

**THTR 454 Advanced Shakespeare (63163)**

**Units: 2**

**Spring 2023 MW 9-10.50**

**Location: PED 204**

**Instructor: Katherine Burton**

**Office Hours: By appointment**

**Contact Info: burtonk@usc.edu**

### **Course Description**

We will spend the semester continuing to explore the plays of William Shakespeare expanding the skills you have learned in THTR 354 or study at BADA. 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 look at plays from the entire canon: comedies, histories, tragedies and romances. We will begin with *The Winter's Tale*, a romance from the Jacobean era, and move on to a comedy, a tragedy and/or a history. We will look at Shakespeare's plays from both the Elizabethan and Jacobean eras and 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 three plays by William Shakespeare.

**Prerequisite: THTR 354 or BADA**

### **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), 1599 and *The Year of Lear* by James Shapiro and *Thinking Shakespeare* by Barry Edelstein. You can order these yourselves.

### **Description and Assessment of Assignments.**

There will be scenes assigned after an initial reading of our first chosen play. 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 scenes should arrive in class completely off book after one or two sessions. 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. I will always try to give the presentation schedule by the end of the week before. If you miss a class, you may not have the opportunity to present that week. Our midterm will be to present our first scenes. We will continue to work on two to three 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**

FIRST PLAY SCENE:30% OTHER PLAYS SCENES: 60% FINAL: 10% TOTAL:100%

### **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 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 ac-

cept 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 Home-work	Deliverable/ Due Dates
Week 1	Meet and greet: Professor will introduce herself and the material and students will introduce themselves. Begin reading The Winter’s Tale		
Week 2	MLK day off and Wed class cancelled	Students finish reading TWT	
Week 3	TWT choose and read	Rehearse outside of class with partners	
Week 4	First pass of scene	Rehearse outside of class with partners	
Week 5	Second pass of scene	Rehearse outside of class with partners	
Week 6	Third pass of first scene. Off book.	Rehearse outside of class with partners	
Week 7	First scene final presentation.	Rehearse outside of class with partners	
Week 8	Second scene first pass	Rehearse outside of class with partners	

<b>Week 9</b>	Second scene second pass	<b>Rehearse outside of class with partners. Spring vacation.</b>	
<b>Week 10</b>	Second scene third pass	<b>Rehearse outside of class with partners</b>	
<b>Week 11</b>	Second scene final presentation	<b>Rehearse outside of class with partners</b>	
<b>Week 12</b>	Choose and read third scene.	<b>Rehearse outside of class with partners</b>	
<b>Week 13</b>	<b>First pass third scene</b>	<b>Rehearse outside of class with partners</b>	
<b>Week 14</b>	Second pass third scene	OHS with professor and rehearse	
<b>Week 15</b>	Third and final pass third scene	<b>OHS with professor and rehearse</b>	
<b>FINAL</b>	<b>Final presentation TBD by professor.</b>	OHS with professor and rehearse	

### 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](http://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.

### **Equity, Diversity & Inclusion + Intimacy in Theater Consent Culture Statement:**

Through our pluralistic approach of diverse pedagogies, methodologies, ideologies, and modalities of artistic expression, we invite(engage) and challenge students to expand their breadth and depth of knowledge, complexity, and range of the human experience. Even though we nurture, guide, and challenge our students to embrace the unknown or unfamiliar and step outside of their comfort zones through storytelling/art, we aim to practice effective strategies and offer tools to students mindful of their physical, psychological, social, and emotional wellbeing. In alignment with professional and industry standards, we will integrate core principles and techniques of Intimacy in Theater and Building Cultures of Affirmative Consent. This will provide agency, offer resources and support to the teachers, students, directors, and staff to establish healthy boundaries of consent when working on material that is physically, intimately, or emotionally charged content in both the classroom and production.

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### **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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://dps.usc.edu)