instructional modes are modified to include online instruction, students will be expected to participate in class meetings, synchronously, via Zoom. System requirements are specified on the [Zoom website (Links to an external site.)](https://support.zoom.us/hc/en-us/articles/201362023-System-requirements-for-Windows-macOS-and-Linux). Students with questions or concerns about using Zoom or who experience challenges with online instruction should contact the instructor.

## Student Consultations

The instructor is available for student consultations on Fridays, from 1:00-3:00pm. Students may schedule a meeting (pending availability) by going to the Canvas calendar, selecting our course calendar, and clicking on "Find appointments." Consultations will typically be held on Zoom ([Meeting ID: 845-739-9300](https://chapman.zoom.us/j/8457399300)). However, the instructor is amenable to in-person meetings, upon request. Students who wish to consult on a day other than Friday should email the instructor to propose alternate days/times.

## Course Description

Several of Shakespeare's plays focus on characters who are marked as racially or ethnically different. In this class, we will consider how these plays depict the practice of "othering" certain persons or peoples and will examine how these depictions can be said to uphold, undermine, and/or interrogate these practices. Using these plays as both a lens and a mirror, we will contemplate the origin, impact, and operation of racial/ethnic othering, with an eye to both minority and majority parties. Our reading of the plays will be supplemented by film and stage productions, literary criticism, early modern cultural history, contemporary social science research, and first-person accounts. Prerequisite: None. 3 credits.

## Required Texts

Students will need personal copies of four plays: Aimé Césaire's A Tempest and William Shakespeare's The Merchant of Venice, Othello, and The Tempest. Students may choose how to acquire these texts (hard copy or electronic, buying or renting, etc.). As regards print copies, I recommend the following editions for affordability and readability:

* Shakespeare, The Merchant of Venice (Folger Shakespeare Library). ISBN 978-1439191163
* Shakespeare, Othello (Annotated Shakespeare). ISBN 978-0300108071
* Shakespeare, The Tempest (Oxford School Shakespeare). ISBN978-0198325000
* Aimé Césaire: A Tempest, Richard Miller (TCG, 2002). ISBN 978-1559362108

## Supplementary Texts

Additional course materials will be accessible online. A few of the films to be viewed may require a small rental fee.

## Course Learning Outcomes (CLO)

Upon successfully completing this course, students will have:

* Increased their understanding of several of Shakespeare's plays, especially as concerns their portrayal of racial/ethnic difference
* Increased their understanding of race and ethnicity as a socio-historical phenomenon
* Increased their understanding of the impact of racial/ethnic ideas on individuals and communities

## Program Learning Outcomes (PLO)

As we examine Shakespeare's depiction of racial/ethnic othering, with attention to both his world and our own, we will fulfill the learning outcomes of the Honors program, as well as the Artistic Inquiry (AI) and Social Inquiry (SI) components of the GE program.

## Honor Program Learning Outcomes

In Honors courses, students will:

* Obtain a starting point for integrative exploration of the development of cultures and intellectual achievements through a variety of disciplinary and interdisciplinary perspectives
* Sharpen their ability to critically analyze and synthesize a broad range of knowledge through the study of primary texts and through engagement in active learning with fellow students, faculty, and texts
* Understand how to apply more integrative and interdisciplinary forms of understanding in the advancement of knowledge and in addressing complex challenges shaping the world
* Develop effective communication skills, specifically in the areas of written and oral exposition and analysis

## GE Social Inquiry Learning Outcome

In Social Inquiry courses, students will:

* Identify, frame and analyze social and/or historical structures and institutions in the world today

## GE Artistic Inquiry Learning Outcome

In Artistic Inquiry courses, students will:

* Compose critical or creative works that embody or analyze conceptually an artistic form at a baccalaureate/pre-professional level

## Assignments

Students are expected to complete by class time the assignments listed for that day on the schedule.

Attendance and EngagementBecause of the unique challenges posed by the pandemic, I will not be assigning a grade value to real-time attendance. Nevertheless, your attendance and your engagement will have a profound impact on your learning and your grade. Based on the results of previous semesters, it is unlikely that a student who misses 5 or more class meetings will receive a grade higher than a C, and it is unlikely that a student who misses 7 or more class meetings will pass the course. Students who have difficulty attending class should be proactive and contact the instructor to address the situation. In all classes, students are expected to be engaged, courteous, and professional. Students who adversely affect the learning environment will be subject to grade deductions and dismissal.

## Grading

Grades will be based on reading quizzes, film annotations, written responses, and a final project.

## Reading Quizzes (15%)

You will be required to take a reading quiz for each play we read. The quizzes will be administered via Canvas and must be completed before the start of class on the day it is due. (Quizzes will go offline at the start of class.) The point of the quizzes is to encourage and assess your understanding of the play. Quizzes will present you with 10 multiple-choice questions focused on the plot events of the play. They will not be difficult if you have read attentively. However, quizzes have a 10-minute time limit and you are to take the quizzes without assistance of any kind. Consulting your text, your notes, your classmates, the Internet, or any other resource is strictly prohibited. Because you can submit quizzes from just about anywhere and at just about any time, missed quizzes cannot be made up.

## Film Annotations (25%)

Over the course of the semester, you will be required to view three films outside of class. For each film, you will submit via Canvas a maximum of 8 annotations in which you focus on brief moments of the film (which you will identify by time stamp). In your annotations, you will call attention to specific choices on the part of actors/filmmakers and then explain how these specific choices shape our understanding/response. High quality annotations focus on subtle choices (things that might be overlooked by casual viewers) and demonstrate the significance of these subtle choices by tying them to the larger concerns, concepts, themes, or messages of the production. High quality annotations usually range between 4 and 6 sentences.

## Written Responses (30%)

You will be required to submit a written responses to each of the plays we read. Responses must be at least 1,200 words in length and must be submitted to Canvas by the start of class on the day they are due. The instructor will suggest topics and/or approaches for the written responses, but students may explore their own topics and approaches. Written responses will be evaluated according to the associated rubric. This rubric sets a high standard, so you should give yourself time to meet it. Starting a response the day before it is due is not advisable. Students are welcome to schedule consultations with the instructor to discuss their written responses. Students might also find it helpful to avail themselves of two University resources: The [University Writing Center](https://www.chapman.edu/wilkinson/english/orgs-publications/writing-center/index.aspx) and [Grammarly](https://www.chapman.edu/campus-services/information-systems/software/grammarly.aspx).

## Final Project (30%)

You will be required to conceptualize, execute, and submit a final project. Students are invited to undertake a project that is meaningful to them and have wide latitude in the development of such a project. Some possibilities include: a literary critical essay; a personal essay; a review of sociological research on race; a full-film annotation; a conceptual sketch for the production of a Shakespearean play; a performative response to a Shakespearean play; and a revision, rewriting, or parody of a Shakespearean play. Final projects must be submitted to Canvas by 8:00am on Monday, December 13. Students will present their final projects (or summaries thereof) to the class from 8:00-10:30am on Monday, December 13.

* **Final Project due: Monday, December 13 at 8:00am**
* **Final Project presentations: Monday, December 13 (8:00-10:30am)**

## Late Submissions

Film annotations, written responses, and final projects that are not submitted on time will be penalized 5% per day.

## Grade Scale

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | 93-100 | B+ | 87-90 | C+ | 77-80 | D+ | 67-70 | F | 0-60 |
| A- | 90-93 | B | 83-87 | C | 73-77 | D | 63-67 |  |  |
|  |  | B- | 80-83 | C- | 70-73 | D- | 60-63 |  |  |

## Students with Disabilities Policy

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the [Office of Disability Services](https://www.chapman.edu/students/health-and-safety/disability-services/index.aspx). If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized. Please contact Disability Services at (714) 516-4520 if you have questions regarding this procedure, or for information and to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

## Academic Honesty Policy

Chapman University is a community of scholars that emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work and academic dishonesty of any kind will be subject to sanction by the instructor and referral to the university Academic Integrity Committee, which may impose additional sanctions, including expulsion. Please see the full description of Chapman University's policy on Academic Integrity at [www.chapman.edu/academics/academicintegrity/index.aspx.](http://www.chapman.edu/academics/academic-integrity/index.aspx)

## Equity and Diversity Policy

Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in [Chapman’s Harassment and Discrimination Policy](https://www.chapman.edu/faculty-staff/human-resources/_files/harassment-and-discrimination-policy.pdf). Any violations of this policy should be discussed with the professor, the [Dean of Students](https://www.chapman.edu/students/dean-of-students/index.aspx) and/or otherwise reported in accordance with this policy.

**Schedule**

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| --- | --- | --- |
|  | **Week 1** |  |
| **Monday, August 30** Introductions |  | **Wednesday, September 1** Read: "[White Privilege](https://www.tolerance.org/classroom-resources/texts/white-privilege-unpacking-the-invisible-knapsack)" (1988); "[White Privilege](https://www.tolerance.org/magazine/fall-2018/what-is-white-privilege-really)" (2018)  View: Kimberly Jones, "[How Can We Win](https://youtu.be/llci8MVh8J4)" |
|  | **Week 2** |  |
| **Monday, September 6**  No class (Labor Day) |  | **Wednesday, September 8**  Lecture on Shakespeare's Life and Career  Read: Cinthio, [from *Hecatommithi*](https://internetshakespeare.uvic.ca/doc/Cinthio_M/complete/index.html) |
|  | **Week 3** |  |
| **Monday, September 13** Read: *Othello*, acts 1-3 |  | **Wednesday, September 15**  *Othello*, acts 4-5  **\*Reading quiz: *Othello*** |
|  | **Week 4** |  |
| **Monday, September 20**  View: *Othello* film  \***Film annotation: *Othello*** |  | **Wednesday, September 22**  Read: "[Stereotype Threat](http://libproxy.chapman.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid,cookie,url&db=pdh&AN=1996-12938-001&site=ehost-live)" (1995); and "[Stereotype Threat](https://doi-org.libproxy.chapman.edu/10.1146/annurev-psych-073115-103235)" (2016) |
|  | **Week 5** |  |
| **Monday, September 27** View: [*Othello* playlist](https://www.youtube.com/playlist?list=PLYD11MeS8l_rQDiuHbVFpqs61oyU0j4BX)  **\*Written response: *Othello*** |  | **Wednesday, September 29**  Listen: Podcast |
|  | **Week 6** |  |
| **Monday, October 4**  Read: *Merchant of Venice*, acts 1-2 |  | **Wednesday, October 6**  Read: *Merchant of Venice*, act 3 |
|  | **Week 7** |  |
| **Monday, October 11**  Read: *Merchant of Venice*, acts 4-5  **\*Reading quiz: *Merchant*** |  | **Wednesday, October 13**  Read: "[Microaggressions](http://libproxy.chapman.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid,cookie,url&db=pdh&AN=2007-07130-001&site=ehost-live)" (2007) |
|  | **Week 8** |  |
| **Monday, October 18**  View: *Merchant of Venice* film  **\*Film annotation: *Merchant*** |  | **Wednesday, October 20**  Listen: Podcast |

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|  | **Week 9** |  |
| **Monday, October 25**  View: [*Merchant of Venice* playlist](https://www.youtube.com/playlist?list=PLYD11MeS8l_rc9JvTNddHbQGHnryKMTeB)  **\*Written response: *Merchant*** |  | **Wednesday, October 27**  Read: *The Tempest*, act 1 |
|  | **Week 10** |  |
| **Monday, November 1**  Read: *The Tempest*, acts 2-3 |  | **Wednesday, November 3** Read: *The Tempest*, acts 4-5 **\*Reading quiz: *The Tempest*** |
|  | **Week 11** |  |
| **Monday, November 8** View: *The Tempest* film  **\*Film annotation: *The Tempest*** |  | **Wednesday, November 10** Read: "[Implicit Bias](https://www.scientificamerican.com/article/how-to-think-about-implicit-bias/)" (2018)  Take: [Implicit Bias Test](https://implicit.harvard.edu/implicit/takeatest.html) |
|  | **Week 12** |  |
| **Monday, November 15**  View: [*The Tempest playlist*](https://www.youtube.com/playlist?list=PLYD11MeS8l_rSsSaiBy5JHSSNtoMig2tt)  **\*Written response: *The Tempest*** |  | **Wednesday, November 17** Read: "[There is no 'White Culture'](https://www.cnn.com/2020/08/18/opinions/american-culture-and-race-ford/index.html)"; "Caliban Never Belonged to Shakespeare" |
|  | **Week 13** |  |
| **Monday, November 22**  No class meeting: Thanksgiving Break |  | **Wednesday, November 24** No class meeting: Thanksgiving Break |
|  | **Week 14** |  |
| **Monday, November 29**  View: [In memoriam - Aimé Césaire](https://youtu.be/dG8rvp0BmOg)  Read: *A Tempest*, acts 1-2 |  | **Wednesday, December 1** Read: *A Tempest*, act 3-5  **\*Reading quiz: *A Tempest*** |
|  | **Week 15** |  |
| **Monday, December 6**  Listen: Podcast  **\*Written response: *A Tempest*** |  | **Wednesday, December 8**  Wrap up |
|  | **Finals Week** |  |
| **Monday, December 13**  **8:00am - 10:30am**  Final project presentations  **\*Final project** | | |