

THTR 454 Advanced Shakespeare (63163)
Units: 2
Spring 2020 MW 9-10.50

Location: PED 204

Instructor: Katherine Burton
Office: MCC 208
Office Hours: By appointment
Contact Info: burtonk@usc.edu

Course Description

We will spend the semester continuing to explore the plays of William Shakespeare using the skills you have learned with Professors Negro or Carnicke or study at BADA or Saint Mary's in the UK. Arguably the greatest playwright in the English language, working on Shakespeare never ceases to teach and illuminate all students with the depth of his poetic and prosaic writing, the breadth of his characters, his humor and humanity and the sheer brilliance of his storytelling. These all form a rich tapestry for any young actor, no matter where they are in their learning process, to feast on. We will cater our work to each student's individual needs, choosing material that will both strengthen and stretch them. We will focus on his earliest comedy, *A Midsummer Night's Dream*, for the first part of the semester. We will then embark on two other plays chosen from a tragedy, a history and a romance or another comedy for the remaining part of the semester. Suggested titles are *Macbeth*, *Othello*, *Henry V*, *Richard III*, *Much Ado About Nothing*, *As You Like It* and *The Tempest*. These plays are from both the Elizabethan and Jacobean eras and we will endeavor to put them into some historical context to deepen our understanding of the time in which they were written.

Learning Objectives

To create organically active characters, at a more advanced level, in fully realized scenes from *A Midsummer Night's Dream* and in two of the other plays listed above.

Prerequisite: THTR 354

Required Readings and Supplementary Materials

Required: *The Complete Works of William Shakespeare* (any edition but the lines must be numbered). **Suggested:** *Will in the World* by Stephen Greenblatt (a brilliant overview of Shakespeare's life). You can order these yourselves.

Description and Assessment of Assignments.

There will be scenes assigned after an initial reading of *A Midsummer Night's Dream*. Based on

strengths and stretches, each student will be assigned roles. Each student will be given the opportunity to choose their roles. The scenes may be double cast depending on the class size. We will read through all the scenes and break them down for sense and clarity and whether they are written in verse or in prose and why Shakespeare might have chosen to do that. We will also discuss the need of the characters and why they do what they do asking the questions: What does my character want? (making an active choice and pursuing an objective) What is standing in my way?(Overcoming the obstacle). How does my character want to affect the other characters in the scene? After exploring the textual breakdown and the possible answers to these questions in class, students will be expected to take the scenes and work with their scene partners outside of class and bring them back to class with more familiarity and depth. The next time the scene should arrive in class completely off book. We will continue to deepen these scenes for the first third of the semester. I expect students to be well prepared to present in each class and each group will go at least once a week. The men will have more to do as there are often less of them and may go twice a week. I will always try to give the presentation schedule by the end of the week before. If you miss a class or are not prepared you may not have the opportunity to present that week. Our midterm will be to present our scenes from A Midsummer Night's Dream. We will continue to work on two other plays in a similar fashion to the first half of the semester. Our final will be a combination of scenes from our other plays chosen. You will be assessed on how well you have prepared for each class and how fully you have realized the characters using the textual work and the language of action, objective and obstacle.

Grading Breakdown

Including the above detailed assignments, how will students be graded overall? Participation should be no more than 15%, unless justified for a higher amount. All must total 100%.

A Midsummer Night's Dream class work:30%

A Midsummer Night's Dream midterm: 10 %

Other Shakespeare plays class work:40%

Other Shakespeare plays final: 20%

Grading Scale (Example)

Course final grades will be determined using the following scale

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Assignment Rubrics

I will assess you on how well you develop your character by playing an action, achieving an objective and overcoming an obstacle after thorough textual analysis. I will expect you to be off book after the first two presentations. I will expect you to continue to deepen your scenes with each new presentation.

Assignment Submission Policy

When they are requested with enough advanced notice.

Grading Timeline

I will give both midterm and final grades.

Additional Policies

I expect all students to be on time and in class. I will only accept excuses for illness or an emergency; these should be emailed to me. After three excused absences, your absences will be reflected in your grade. I accept NO USE of technology in class unless there is an emergency. I expect all students to have purchased the text by the second class.

Course Schedule: A Weekly Breakdown

Provide a detailed course calendar that provides a thorough list of deliverables—readings, assignments, examinations, etc., broken down on at least a weekly basis. The format may vary, but the content must include:

- Subject matter (topic) or activity
- Required preparatory reading, or other assignments (i.e., viewing videos) for each class session, including page numbers.
- Assignments or deliverables.

IMPORTANT:

In addition to in-class contact hours, all courses must also meet a minimum standard for out-of-class time, which accounts for time students spend on homework, readings, writing, and other academic activities. **For each unit of in-class contact time, the university expects two hours of out of class student work per week over a semester.**

(Please refer to the [Contact Hours Reference](#) guide.)

	Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
Week 1	Meet and greet: Professor will introduce herself and the material and students will introduce themselves. Begin reading A Midsummer Night's Dream	No HW	
Week 2	Finish reading AMND	Students should think about scene choices	
Week 3	AMND scenes first reading	Rehearse outside of class with partners	
Week 4	AMND scenes first reading	Rehearse outside of class with partners	
Week 5	AMND first presentation	<i>Ohs with professor and rehearse</i>	
Week 6	Finish AMND first and move to second presentations	Ohs with professor and rehearse	
Week 7	Finish second presentations and move to third	Ohs with professor and rehearse	

Week 8	Finish third presentations and midterm and begin new plays	OHS with professor and rehearse	
Week 9	Choose new scenes and first presentation	Rehearse outside of class with partners	
Week 10	First and second presentations	Rehearse outside of class with partners	
Week 11	Second presentations	Rehearse outside of class with partners	
Week 12	Second and third presentations	Rehearse outside of class with partners	
Week 13	Third presentations	Rehearse outside of class with partners	
Week 14	Final presentations	OHS with professor and rehearse	
Week 15	Final presentations	OHS with professor and rehearse	
FINAL	A final presentation of all scenes worked on in the second part of the semester.		Friday 5/8/2020 8-10AM PED 204

EXTRA-CURRICULAR COMMITMENTS AND ISPS

Should you choose to participate in any extra-curricular project, such as an Independent Student Production, the SDA administration and faculty will not make allowances or exceptions for absences in class, missed or delayed assignments, home work that is required as preparation for class, or lack of participation in class resulting from your extra-curricular involvement.

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism - presenting someone else's ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.-5:00 p.m., Monday through Friday. Website for DSP and contact information: (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on Campus Safety and Emergency Preparedness.

Support Systems:

Student Counseling Services (SCS) - (213) 740-7711 - 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline - 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance - (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy - (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety - UPC: (213) 740-4321 - HSC: (323) 442-1000 - 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu