



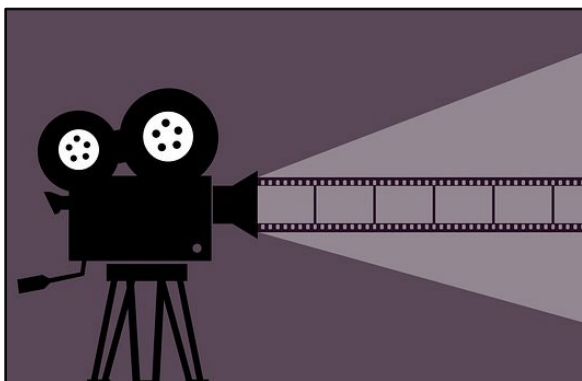
LEADERSHIP ON STAGE AND SCREEN
LDST 368-01: FALL 2022
MON./WEDS. 12-1.15PM JPSN 107

This statement acknowledges the traditional, ancestral, unceded territory of the Pamunkey nation on which we will be learning and working throughout our time at the University of Richmond. It is important to acknowledge this land because of a legacy of silence and exploitation of indigenous peoples on the part of the United States and US Institutions, and it is our responsibility to help mitigate that history here and around the world where indigenous peoples are oppressed.

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Sign up for a meeting/chat with Dr. Bezio at <https://10to8.com/book/qxkxch-free/>
 (Tues./Thurs. meetings will be on Zoom; students can request Zoom meetings Mon./Wed.)
 Office Phone: 804-287-6045

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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 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.

COURSE GOALS

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.

- To gain the skills to read critically
- To examine works of culture (“stage” and “screen”) as arguments about the world that engage in the practice of leadership
- To be able to share ideas about works of culture with others
- To be able to reframe works of culture in new contexts so that they create new arguments as a type of leadership practice



REQUIRED TEXTS

Stages of Power: Marlowe and Shakespeare, 1592 (Available at the UR Bookstore)

Omikara (DVDs available in the library or can be rented through Amazon Prime)

Additional readings will be posted on Perusall (accessible directly or through BlackBoard, no additional cost).

All students are also required to view the films linked to on BlackBoard.

All films are available streaming free online through UR libraries.

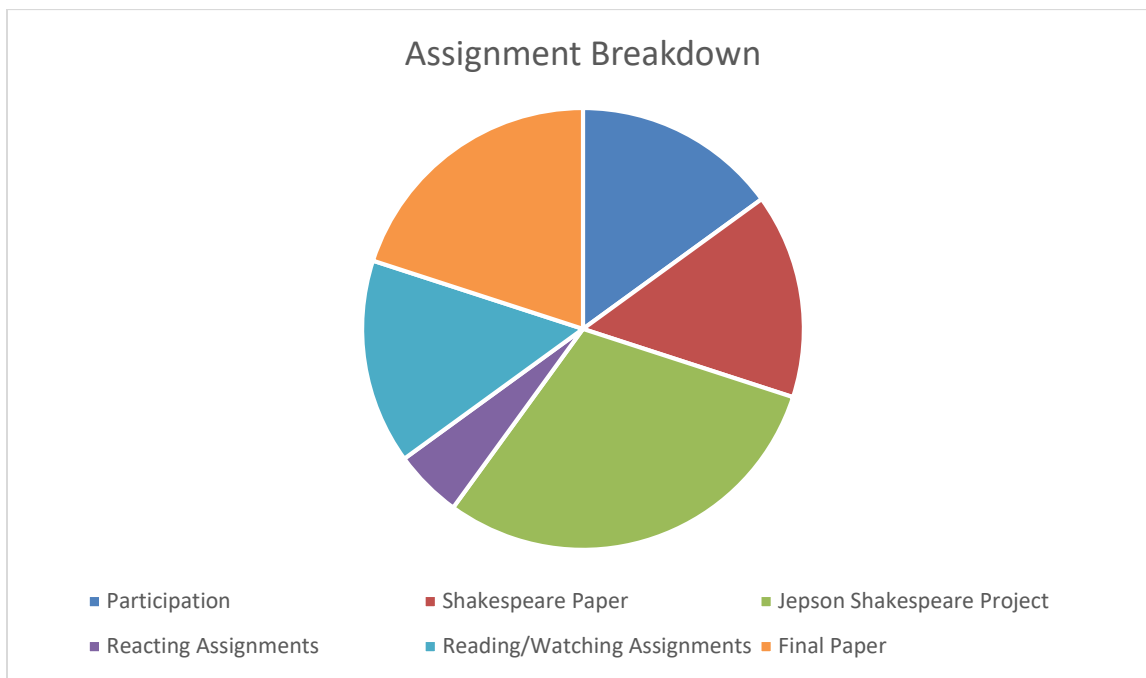
Content Warning: Many of the materials for this course discuss traumatic events: abuse, violence, sexual assault, racism, homophobia, and sexism. Some works are historically dated and contain offensive materials, while others use difficult content to make specific arguments. If you are concerned about course materials, please feel free to contact Dr. Bezio via email or Slack (or make an appointment).

ACCESSIBILITY

Students who need to use screen readers can request Word versions of all assignments (and the syllabus/course schedule) from Dr. Bezio. Students who need transcripts for audio files (podcasts) can request transcripts from Dr. Bezio. All films should be available with closed captioning.

ASSIGNMENT BREAKDOWN

Class Participation	15%	Reacting Assignments	5%
Shakespeare Paper	15%	Reading/Watching Assignments	15%
Jepson Shakespeare Project	30%	Final Paper	20%



Class Participation (15%)

All students are expected to contribute to class discussions. Frequent absences will impact a student's ability to participate in discussion, but absences will not specifically count against a

student's grade. If students are uncomfortable participating out loud during class discussions for any reason, they have the following additional options:

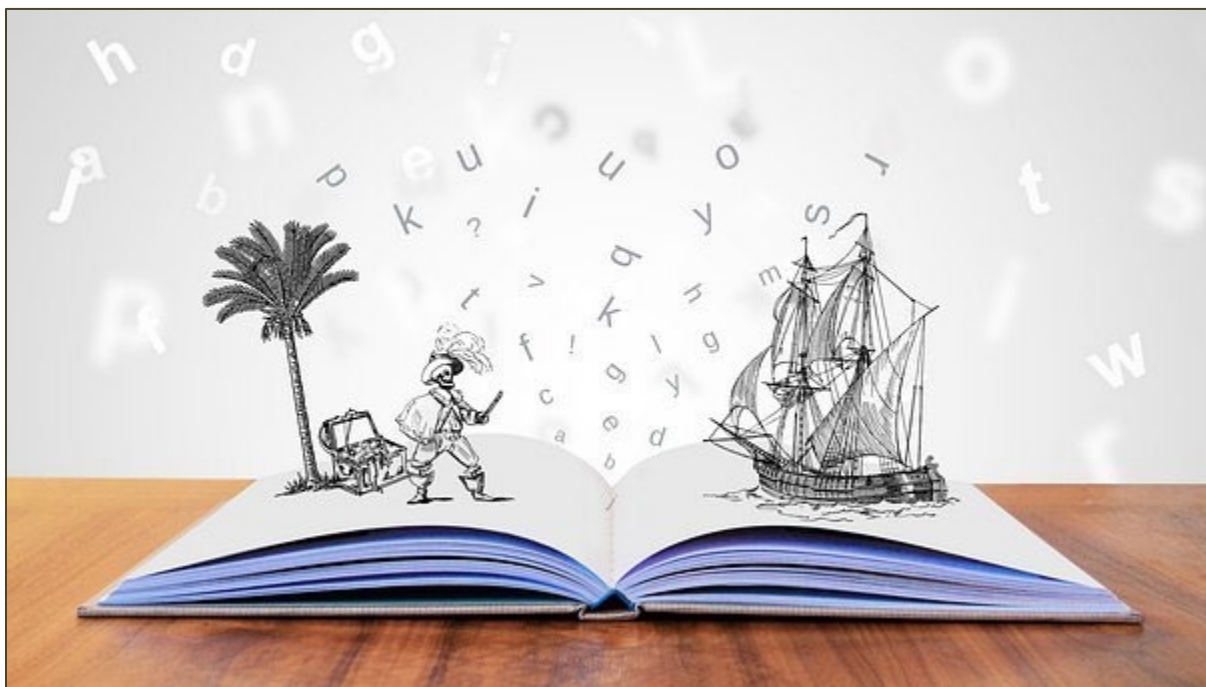
- sending a 300+ word response to the day's discussion to Dr. Bezio before 10pm on the day of the discussion in exchange for participation credit (via email or Slack private message).
- engaging in discussion of the course materials (or topics related to course materials) with other students on Slack in the #class-related-content thread or on the Open Discussion thread on BlackBoard.

Participation is straightforward—an “instance” of participation, whether on Slack, via email, on BlackBoard, or in class, should move the conversation about the class materials or topics forward, whether in the form of comments or questions. Each “instance” earns a point. (Longer written responses, such as the 300+ word email, may earn more than one point.)

Reading/Watching/Listening Assignments (15%)

Many of our course readings will be available on Perusall (link in BlackBoard). For those that are, students will be expected to annotate, comment on, and otherwise mark up course readings (articles on plays and films, plays in PDF form). Participation in these annotations will be 5% of the grade. In addition, students will be asked to write up (and comment on others' write-ups) reactions to the readings and materials for the day in the Reading Response threads on BlackBoard (10% of the grade).

Some of the “readings” will be films or audio files (music and/or podcasts), and these will be linked or uploaded to BlackBoard.



Reacting Assignments (5%)

Part of the class will include a Reacting to the Past game, entitled *Stages of Power*, about the rivalry between Shakespeare's Theatre and Marlowe's, and their relationship to the English government in 1593. There will be several short assignments as a part of this game that will be posted to the open Slack channels so that they can be read and shared across the class both during and outside of classtime.

Papers (35%)

There will be two formal papers this semester, one focusing on relating our Shakespeare play to its context, and a research or creative paper on a work of the student's choice. **All papers should be turned in as .docx files on BlackBoard.**

Shakespeare Paper (15%)

The first paper 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.)

Analysis Paper OR Play/Screenplay (20%)

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 Thread on Blackboard, submitted weekly (10%). Entries will discuss preparations, rehearsals, and individual thoughts about the project's progress.
2. A 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. 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.



GRADE SCALE

The points in this course are distributed to allow for a 5% scale between each letter grade (although students can expect letter grades to be awarded for similar quality work in other Jepson courses). The course as a whole is graded out of 1,000 points.

Grades will not be “rounded.” Students must reach the threshold for each grade in order to earn that grade (an A falls between 900 and 999.999, for instance). Some assignments will be graded with partial points. Grades for individual assignments can be determined by dividing by the total number of points for the assignment, with 5% between each grade (an A is 95% to 99.999%, an A- 90% to 94.999%, etc.).

Grades (and comments when appropriate) will be made available to students on BlackBoard when the assignment has been graded for the whole class. Feedback (when appropriate) will be provided via pdf attachments for papers and in BlackBoard’s comment sections for smaller assignments, exams, and quizzes. Blog and participation grades will be updated at the end of the semester on BlackBoard, but students may inquire with Dr. Bezio to find out where they stand at any point in the semester.

A+	1000
A	950
A-	900
B+	850
B	800
B-	750
C+	700
C	650
C-	600
D+	550
D	500
D-	450

REQUIRED TECHNOLOGY

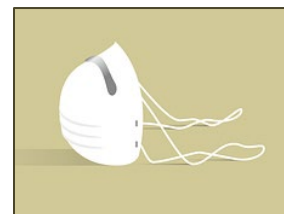
Zoom (paid for by UR; log in using UR username and password)

Slack (Slack is free to use) https://join.slack.com/t/leadershipons-orw9404/shared_invite/zt-1ddrblr5j-tZ7n7HG7G~jY8XeD2L5duA

Students will be able to use Slack as a mode of gaining participation, but it will also be the principal platform for the class Reacting Game and general class communication. Students should make sure to make their name (not a username) visible in our Slack channel so they can easily be identified. (Students who wish to use an email *other* than their Richmond email will need to ask Dr. Bezio for a specific invite.)

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. **We will begin the semester wearing masks**, a policy which may be adjusted depending on the spread and control of new variants of COVID-19 and/or monkeypox.



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.

Laptops

Laptops are permitted in class for the purpose of facilitating discussion and take notes, including the use of Slack as appropriate. 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. Classes will not be

recorded, although chats through Slack and on BlackBoard will remain available to students throughout the semester for repeated reference.

Due Dates & Late Policies

All written work is expected on time (barring significant contingencies or accommodations, which need to be discussed with Dr. Bezio). Assignments turned in late will be penalized the equivalent 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.

All students will receive a 24 hour extension they can cash in on any assignment. For every 24 hours a student turns in a major paper *early*, they can earn an additional 24 hours for a later assignment. (Note: No papers can be accepted after December 13th at the end of the semester to meet grading deadlines.)

Emergencies

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 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 are **strongly encouraged** to contact Dr. Bezio if they are experiencing symptoms of illness (COVID or otherwise) if they wish to discuss missed materials or have questions once they are recovered. 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.



COVID-19 POLICIES (OFFICIAL UR POLICY)

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 stay home/in their dorm, 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 if they are able to do so.
- Submit assignments digitally on time when possible.
- Work with their instructors to try to reschedule any missed assignments.
- Stay in close communication with their instructors.

This policy 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.

Jepson School of Leadership Studies

Common Syllabus Insert

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/religiousobs.html

Addressing Microaggressions on Campus

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.¹ Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.² Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).³ A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.⁴

The University of Richmond is committed to building an inclusive community. To this end, the Student Center for Equity and Inclusion (SCEI) was created in 2021 and offers ongoing support and assistance for a diverse student body.⁵ With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

¹Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The Case for Cultural Competency in Psychotherapeutic Interventions. *Annual Review of Psychology*, 60(1), 525–548. <https://doi.org/10.1146/annurev.psych.60.110707.163651>

²Bergom, I., Wright, M.C., Brown, M.K. and Brooks, M. (2011), Promoting college student development through collaborative learning: A case study of *hevruta*. *About Campus*, 15: 19-25. <https://doi.org/10.1002/abc.20044>

³Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The Impact of Racial Microaggressions on Mental Health: Counseling Implications for Clients of Color. *Journal of Counseling & Development*, 92(1), 57–66. <https://doi.org/10.1002/j.1556-6676.2014.00130.x>

⁴Rolón-Dow, R. (2019). Stories of Microaggressions and Microaffirmation: A Framework for Understanding Campus Racial Climate. *NCID Currents*, 1(1). <http://dx.doi.org/10.3998/currents.17387731.0001.106>

⁵ <https://inclusion.richmond.edu/>

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): Academic coaches assist students in assessing and developing their academic and life-skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, etc.). Peer tutors offer assistance in specific subject areas (e.g., calculus, chemistry, accounting, etc.) and will be available for appointments in-person and virtually. Peer tutors are listed on the ASC website. Email [Roger Mancastroppa \(rmancast@richmond.edu\)](mailto:rmancast@richmond.edu) and [Hope Walton \(hw Walton@richmond.edu\)](mailto:hw Walton@richmond.edu) for coaching appointments in academic and life skills.

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 individual appointments, class library instruction, tutorials, and [research guides \(libguides.richmond.edu\)](http://libguides.richmond.edu). Students can [contact an individual librarian \(library.richmond.edu/help/liaison-librarians.html\)](http://library.richmond.edu/help/liaison-librarians.html) or ASK a librarian for help via email (library@richmond.edu), text (804-277-9ASK), or [chat \(library.richmond.edu/chat.html\)](http://library.richmond.edu/chat.html).

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 287-6409): 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.



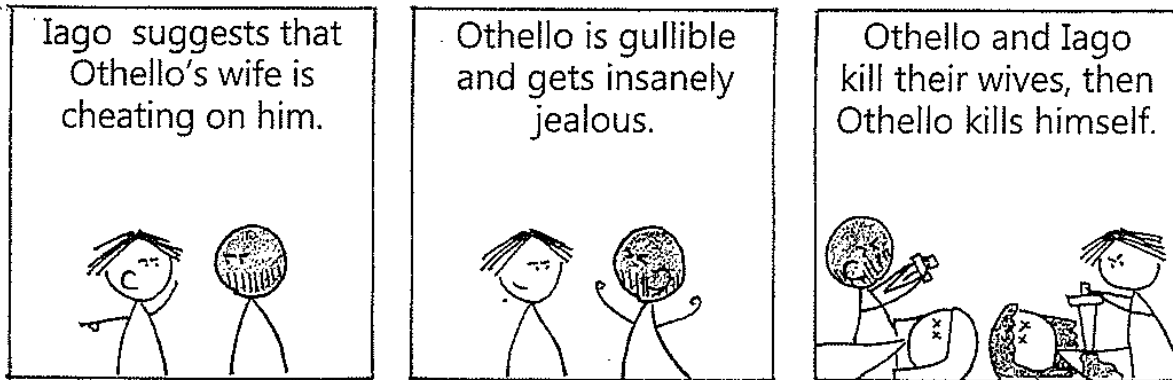
The End

COURSE SCHEDULE:
LDST 368-01 LEADERSHIP ON STAGE AND SCREEN (FALL 2022)

MONDAY, AUGUST 22

Welcome to class: Syllabus, etc.
Jepson Shakespeare Project Introduction

OTHELLO



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

WEDNESDAY, AUGUST 24

Listen: Podcast, Episode 1

[Baldwin, "Why I Stopped Hating Shakespeare"](#)

Read: *Othello* Act I (Readings on Perusall, link in BlackBoard)

MONDAY, AUGUST 29

Listen: Podcast, Episode 2

Read: *Othello* Acts II-III (Perusall)

Do: [Availability Poll for JSP](#)

[Last Weeks of Class Poll](#) (to determine what we watch)

WEDNESDAY, AUGUST 31

Listen: Podcast, Episode 3

Read: *Othello* Act IV-V (Perusall)

Do: Get faction assignments from Bezio!

MONDAY, SEPTEMBER 5

JSP WORKDAY

Listen: [Gross, "Actor André Holland Explores..."](#)

Watch: *Othello* (starring Fishburne) (Swank)

Read: Stein, "The Othello Conundrum: The Inner Contagion of Leadership" (Perusall)

Do: Poll for Reacting Game Readings (to be sent separately to each group)

WEDNESDAY, SEPTEMBER 7

Listen: Podcast, Episode 4

Read: *Desdemona*, Toni Morrison (Perusall)

MONDAY, SEPTEMBER 12

Listen: Podcast, Episode 5

Watch: *Omkara* (DVDs available in the library *or* can be rented on Amazon Prime)

WEDNESDAY, SEPTEMBER 14

JSP WORKDAY

Listen: Podcast, Episode 6

Watch: [O \(Swank\)](#)

Read: Shapiro, “2. Manifest Destiny” (Perusall)

MONDAY, SEPTEMBER 19

Listen: Podcast, Episode 7

Watch: [Get Out \(Swank\)](#)

Read: Byron, “From Tragedy to Horror: *Othello* and *Get Out*” (Perusall)

WEDNESDAY, SEPTEMBER 21

Listen: Podcast, Episode 8

Read: *Taming of the Shrew*, Acts 1-2 (Perusall)

Do: Come to class with your characters chosen from your factions

MONDAY, SEPTEMBER 26

Listen: Podcast, Episode 9

Read: *Taming of the Shrew*, Acts 3-5 (Perusall)

Optional (at any point): [Taming of the Shrew](#) (Films on Demand)

WEDNESDAY, SEPTEMBER 28

Listen: Podcast, Episode 10

Read: *Doctor Faustus*, Acts 1-2 (Perusall)

FRIDAY, SEPTEMBER 30

Paper on *Othello* due by 11.59pm on BlackBoard

MONDAY, OCTOBER 3

Listen: Podcast, Episode 11

Read: *Doctor Faustus*, Acts 3-5 (Perusall)

Optional (at any point): [Doctor Faustus](#) (Films on Demand)

WEDNESDAY, OCTOBER 5

JSP WORKDAY—ON YOUR OWN (DON’T COME TO CLASS)—**RESPONSES STILL DUE**

Watch: [Shakespeare Behind Bars \(Kanopy\)](#)

Read: Tofteland & Cobb, “Prospero Behind Bars” (Perusall)

WEDNESDAY, OCTOBER 12

CLASS WITH BILL IRWIN!!!!

Listen: Podcast, Episode 12

Watch: [45 Second King Lear](#)

Read: *Playbill* interview with Bill Irwin (Perusall)

MONDAY, OCTOBER 17

REACTING GAME: BACKGROUND DAY 1

Listen: Podcast, Episode 13

Read: *Stages of Power*, pp. 1-38 (up to “Documents of the English Stage”)

WEDNESDAY, OCTOBER 19

REACTING GAME: BACKGROUND DAY 2

Read: *Stages of Power*, pp. 38-74

Do: Give a presentation on the specific readings listed in your character packet

MONDAY, OCTOBER 24

REACTING GAME: GROUP MEETINGS/REHEARSALS, DAY 1

Listen: Podcast, Episode 14

Read: Bezio, “Marlowe’s Radical Reformation” (Perusall)

WEDNESDAY, OCTOBER 26

REACTING GAME: GROUP MEETINGS/REHEARSALS, DAY 2

Read: Gragg, “To kill a wife with kindness” (Perusall)

Do: Social Speeches (350-750 words) due for W. Cecil, H. Condell, T. Dekker, R. Cowley, T. Downton
Comments (2) due from **everyone**.

MONDAY, OCTOBER 31

REACTING GAME: COUNCIL DEBATE

Listen: Podcast, Episode 15

Do: Social Speeches (350-750 words) due for R. Cecil, R. Devereux, J. Heminge, T. Kyd
Play Speeches (350-750 words) due for E. Tilney, R. Burbage, E. Alleyn
Comments (2) due from **everyone**.

WEDNESDAY, NOVEMBER 2

REACTING GAME: PERFORMANCES & QUESTIONS

Do: Social Speeches (350-750 words) due for J. Whitgift, W. Kemp, A. Munday
Play Speeches (350-750 words) due for W. Cecil, E. Coke, H. Condell, T. Dekker, T. Pope, T. Gough, R. Cowley
Comments (2) due from **everyone**.

Also Do: Email or Slack Dr. Bezio with your Second Paper Topic idea for approval

MONDAY, NOVEMBER 7

REACTING GAME: COUNCIL DEBATE & VOTE

Do: Social Speeches (350-750 words) due for E. Coke, E. Tilney, R. Burbage, E. Alleyn, T. Pope, T. Gough

Play Speeches (350-750 words) due for R. Cecil, R. Devereux, J. Whitgift, W. Kemp, A. Munday, J. Heminge, T. Kyd, T. Downton

Comments (2) due from **everyone**.

Start Watching: films for next class (*10 Things I Hate About You* & *The Devil's Advocate*)

WEDNESDAY, NOVEMBER 9

REACTING GAME: DEBRIEF

Listen: Podcast, Episode 16

Watch: [10 Things I Hate About You](#) & [The Devil's Advocate](#) (Swank)

MONDAY, NOVEMBER 14

Watch: [Forrest Gump](#) (Swank)

Read: Callus, "The Cloak of Incompetence" (Perusall)

WEDNESDAY, NOVEMBER 16

Listen: Podcast, Episode 17

Watch: [Murder on the Orient Express](#) (Swank)

MONDAY, NOVEMBER 21

Listen: Podcast, Episode 18

Watch: [Everything Everywhere All At Once](#) (Swank)

THANKSGIVING BREAK!

MONDAY, NOVEMBER 28

Watch: [Hidden Figures](#) (Swank)

Read: Carpenter, "Hidden Figures Light Up Screen" (Perusall)

Due by 9am!!!!: Second Paper due on BlackBoard

WEDNESDAY, NOVEMBER 30

Watch: [Black Panther](#) (Swank)

Read: Wallace, "Why 'Black Panther' Is a Defining Moment for Black America" (Perusall)

THURSDAY, DECEMBER 1

JEPSON SHAKESPEARE PROJECT SHOW!!!!

Plan to be at St. Joseph's Villa by 3pm (unless you have class)

THURSDAY, DECEMBER 8

Final Paper for the Jepson Shakespeare Project Due. Papers due on Blackboard by **noon**.