LEADERSHIP ON STAGE AND SCREEN
LDST 368-01: FALL 2020
MON./WEDS. 1.30-2.45PM
COURSE BLOG: HTTP://BLOG.RICHMOND.EDU/LDST368/

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Office Hours: Sign up for Zoom appointments using https://10to8.com/book/qxkxch-free/

COURSE DESCRIPTION
Popular media such as film, television, and theater has contributed to, criticized, and formed the way its audiences have thought about issues of leadership and followership for centuries. Drama and film have been used to incite rebellions and deliver propaganda to the masses. Such popular forums have been censured, censored, promoted, and adopted by the movements and institutions surrounding them since the advent of early Greek drama, and have been used to perpetuate and challenge dominant ideologies. Drama and cinema engage with their audiences through visual, auditory, and linguistic media, creating a complex milieu of signs and signals which we, as that audience, must read against their historical and contemporary performance contexts. The plays and films examined in this course often interact with, revise, and overlap one another, engaging in a cross-historical and pan-geographic dialogue that often seek to redefine the way in which leadership and followership function.

The purpose of this course is to examine leadership (and, by extension, followership) in the specific settings of theater and modern cinema. We will be studying plays and films from a variety of periods and contexts, comparing them to historical movements and to one another. As a part of this course, we will be looking at the plays and films themselves as indicative of particular socio-political movements, as well as participating in the formation, perpetuation, and criticism of their surroundings. In this way, we will look at the works examined in this course as both evaluations of leadership and as forms of leadership in and of themselves.

REQUIRED TECHNOLOGY
Zoom (paid for by UR; log in using UR username and password)
Slack (please use UR email to sign up; Slack is free to use)
https://join.slack.com/t/leadershipons-orw9404/shared_invite/zt-gawsrgzp-JvQiTZ~eLlrDCuRSirfNdA

REQUIRED TEXTS
Much Ado About Nothing (Folger), Shakespeare
The Winter’s Tale (Folger), Shakespeare
The Gap of Time (Hogarth), Winterson
Othello (Folger), Shakespeare
*Shakespeare texts do not need to be Folger editions. Any edition of actual Shakespeare (not “No Fear” style) with notes to aid in reading is acceptable.
There will also be a selection of films, all available streaming through the UR Library. Links will be posted on Blackboard.
COURSE REQUIREMENTS

Class Participation  10%  Discussion Questions  5%
Short Paper  15%  Reading/Watching Response Blog  10%
Long Paper  30%  Jepson Shakespeare Project  30%

Class Participation (10%)
All students are expected to attend classes as health and safety permit (either online via Zoom or in person) and to contribute to class discussions. Frequent absences will impact a student’s ability to participate in discussion. Students are able to participate in class in person, via Zoom, or using the class Slack. Students who do not feel comfortable participating synchronously may respond to the day’s discussion (not just the readings, but the class discussion) by sending an email of about 300 words to Dr. Bezio with their thoughts.

Podcast Questions (5%)
Each class, students must submit one unique question (cannot repeat someone else’s question) in response to the Class Podcast Lecture (will be posted to the class blog by Dr. Bezio). Questions should be posted to the class blog and will be addressed during classtime by Dr. Bezio.

Reading/Watching Response Blog (10%)
All students are expected to respond to course readings once per week over the course of the semester. Students will be assigned to Monday or Wednesday responses to be due 24 hours in advance of class. The alternate day, students will be responsible for posting three comments on other students’ blog posts.

Short Paper (15%)
The first paper (5-7 pages) is due early in the semester. Students will be given a set of prompts for this assignment, but are encouraged to choose leadership- and drama- or film-related topics that are of interest to them, even if they are not covered in the prompts. (This paper will relate to but is not explicitly part of the Jepson Shakespeare Project.)

Long Analysis Paper OR Play/Screenplay (30%)
An individual paper dealing with the theme of leadership and theater, film, or other on-screen media (television, videogames, etc.). Students may choose to approach this in a practical manner (discussing a project, like Shakespeare Behind Bars), an analytical manner (analyzing a television series or film), or a creative manner (writing an original play/screenplay). A more specific assignment sheet will be distributed later in the semester.

Jepson Shakespeare Project (30%)
The Final Project contains several components that students will be working on – both in groups and individually – throughout the entire semester. The Project will include the following components:

1. Journal entries on the class Production Blog (blog.richmond.edu/LDST368), submitted weekly (10%). Entries will discuss preparations, rehearsals, and individual thoughts about the project’s progress.
2. A group paper discussing the experience of the project, why the group made the decisions it did, and an analysis of the project (20%).
Although students are in groups, the precise nature of the project remains to be determined based on our partner sites. If our partners request group Zooms, then students will be in groups. If partners request individual Zooms, students will be working mostly individually. Paper assignments will be the same length regardless of specific format, but the prompts may be different depending on the form taken by the project.

**COVID-19 POLICIES (UR)**

We are facing a challenging situation in which all of us are called on to make a good faith effort to be flexible and to make decisions in the best interest of the community, including staying home when sick. Students who are sick should not attend class, will not be required to provide formal documentation from a health care provider, and will not be penalized for absences. However, students must:

- Notify instructors in advance of the absence if possible.
- Contact the Student Health Center if sick.
- Keep up with classwork and attend online class sessions if they are able to do so.
- Submit assignments digitally on time whenever possible.
- Work with their instructors to try to reschedule any missed assignments.
- Stay in close communication with their instructors.

This attendance policy puts everyone on their honor. It requires that faculty and instructors trust the word of their students when they say they are ill, and it requires that students report the reason for their absence truthfully. Falsely reporting a reason for an absence is an honor code violation.

Students shall not:

- Disclose, share, trade, or sell class recordings with/to any other person, organization, business, or institution; and/or
- Post/store these recordings in a location accessible by anyone other than the student, including but not limited to social media accounts.

Students must also comply with any instructions or directions from their faculty regarding the use of such recordings. Students are required to destroy any recordings that were made when they are no longer needed for the student’s academic work. Failure to abide by this policy will be a violation of the Standards of Student Conduct; such issues will be sent to the appropriate University Conduct Officer.

**CLASSROOM POLICIES**

Students are expected to be attentive to and respectful of the professor and the ideas of their peers. This includes doing one’s best to be on time to class and respecting social distancing.

Laptops are permitted in class for the purpose of facilitating discussion, either via Zoom or Slack, during the pandemic. Students should not be using laptops to surf the internet or use social media. Please make sure all cell phones are silenced or turned off. Students will not be allowed to answer their phones during classtime.

As we will be using Zoom, it may be tempting to simply record classes on Zoom or using another screen capture feature. Students are prohibited from doing so without prior authorization or without documentation from Disability Services about needing to record lectures. Classes will not
be recorded, although chats through Slack will remain available to students throughout the semester for repeated reference.

All course-related materials—syllabi, assignment sheets, lectures, podcasts—are not for distribution or reproduction. Students should not share these materials online or offline without the specific permission of the instructor.

All written work is expected on time. Assignments turned in late will be penalized one full grade for each day they are late. All assignments are expected to be the student’s original work. The Jepson School follows the provisions of the Honor System as outlined by the School of Arts and Sciences.

If emergency circumstances inhibit a student from attending class or completing an assignment, the professor should be notified as soon as possible (preferably before class or the due date of the assignment). Extensions and make-ups are given only at the discretion of the professor. Exams cannot be made up except under the most extenuating of circumstances. Students needing accommodations should speak to the professor.

During the pandemic, students are expected to make safe, healthy decisions on behalf of themselves and their classmates. Students not feeling well are strongly encouraged to contact Dr. Bezio and remote in if they are experiencing symptoms of illness (COVID or otherwise). Students experiencing symptoms of COVID or who have a positive test result should not come to class and should immediately contact their respective dean (Richmond or Westhampton) and student health. Those students are encouraged to participate remotely in class.
COMMON JEPSON POLICIES

Awarding of Credit
To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.
registrar.richmond.edu/services/policies/academic-credit.html

Disability Accommodations
Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.
disability.richmond.edu/

Honor System
The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.”
studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html

Religious Observance
Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.
registrar.richmond.edu/planning/religionsobs.html
STUDENT RESOURCES

If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

Academic Skills Center (asc.richmond.edu): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information conceptualization, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement. Tutors will be available virtually. The on-call peer-tutors available for these appointments are listed in the Box file: On-Call Online Tutors (https://richmond.box.com/s/dpe37chr2zodr3o1amtj8omjk72v2ktb). Email Roger Mancastroppa (rmancast@richmond.edu) and Hope Walton (hwalton@richmond.edu) for appointments in academic and life skills to request a Zoom conference.

Boatwright Library Research Librarians: (library.richmond.edu/help/ask/ or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide library instruction, tutorials, research guides, and individual help. All research support will be provided online or by appointment and students can contact a librarian for help via email (library@richmond.edu), text (804-277-9ASK), chat, or Zoom (by appointment).

Career Services: (careerservices.richmond.edu or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

Counseling and Psychological Services (caps.richmond.edu or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

Disability Services (disability.richmond.edu) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

Speech Center (speech.richmond.edu or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

Writing Center (writing.richmond.edu or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.
COURSE SCHEDULE:
LDST 368-01 LEADERSHIP ON STAGE AND SCREEN (FALL 2020)

MONDAY, AUGUST 24
Welcome to class: How the *#@& are we going to do this?
Jepson Shakespeare Project Introduction (JSP Box Folder)

MUCH ADO ABOUT NOTHING

Beatrice and Benedick hate each other.

Claudio is a gullible jerk and accuses Hero of adultery.

Beatrice and Benedick love each other.

*Images brought to you by The Complete Works of Shakespeare...in Three Panels Each by Mya L. Gosling

WEDNESDAY, AUGUST 26
Listen: Podcast, Episode 1
Read: Much Ado About Nothing Act I (Link to the Class Google Doc Version – please read your own copy, with notes)

MONDAY, AUGUST 31
Listen: Podcast, Episode 2
Read: Much Ado Acts II-III

WEDNESDAY, SEPTEMBER 2
Listen: Podcast, Episode 3
Read: Much Ado Act IV

MONDAY, SEPTEMBER 7
Listen: Podcast, Episode 4
Read: Much Ado Act V
Landis, “Much Ado about #MeToo” (BB)
**WEDNESDAY, SEPTEMBER 9**
JSP WORKDAY—REMOTE!
Watch: *Much Ado (1993, Swank)*
(Any time we have a workday—for you to collaborate with your classmates, me, etc.—we will be using Zoom and Slack only. It’s too hard to maintain distance AND have small group conversations. You’ll be sorted into breakout rooms as appropriate and can work together on the Google Doc versions of your script—still “come” to class, but do it via Zoom.)

**MONDAY, SEPTEMBER 14**
Listen: Podcast, Episode 5
Watch: *Emma (Swank)*
Read: Tougaw, “Emma and Mr. Knightley; Benedick and Beatrice”

**WEDNESDAY, SEPTEMBER 16**
Listen: *npr, “Emma’ And ‘Clueless’: Austen Translation”*
Watch: *Clueless (Swank)*

**MONDAY, SEPTEMBER 21**
JSP WORKDAY—REMOTE!
Watch: *Much Ado (2012, Swank)*

**WEDNESDAY, SEPTEMBER 23**
Listen: Podcast, Episode 6
Read: *The Winter’s Tale* Act I-II

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**THE WINTER’S TALE**

<table>
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<tr>
<th>Leontes accuses his wife Hermione of adultery.</th>
<th>Some poor guy gets eaten by a bear.</th>
<th>16 years later, a statue comes to life and all ends happily.</th>
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</thead>
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**MONDAY, SEPTEMBER 28**
Listen: Podcast, Episode 7
Read: *Winter’s Tale* Act III

**WEDNESDAY, SEPTEMBER 30**
Listen: Podcast, Episode 8
Read: *Winter’s Tale* Act IV-V
**Friday, October 2**
Paper on *Much Ado About Nothing* due by 11.59pm on Blackboard

**Monday, October 5**
JSP Workday—Remote!
*Watch: Shakespeare Behind Bars (Kanopy)*
*Read: Tofteland & Cobb, “Prospero Behind Bars” (BB)*

**Wednesday, October 7**
*Listen: Podcast, Episode 9*
*Watch: Into the Woods (Swank)*
*Read: Lipscomb, “The Winter’s Tale: Folktale, Romance, and the Disney Film Formula” (BB)*

**Monday, October 12**
*Listen: Podcast, Episode 10*
*Read: The Gap of Time, Part I*

**Wednesday, October 14**
*Listen: Podcast, Episode 11*
*Read: The Gap of Time, Part II*

**Monday, October 19**
*Listen: Podcast, Episode 12*
*Watch: The Gap of Time, Part III*

**Wednesday, October 21**
JSP Workday—Remote!
*Listen: Podcast, Episode 14*

**Monday, October 26**
*Listen: Podcast, Episode 13*
*Watch: Knives Out (Swank)*
*Read: Feeney, “Knives Out Review” (BB)*
**OTHELLO**

- **WEDNESDAY, OCTOBER 28**
  - Read: *Othello* Act I-II
  - Listen: Podcast, Episode 15

- **MONDAY, NOVEMBER 2**
  - Listen: Podcast, Episode 16
  - Read: *Othello* Act III-IV

- **WEDNESDAY, NOVEMBER 4**
  - Listen: Podcast, Episode 17
  - Read: *Othello* ACT V
  - Stein, “The Othello Conundrum” (BB)
  - Optional: *Othello* (Swank)

- **MONDAY, NOVEMBER 9**
  - Listen: Podcast, Episode 18
  - Watch: *O* (Swank)

- **WEDNESDAY, NOVEMBER 11**
  - Listen: Podcast, Episode 19
  - Watch: *Malcolm X* (Swank)

- **MONDAY, NOVEMBER 16**
  - Listen: Podcast, Episode 20
  - Read: *BlackkKlansman* (Swank)

- **WEDNESDAY, NOVEMBER 18**
  - Listen: Podcast, Episode 21
  - Watch: *Get Out* (Swank)
  - Final Research Project: Topic due to Dr. Bezio for approval by classtime today!

**THANKSGIVING BREAK—GO REMOTE!**
**MONDAY, NOVEMBER 30**
JSP WORKDAY—REMOTE!

**TUESDAY, DECEMBER 1**
Final video due in the JSP Box Folder by 11.59pm.

**WEDNESDAY, DECEMBER 2**
FULL SHOW VIEWING PARTY!!!! Pop on via Kast (link forthcoming) and we’ll watch the class play—start to finish—together. Feel free to comment at will in the sidebar.

**MONDAY, DECEMBER 7**
Final Paper for the Jepson Shakespeare (Zoom) Project Due (including all blog posts). Papers due on Blackboard by 11.59pm.

**FINAL RESEARCH PROJECT**
As there is no exam for this class, your final research project paper will be due by 5pm on December 14th (when your exam would be).