

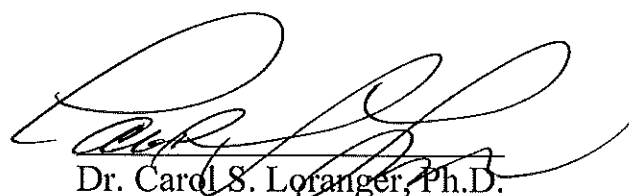
College of Liberal Arts Faculty Research, Scholarship, Creative Activity Grant

Application Enclosed for Faculty Research at the Folger Shakespeare Library:

- 1) Project Narrative
- 2) Curriculum Vitae for Carol Mejia LaPerle
- 3) Detailed Budget



Carol Mejia LaPerle, Ph.D.
Assistant Professor



Dr. Carol S. Loranger, Ph.D.
Chair and Associate Professor of
English Language and Literatures

Feb 14, 2011
Date

2-14-11
Date

College of Liberal Arts Faculty Research Grant: Project Narrative

Carol Mejia LaPerle, Department of English Language and Literatures

I am applying for the College of Liberal Arts Faculty Research Grant in order to fund a month-long research intensive residency in the Folger Shakespeare Library located in Washington, D.C. Within this period, I will be completing my article, “The Rhetoricity of Obscurity: Ornament and Race in William Shakespeare’s *Antony and Cleopatra*,” which was solicited by the Edwin Mellen Press, publishers of the scholarly journal, *The Shakespeare Yearbook*. Additionally, the information I gather will be foundational for the multimedia digital project I seek to implement for my teaching of future high school educators.

I am drawn to a particular conundrum of stage craft unique to early modern drama portraying foreign women: how to simulate a foreign woman when a young English boy, neither a foreigner nor a woman, is to convey her. Seemingly unhindered by this problem, Jacobean drama remarkably insisted on various depictions of non English women set in foreign lands, from Italy to the Ottoman Empire. Tracing the stage history of English depictions of foreign women historicizes the construction of cultural difference, as well as denaturalizes the persistent categories of gender and race. It might seem peculiar to pursue an understanding of gender and race in a cultural event wherein women and foreigners are absent. But it is the simulation of the foreign woman—particularly the anticipation and compensation invested in creating what is in fact absent—that frames my reading of Shakespeare’s depiction of Cleopatra and inspires my monograph. Currently titled, *Ornamentalism: Foreign Women in Jacobean Drama*, my book project analyzes early modern representations of foreign women and the ornaments that contribute to, and complicate, their embodiment of difference. I argue that ornaments render the female character’s foreignness recognizable. But it is recognition marked by both desire and

repulsion—just as ornamentation, as understood in the renaissance, has the potential to disfigure even as it beautifies. The Folger Shakespeare Library houses the most expansive collection of primary materials relevant to my article and monograph, specifically regarding the travel narratives and stage property inventories that convey the complex racial epistemologies deployed and discovered on the renaissance stage.

The Folger's collection of early modern global encounters—specifically in the form of religious sermons, costume prints, and travel narratives—are central to my own treatment of English stage history's racial construction and gender expectations. Further investigation of the Folger's materials on the various visual and textual treatments of the Egyptian queen will enrich my theorizations of the play's consistent alignment of Cleopatra with ornamental embellishments. Elaborate ornamentation results in highlighting the difficulty of determining Cleopatra's identity: "...For her own person, / it beggared all description" (2.2.203-205), while simultaneously insists on display as the very source of her political agency. The enduring assessment of ornament as material embellishment, therefore, is intensified in the foreign settings wherein "plain English" is the invisible, normative category that evaluates the corporeality, materialism, and excess of the ornamented foreigner. This is also the case for my work with *The Renegado*, a play that implicates the intertwined themes of empire building and religious conversion, in which I analyze the representation of a Muslim princess who deploys the trappings of wealth and power to seduce the Christian merchant. The material embellishments that constitute the foreign woman's embodiment of desire and difference represent a vexed fantasy of emergent English global commerce. The Folger's extensive collection of materials on royal court masques also anticipates one of my chapters in which I argue that the meta-dramatic

contract of *The Masque of Blackness* promises yet suspends the fulfillment of whiteness, thus rendering blackface ornamental—an embellishment that at once signals, and erases, foreignness.

I teach a variety of courses that would directly benefit from my research into early modern culture at the Folger Shakespeare Library. The courses I teach include: Shakespeare's *Shrews*, Gender and Rhetoric in the Renaissance, Representations of Race in Early Modern Culture, Shakespeare and Film, and Introduction to Graduate Studies—a required graduate course that introduces incoming Master of Arts students to the field of academic research. But there is one group of students that most influences my desire to gather relevant primary materials for my teaching: the future high school teachers of the Dayton area. The Integrated Language Arts (ILA) degree at Wright State University combines curricula from the English department, Communications department and Education department to create a 5-year degree that prepares and certifies students to teach English at the high school level. Many alumni of the program will be educators of the underprivileged and underprepared high school population of the Dayton metropolitan area. I teach ILA students in a required Shakespeare course titled "Teaching Shakespeare Through Performance." Like many Shakespeare classes, this one employs strategies for reading, analyzing, watching, and performing Shakespeare plays. However, unlike most Shakespeare classes, this one asks students to creatively demonstrate teaching activities that will help transition their knowledge of Shakespeare from a college setting to a high school classroom. Inspired by the Folger Shakespeare Library's database of teaching resources, I want to create and sustain a digital project that invites, celebrates, and reflects upon the activities generated by Wright State University's ILA students. As a virtual community of Shakespeare teachers in the greater Dayton area, the digital project will house primary materials and lesson plans that directly address and enhance the teaching of Shakespeare.

Carol Mejia LaPerle, Ph.D.

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EDUCATION

Arizona State University
Tempe, Arizona, USA

Doctor of Philosophy in English Literature
Completed August 2008
Thesis: *Gendered Rhetoric in Renaissance Drama: Female Rhetors and the Problems of Persuasion*
Doctoral Fellow, Social Sciences and Humanities
Research Council of Canada 2004-2007

Simon Fraser University
Burnaby, B.C., Canada

Post-Baccalaureate Diploma
English Literature
Completed May 2001

Carleton University
Ottawa, Ontario, Canada

Bachelor of Arts
Double Major: English and Philosophy
Completed May 1996

EMPLOYMENT

Wright State University
Dayton, Ohio, USA

Assistant Professor
Department of English
September 2008 – present

PUBLICATIONS (REFEREED)

“Rhetorical Situationality: Alice Arden’s Kairotic Effect in *The Tragedy Of Master Arden Of Faversham*.” *Women’s Studies: An Interdisciplinary Journal*. 39:3 (April 2010) 175- 193.

“The Ghostly Rhetoric of Autobiography: Maxine Hong Kingston's Woman Warrior as American Gothic Narrative.” *Asian Gothic: A Critical Reader*. Ed. Andrew Hock Soon Ng. North Carolina: MacFarland and Company, Inc., 2008, 108-122.

“Access and Agency in Elizabeth Cary's *The Tragedy of Mariam*: Early Modern Closet Drama and the Spatialization of Power.” *Literature Compass* 3:2 (March 2006). This is a peer-reviewed essay for Blackwell Publishing, which is housed at www.literature-compass.com

“Domestic Rhetors of a Renaissance Family: Female Persuasions in Thomas Heywood’s *A Woman Killed With Kindness*.” *Framing the Family: Representation and Narrative in the Medieval and Early Modern Period*. Eds. Rosalynn Voaden and Diane Wolfthal. Tempe, AZ: Medieval and Renaissance Texts Series Press, 2005, 39-54.

BOOK REVIEWS

Review of *Emissaries in Early Modern Literature and Culture: Mediation, Transmission, Traffic, 1550-1700*, by Brinda Charry and Gitanjali Shahani, Eds., *The Pennsylvania Literary Journal* Vol. 3 (May 2010)

Review of *Beyond the Body: The Boundaries of Medicine and English Renaissance Drama*, by William Kerwin, *Journal of British Studies* 45.3 (July 2006)

WORK IN PROGRESS

“Uncivil Rhetorics: Magisterial Wit and Female Noise in Ben Jonson’s *The Magnetic Lady*.” (article in submission)

“The Rhetoricity of Obscurity: Ornament and Race in William Shakespeare’s *Antony and Cleopatra*” (article in progress)

Ornamentalism: Female Foreigners in Jacobean Drama (book manuscript in progress)

This book length project analyzes renaissance representations of foreign women and the ornaments that contribute to, and complicate, their embodiment of difference. Drawing from various sources recording England’s interest in ornamentation such as rhetorical handbooks, religious sermons, costume prints, and travel narratives, I historicize the cultural construction of foreignness as manifested in the theatre from 1603-1625. This project traces and analyzes early modern epistemologies of race through the lens of material culture and gender theory.

FELLOWSHIPS AND AWARDS

- National Humanities Center Summer Institute, Shakespeare Seminar, Summer 2009 \$1,500
- ASU Graduate College, Dissertation Completion Fellowship, Spring 2008 \$10,000
- Social Sciences and Humanities Research Council of Canada, Doctoral Research Fellowship, 2004-2007 \$60,000
- College of Liberal Arts and Sciences Dean’s Graduate Scholar Award and Summer Research Stipend, 2004-2007 \$18,000
- Finalist, Distinguished Achievement Award for Doctoral Students, Faculty Women's Association of Arizona State University, Fall 2006
- Marvin Fisher Book Award, supporting Ph.D. Comprehensive Exams, Spring 2006 \$250
- Graduate and Professional Student Association, Excellence in Teaching Award, 2004-2005
- Arizona Center for Medieval and Renaissance Studies, Outstanding Graduate Student Paper, May 2005
- John Doebler Memorial Award for distinguished Renaissance paper in Southwest Graduate Symposium, Spring 2003 \$250

SELECTED CONFERENCES:

“Ornaments of Conversion in Philip Massinger’s *The Renegado*,” Shakespeare and Race Seminar. *Annual Meeting of the Shakespeare Association of America*. Chicago, IL. April 1-3, 2010.

“The Rhetoricity of Obscurity: Ornament and Foreignness in William Shakespeare’s *Antony and Cleopatra*,” George Puttenham Seminar. *Annual Meeting of the Shakespeare Association of America*. Washington, D.C. April 9-11, 2009.

“‘The Glorious empire of the Turkes, the present terror of the world’: Turkish Cruelty in Robert Greene’s *Selimus, Emperor of the Turks*.” *Renaissance Conference of Southern California*. Huntington Library, San Marino, CA, March 11, 2006.

“Rootless and Ruthless Cruelty: early modern representations of moors in Robert Green and William Shakespeare.” *Southwest Graduate Literature Symposium*. Tempe, Arizona, February 24-26, 2006.

“The Death of Consolation: Social Critique in Geoffrey Chaucer’s *The Book of the Duchess*.” *International Congress on Medieval Studies*. Kalamazoo, MI, May 5-8, 2005
Presentation sponsored by Arizona Center for Medieval and Renaissance Studies,
Outstanding Graduate Student Paper

“Consumption as Loss: The Sacrificial Banquet in Seneca’s *Thyestes* and Shakespeare’s *Titus Andronicus*.” *Arizona Center for Medieval and Renaissance Studies*, Tempe, Arizona, February 17-19, 2005

“New World Borders in Sir Walter Raleigh’s *The Discoverie of the Large, Rich and Bewtiful Empyre of Guiana*.” *Group for Early Modern Cultural Studies*, Orlando, Florida, November 18-21, 2004

“Shaping Space in Early Modern Closet Drama: Salome’s Manipulation of Access”
Pacific Northwest Renaissance Conference, Western Washington University,
Bellingham, Washington, May 6-8, 2004

“Tempered Consumption: Book II of Edmund Spenser’s *Faerie Queene* and the Discourses of Discovery.” *Arizona Center for Medieval and Renaissance Studies*, Tempe, Arizona, February 14-16, 2004

“Engendering Space: Access and Agency in Elizabeth Cary’s *The Tragedy of Mariam*.”
Group for Early Modern Cultural Studies, Newport Beach, California, October 23-26,
2003

“Domestic Rhetors of an Early Modern Family: Female Persuasions in *A Woman Killed With Kindness*.” *Renaissance Rhetoric, Gender and Politics*, Strathclyde, Scotland,
April 24 and 25, 2003

TEACHING SPECIALIZATION

- Renaissance Drama including Shakespeare
- Renaissance Poetry and Prose
- History of Rhetoric
- Renaissance Women Writers
- Survey of British Literature: Medieval to the Eighteenth Century

TEACHING EXPERIENCE

Assistant Professor

Department of English, Wright State University

English 730: *Representing and Reading Race in Shakespeare Plays*, Graduate Seminar

English 730: *Female Agency in Early Modern Plays*, Graduate Seminar

English 701: *Research Methods for English Studies*, Required Graduate Course

English 460/660: *Shakespeare and Film*

English 410: *Shakespeare's Shrews*

English 410: *Gender and Agency in Renaissance Drama*

English 386: *Teaching Shakespeare Through Performance*

English 351: *English Literature from Medieval to Early Seventeenth Century*

English 301: *Introduction to Literary Study: Prose and Theory*

English 300: *Introduction to Literary Study: Poetry and Literary Analysis*

English 204: *Great Books: Literature*

Graduate Teaching Associate

Department of English, Arizona State University

English 394: *Female Opportunists: Gender and Rhetoric in Early Modern Drama*

English 321: *Introduction to Shakespeare*

English 221: *Survey of English Literature from Old English to the 18th Century*

English 102: *Argument and Agency: Knowledge in Context* (created course curriculum)

English 101: *Texts, Contexts and Cultures* (created course curriculum)

WRIGHT STATE UNIVERSITY SERVICE

- College of Liberal Arts, Graduate Studies Committee, Fall 2010-present
- College of Liberal Arts, Faculty Senate, Fall 2010-present
- Faculty Search Committee, Fall 2010-present
- Library Committee Chair, English Department, Fall 2010-present
- Graduate Curriculum Committee, English Department, Fall 2009-present
- Literature Curriculum Committee, English Department, Fall 2008-present
- Advisory Committee, English Department, Fall 2009-Spring 2010

ARIZONA STATE UNIVERSITY SERVICE

- Invited Panelist, "Outstanding TA Award Recipients Panel," Graduate College Strategies for Success Series, August 31, 2005
- Facilitator for New TA Orientation, "Diversity in the Classroom," Graduate College Strategies for Success Series
- Graduate Student Representative for Literature, Graduate Students of English Association, 2005-2006
- Organizer, Eleventh Annual *Southwest Graduate Symposium*, Spring 2005

SELECTED LIST OF REFERENCES

Cora Fox, Associate Professor of English, Arizona State University
(480) 965-2482
Cora.Fox@asu.edu

Henry Limouze, Associate Provost for Faculty and Staff Affairs
Associate Professor of English, Wright State University
(937) 775-3036
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Carol Loranger, Chair and Associate Professor of English, Wright State University
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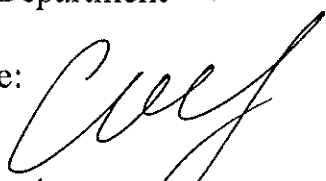
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Budget Projection for The College of Liberal Arts Faculty Research, Scholarship, and Creative Activity Grant Program

Folger Shakespeare Library Research from July 1, 2011-July 29, 2011		\$ 4,957.75
DESCRIPTION	ITEMIZATION	COST
Lodging in Washington, DC (1 bedroom short term lease)	\$720 per week for 4 weeks	\$2,880
Local Transportation (DC Metrorail system)	\$32.35 per week for 4 weeks	\$ 129.40
Roundtrip flight from Dayton, Ohio to Washington, DC	United Airlines nonstop departure July 1 and return July 29	\$ 301.35
Per diem	\$43 per day for 29 days ⁱ	\$ 1,247
Cost for materials and photocopying		\$ 200
Folger Shakespeare Library Reader Card		\$ 200
	TOTAL GRANT REQUEST	\$ 4,957.75

Prepared by:
 Carol Mejia LaPerle, Ph.D.
 Assistant Professor
 English Department

Signature: 

Date: Feb 7, 2011

ⁱ From WSU Wright Way Travel Policy 5601: Breakfast \$9; must be on authorized travel status prior to 8 am; Lunch \$11; must be on authorized travel status prior to noon; Dinner \$23; must be on authorized travel status prior to 5 pm and return after 7 pm.