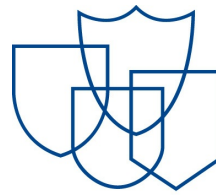


# ESSARP Centre programme

## Courses



**ESSARP**  
English Speaking Scholastic  
Association of the River Plate

Please note:

Enrolment will be made through ESSARP's web page. If you have enrolled for a course and will not be able to attend a single session or the whole course, please advise at the Centre as soon as possible. Please ensure a prompt start by planning to arrive in advance of the beginning of the session.

### D994 - Webinar - Through her Eyes. Teaching Antony and Cleopatra (set text, IGCSE Literature 2024)

**Dates:** 07 August from 17:30 hs. to 19:30 hs. - 2024

**Venue:** Distance

**Sessions:** 1

**Minimum attendance for certificates:** 1

**Vacancies per school:** 5

**For:** Language and Literature teachers interested in teaching Literature, in general, and Antony and Cleopatra, in particular. Literature lovers interested in discussing this dramatic piece from a critical perspective

Please enrol before: **2024, Aug 2nd**

**Facilitator(s):** *Cecilia Lasa MA*

Cecilia Lasa is a Teacher of English (IESLV "Juan R. Fernández") and a Teacher of Literature (Facultad de Filosofía y Letras, UBA). She holds a Master's Degree in Literatures in Foreign Languages and in Comparative Literatures (UBA) and a Higher Diploma in Research in Humanities (UBA). She has done a Specialisation in Reading, Writing and Education (FLACSO) and in Writing and Literature (Ministerio de Educación). She has worked as a teacher of Literature and of academic reading and writing in Teacher Training Colleges in Ciudad Autónoma de Buenos Aires and in Universidad Nacional de Avellaneda. She is currently working as a teacher and researcher in English Literature and American Literature (FFyL, UBA) and conducting her Ph. D research at Instituto de Filología "Amado Alonso" (UBA-CONICET). She is the author of Academic Writing and has edited and co-authored *Literatura y formación docente. Proyectos de lectura y de escritura*.

- Objectives:**
- To identify the main problems and challenges teachers and student may face when studying Antony and Cleopatra
  - To account for the main conflict(s) in the play
  - To explain how the construction of characters and the setting contributes to the main conflict(s) in Antony and Cleopatra
  - To analyse the cultural and political implications of the play
  - To discuss possible strategies, activities, resources and dynamics to tackle Antony and Cleopatra in class

- Contents:**
- Contextual aspects: society, politics, economy and gender in Renaissance England.
  - Character construction.
  - The foreign and the exotic.
  - Gender and politics. Imperial expansion.
  - Shakespeare's reappropriation of history.

**Bibliography:** Source text

Shakespeare. W. Antony and Cleopatra.

Critical and theoretical material

Dollimore, Jonathan. Radical Tragedy: Religion, Ideology and Power in the Drama of Shakespeare and His Contemporaries. Hampshire and London: Palgrave Macmillan, 2004.

Lasa, Cecilia and Menán, Carina. "Política del erotismo en Antony and Cleopatra, de William Shakespeare". Paper read at the Terceras Jornadas de Lenguas y Culturas "Cervantes & Shakespeare o el diálogo de las lenguas". Lanús, 2018.

Cambridge's Bibliography about Literature in English

Cambridge International Examinations (2018). Learner Guide IGCSE® Literature in English. Cambridge: Cambridge University Press.

Russell, C (2018). Cambridge IGCSE® and O Level Literature in English. Cambridge: Cambridge University Press.

Whitthome, E (2018). AS & A Level Literature in English. Cambridge: Cambridge University Press.

- Methodology:**
- Recovery of attendees' main difficulties when teaching literary texts and of their previous knowledge about the play and its author
  - Discussion of the problems related to the context of production
  - Introduction to William Shakespeare's dramatic world and the importance of this play
  - Exploration of specific features of the play –stage directions, characters, setting, conflict, etc.
  - Guided group analysis of the play.