



ENGL 5320: Shakespeare, Race, and Colonialism

M: 5:30-8:15
Classroom Hall 321

Instructor:
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Office: STEM 311U

Office Hours: M: 3-5 or by apt.

Working in a theater called the Globe, Shakespeare's plays draw on stories and sources ranging from Continental Europe, Asia, Africa, and the Americas and engage with questions of travel, trade, colonialism, geography, and race. Today, in part because of Britain's colonial history, Shakespeare is performed throughout the world, often in languages other than English and often in ways that reflect local cultures, aesthetics, and politics. Drawing from a vibrant body of scholarship that has transformed Shakespeare Studies, we will ask how Shakespeare treats questions of race and colonialism in *Romeo and Juliet*, *Othello*, *The Tempest*, and *The Winter's Tale*. We will interrogate Shakespeare's continued role in upholding whiteness and coloniality, and we will read/watch reimaginings of his work that challenge this legacy such as Toni Morrison's *Desdemona* and José Cruz González's *Invierno*. Students will have the chance to participate in the work of the [Borderlands Shakespeare Colectiva](#), a project that seeks to amplify engagements with Shakespeare that reflect the lived realities of la frontera.

Required Texts:

The Norton Shakespeare: The Essential Plays/The Sonnets, ed. Stephen Greenblatt *et al.* 2nd Ed. (W.W. Norton and Company, 2008). (Other editions of the plays will be fine as well.)

Gillen, Katherine, Adrianna M. Santos, and Kathryn Vomero Santos. *The Bard in the Borderlands*, Vols. 1 and 2 (ACMRS Press, 2023 and 2024). (Print or online)

Morrison, Toni. *Desdemona* (Oberon Books, 2012).

Césaire, Aimé. *A Tempest: Based on Shakespeare's The Tempest*. Trans. Richard Miller (Theatre Communications Group/ TGC Translations, 2002).

Student Learning Outcomes

The goals of this course are as follows:

1. Demonstrate understanding of the major plots, characters, and themes of assigned Shakespeare plays
2. Demonstrate understanding of the social dynamics of Shakespeare production and performance
3. Demonstrate understanding of issues of adaptation and appropriation
4. Demonstrate close analysis skills
5. Demonstrate facility with academic writing and research
6. Demonstrate facility with oral presentation and sustained critical discussion.

Grade Breakdown

The overall grade breakdown for this class is below. See “assignment descriptions” for more details.

- Seminar participation, including discussion questions – 10%
- Synthesis 1, 2, and 3 – 30% (10% each)
- Presentation– 10%
- Research paper and its attendant parts – 50%
 - Proposal
 - Annotated bibliography
 - Rough draft
 - Final draft

Assignment Descriptions

All formal written assignments should conform to MLA or Chicago style guidelines and will be submitted through Blackboard. Please make sure that you have access to your written assignments in class, either on your computer or in a paper copy.

Seminar participation – Graduate seminars provide space for lively and thoughtful dialogue. In all of your graduate seminars, you are expected to participate in a respectful, engaged, and prepared manner. You are expected to complete all reading and written assignments when they are due, and you should prepare questions and comments for class discussions.

You will be asked to prepare three *formal discussion questions* for each class. I may do a survey of your questions or may wait for you to raise them as appropriate. They may be collected at any time. The following behaviors will negatively impact your participation grade: missing class; coming to class without the required assignments; disrespecting your peers and your teacher; misusing cellphones and laptops.

Presentation on Critical Article—This 10-minute presentation will give you the opportunity to present our day’s critical article to the class, helping the group understand its key points and raising questions for further thought. You will be paired with a partner for this presentation. Together, you may also lead the conversation for the 30 minutes following your presentation.

Synthesis 1, 2, and 3 – For the first three units of texts, you will write a 3-4 page essay, synthesizing material that we’ve read. In it, you will develop a question that you will work toward answering in the essay, using close textual analysis. These short essays are a place for you to explore and think through ideas, so please be open to taking risks and thinking creatively.

Final research paper – The end product of much scholarly activity is a published journal article. The seminar paper generates the kernel of such work and approximates its form. The seminar paper will demonstrate sustained engagement with a research question arising from our reading and class discussions. It will also demonstrate your awareness of and participation in ongoing intellectual conversations. You will develop your own argument(s), use primary sources, invoke the criticism of other scholars, and cite sources using MLA conventions. The essay will be 15-20 pages.

This assignment will also include the following components:

Paper proposal – This 2-page proposal will articulate your critical questions as well as your working thesis and its potential significance. It will also offer the primary and secondary evidence you will use to test and ultimately support your claims.

Annotated bibliography – The annotated bibliography will be an early step in the process of writing your final research paper. It will help you identify the thesis of articles you read and will help you determine how primary and secondary materials might inform your own developing argument. The bibliography will include ten scholarly sources. For each of these sources, you will write an annotation of approximately 200 words summarizing the work (and its thesis if it has one) and articulating its significance to your project.

Draft – We will workshop a full draft in class. Having a full draft will allow you to get the most out of the revision process, which will include incorporating feedback from your peers and professor.

Conferences

I encourage you to use my office hours frequently in order to confer with me about any aspect of the course: clarification of my expectations or your grades, comments on papers, general or specific questions about the course material, papers in progress, ideas, etc. I recommend you meet with me early in the semester as one-on-one help and individual attention very often result in a deeper understanding of course materials and clearer expression of that understanding in your writing.

Assignment Format

Please submit essays through the designated link on Blackboard. All formal writing should follow this format:

- Double-spaced with one or one and a quarter-inch margins all around.
- Use 12-point Times New Roman as your font.
- Use the latest MLA or Chicago style guidelines.

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- A title page in MLA style is not necessary, although titles are welcome on short assignments and required on your final research paper. You should follow MLA guidelines in placing your name, your professor's name, the class, and the date in the upper left corner of your paper.
 - Please keep an electronic copy of your papers for your own records, in the event that a paper is lost or misplaced (either by you or by me).

Late Work

Major assignments may lose one letter grade for each day that your paper is late (e.g. an A becomes a B if the paper is one day late and a C if two days late). If for any reason you need an extension, please consult me at least one week before the assignment is due. Because we are on a time-sensitive schedule, it may not be possible to reschedule presentations.

Attendance & Lateness Policies

Your presence and participation are essential for the success of this class.

- Please be on time for class. Any arrival 25 or more minutes after class has started will be considered an absence.
- More than two absences will negatively impact your course grade.
- If you must be absent or late for a legitimate reason, please let me know in advance.
- Please make every effort to avoid leaving class early. In the event that you must leave class early, try to inform me in advance.
- As a general rule, please silence cell phones and other electronic devices before entering the classroom.
- If you expect attendance, promptness, or participation will be a problem, please let me know. We can work together to find a solution.

Code of Conduct for MA English Students

Graduate study depends upon the constructive participation of all students. In collaboration with professors and peers, graduate students take control of their own educational trajectory. This means that they come to class prepared with questions and comments, actively engage with material, participate collegially in class discussions, and devote adequate time and energy to assignments. In order for a seminar to run effectively, it must be a safe space for students to express ideas, ask questions, and solicit feedback.

Actions that detract from the learning environment or negatively impact another student's ability to learn will not be tolerated. Neither will any behavior that transgresses the University's policies on academic honesty or sexual and nonsexual misconduct.

It is particularly important that you treat one another with respect and dignity regardless of whether or not you "agree" with what others have to say. One of the most educational (and oftentimes rewarding) aspects of the graduate school experience is exposure to diverse ideas, experiences, and attitudes through our peers and teachers. Genuine appreciation for individual differences (in religion, race, ethnicity, gender, sexual orientation, disability, etc.) is essential to the environment of learning.

Respect involves maintaining professional and appropriate behavior towards your peers and professors. As part of our mission to prepare students for future careers and further graduate study, seminars often incorporate instruction on proper professional and academic conduct. Therefore, students' grades may be negatively affected by failure to participate constructively.

For additional information on the rights and responsibilities of students at Texas A&M-San Antonio. For further details, see the student handbook:

<http://www.tamusa.edu/uploadFile/folders/fcestrad/Pdf/Pdf-635767864704349879-10.100.150.124.pdf>

Addendum on the Use of Generative AI

In general, I expect you not to use Generative AI programs such as Chat GPT in this class. If there is a way that you are using it (through Grammarly, etc.) that you believe is justifiable, please provide a note at the top of your assignment how you used the program and what specifically it supported you with. This transparency will help us work together to determine ethical practices regarding AI, in so far as that is possible.

UNIVERSITY POLICIES AND RESOURCES

Academic Misconduct Policy

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic misconduct for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Misconduct Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.

University policy prescribes serious consequences for acts of academic misconduct including, but not limited to, a grade of 'F' on the particular paper or assignment or a failing grade in the course. Also, a referral may be issued to the Office of Student Rights and Responsibilities where the sanctions can vary up to possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation.

All student term papers and other written assignments are subject to analysis by anti-plagiarism software.

Disciplinary Protocol

Enrollment in the MA English Program presumes your agreement with both University and Program codes of conduct, and your continuation in the program is contingent upon your continual upholding of these standards.

In the event that a University Policy is violated, a professor or student may report the incident to the Office of Student Rights and Responsibilities, who will deal with it according to their protocol.

In the event that the MA English Code of Conduct is violated, the following steps will be taken:

- The student will meet with the professor and other interested parties to determine a course of action.
- If the problem is not resolved, the student will meet with the Director of the MA English Program to determine a course of action.
- As a final resort, the student will be asked to meet with the Department Chair or a dean in the college or graduate school. The student may be asked to leave the program.

Academic Accommodations for Persons with Disabilities

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Support Services in the Central Academic Building, Suite 210, or at (210) 784-1335 or visit <https://www.tamusa.edu/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center

The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources

As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment call 210-784-1331 or visit Modular C, Room 166 (Rear entrance).

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services.

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2'). For more information and self-help resources, please visit www.tamusa.edu/studentcounseling

Emergency Preparedness

JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here:

<https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-operations-plan.pdf> and

<https://www.tamusa.edu/about-us/campus-information/safety/university-police-department/documents/emergency-action-plan.pdf>

Download the SafeZone App for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Meeting Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students (DOS@tamusa.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs

Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances

Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Writing, Language, and Digital Composing Center

The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.

COURSE SCHEDULE

You should have the readings finished by the day that they appear on the schedule unless otherwise noted. Please bring the appropriate texts to class every day as indicated on the syllabus. For each of the plays we read, please read the accompanying introduction in the text you are using. Any additional readings will be posted on in the Google folder and/or handed out in class. This schedule is subject to change.

<u>Date</u>	<u>Reading Due</u>	<u>Writing Due</u>
Week 1: Mon 8/25	Introduction and In-Class Reading Katherine Gillen, Adrianna M. Santos, Kathryn Vomero Santos, <u>Introduction to <i>The Bard in the Borderlands</i></u> <u>Primary Sources</u> on the Treatment and Experiences of Black People in Early Modern Joannes Leo Africanus, <i>A geographical history of Africa</i> (1600) John Hawkins, "The first voyage...made to the West Indies, 1562 (1589) Queen Elizabeth I of England, "An Open letter to the Lord Maiour of London and th'Aldermen his brethren" (1596); "An open warrant to the Lord Maiour of London" (1596); and "Licensing Caspar van Senden to Deport Negroes" (1601)	
Week 2 Mon 9/1	Shakespeare, <i>Othello</i> Ian Smith, " <u>We are Othello: Speaking of Race in Early Modern Studies</u> "	Presentation 1 _____

<p>Week 3 Mon 9/8</p>	<p>Toni Morrison, <i>Desdemona</i> Vanessa Corredera, "Get Out and the Remediation of Othello's Sunken Place: Beholding White Supremacy's Coagula"</p>	<p>Presentation 2 _____</p>
<p>Week 4 Mon 9/15</p>	<p>Caridad Svich, <i>Desdemona's Daughter</i> Caridad Svich, "In a Shakespearean Key"</p>	
<p>Week 5 Mon 9/22</p>	<p>Workshop Synthesis Essay 1 Baz Lurhman, <i>Romeo + Juliet</i> Excerpts from Edit Villarreal, The Language of Flowers</p>	<p>Synthesis 1 Due on Friday 9/26</p>
<p>Week 6 Mon 9/29</p>	<p>Shakespeare, <i>Romeo and Juliet</i> Kyle Grady, "Envy Pale of Hew': Whiteness and Division in 'Fair Verona'"</p>	<p>Presentation 3 _____</p>
<p>Week 7 Mon 10/6</p>	<p>Workshop Synthesis Essay 2 Shakespeare, <i>The Winter's Tale</i> Ayanna Thompson, "To Notice or Not to Notice: Shakespeare, Black Actors, and Performance Reviews"</p>	<p>Synthesis Essay 2 due on Friday 10/10 Presentation 4 _____</p>
<p>Week 8 Mon 10/13</p>	<p>José Cruz Gonzales, Invierno Kathryn Vomero Santos, "Healing in the Gap of Time: Resonance and Resilience in José Cruz González's Invierno"</p>	<p>Presentation 5 _____</p>
<p>Week 9 No class on Mon 10/20!</p>	<p>Viewing of Red Bull's staged reading of <i>Invierno</i></p>	

On Thursday, 10/23, we will watch <i>Invierno</i> in Dr. Santos's class. You may also watch it on your own.		
Week 10 Mon 10/27	Indigenous Language Reclamation Panel	Paper Proposal Due
Week 11 Mon 11/3	Workshop Synthesis Essay 3 <i>The Tempest</i> , Acts 1-2	Synthesis Essay 2 Due on Friday 11/7
Week 12 Mon 11/10	<i>The Tempest</i> , Acts 3-5 Paul Brown, " This Thing of Darkness I Acknowledge Mine: The Tempest and the Discourse of Colonialism "	Annotated Bibliography Due Presentation 6 _____
Week 13 Mon 11/17	Aimé Césaire, A Tempest Kerry Sinanan, " The Language of Anti-Colonial Caribbean Humanism in Aimé Césaire's <i>Une Tempête</i> "	Presentation 7 _____
Week 14 Mon 11/24	Andrew Sianez De La O, <i>Rough Magic</i> + Introduction in <i>Bard in the Borderlands</i> Jesus Montaña, Introduction to <i>Young Latinx Shakespeare</i> : " By Invoking Shakespeare "	Draft of Final Paper Introduction Due
Week 15 Mon 12/1	Workshop Final Essay	Final Paper Draft Due
Exam Week		Final Paper Due