

## Global Citizen Scholar Program Elective Course Template

**Course Title: Shakespeare in Film**

**Grade Level: 10–12**

*Keeping in mind The Asia Society's framework for global competencies summarized below, please fill in the sections below to illuminate and clearly communicate why this course qualifies as an elective for our Global Citizen Scholar Program. This information will be included on the GCS webpage and will allow scholars to read about each elective's approach to global citizenship education.*

- **Investigate the World:** Students can initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues.
- **Recognize Perspectives:** Students can recognize, articulate, and apply an understanding of different perspectives (including their own).
- **Communicate Ideas:** Students can select and apply appropriate tools and strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups.
- **Take Action:** Students can translate their ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions.

### **Course Objectives Relevant to Global Competencies:**

1. To study ways in which filmmakers interpret and transform Shakespeare's plays
2. To make connections between films and concurrent political and social conditions
3. To examine international filmmakers' use of Shakespeare's plays to represent global conditions and concerns

### **Course Content Relevant to Global Competencies:**

This one-semester course focuses on several plays (both comedies and tragedies) by William Shakespeare and examines how his works are adapted for film and stage both in this country and abroad. Students will study excerpts from several works and view relevant film and stage adaptations. Students will discuss these plays and adaptations in relation to Shakespeare's theater, as well as directorial and stylistic choices made by filmmakers and how these choices and film techniques affect audiences' responses to Shakespeare's original plays.

**Texts/Sources/Materials Used to Promote and Deepen Global Competencies:**

1. International film adaptations of *Macbeth*, *Othello*, and *King Lear*
2. [Casting Othello](#) PBS Documentary
3. “Far More Black than Black” ([Corredera](#))
4. “Race and Othello on Film” ([Reitz-Wilson](#))
5. “Shakespeare after Columbine” ([Semenza](#))

**Lessons/Projects/Activities That Will Produce the Above-Stated Learning Outcomes  
(minimum of four)**

1. Discussion Board Post 1 (Focus: Comparing international film adaptations of *Macbeth*, including Kurosawa’s *Throne of Blood*, Abela’s *Makibefo*, Bhardwaj’s *Maqbool*, and Henríquez’s *Sangrador*)
2. Discussion Board Post 2 (Focus: The depiction of race in various adaptations of *Othello*)
3. Cultural Adaptation Analysis Presentation
4. Movie Trailer and Poster Project (Focus: Making a trailer and promotional poster for an international adaptation of *King Lear*. Options include Edel’s *King of Texas*, Kozintsev’s *King Lear*, Kurosawa’s *Ran*, and Sen’s *Second Generation*)
5. Scene Adaptation Project