

Department of English & Writing Studies  
Theatre Studies Program

**Understanding Performance**

Theatre Studies 2201F (001)

Fall 2019

**DRAFT SYLLABUS**

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples, who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population. Western values the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America).

**Instructor:** Dr M. J. Kidnie  
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Office hours: M & W 2:30-3:30 and by  
arrangement, UC 4420

**Course Location:** University College 3220

**Course Date/Time:** Mon 10:30-12:30 &  
Wed 11:30-12:30

**Prerequisites:** Prerequisite(s): At least 60% in 1.0 of any 1000-level or above “E” or combination of two 1000- level or above “F/G” courses from any department in the following Faculties: Arts and Humanities, School of Humanities (Brescia), Information and Media Studies (FIMS), or Music; or from any of the following additional Departments: Anthropology, English (King’s), English and Cultural Studies (Huron), History (Main and Affiliates), Philosophy (Affiliates), Political Science (Main and Affiliates), the Religious Studies (Affiliates), or permission of the Department.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Description



Late (or early) submissions may be handed in at the Department of English dropbox, which is accessed from the hall outside UC 2401. The secretary will date-stamp your work and put it in my pigeonhole. Anything submitted to the dropbox before 8:30am will be date-stamped with the *previous* day's date. You must also submit any late or early work through the OWL website, which will also provide you with a date-stamp. Please note that in case of uncertainty, the online OWL date-stamp will be taken as final.

### **Late Paper Policy**

If you submit a paper after the due date, the paper will be counted as late. The grade will be reduced by a penalty of two marks (2%) for each calendar day that it is late. Note that when a paper is late, every day counts (including weekends), but that the arrangements for date-stamping essays in the Department of English essay box are accepted for late essays. Extensions on any assignment will only be considered if supported by a request for accommodation sent by students' Academic Counsellors in their home faculty (see below, "Accommodation").

### Methods of Evaluation (assignment descriptions are below)

The grade for the course will be arrived at as follows:

3 performance analyses:

- Analysis 1: 15% (1000 words) – *Birds of a Kind*, due October 18
- Analysis 2: 20% (1500 words) – *The Designated Mourner*, due November 11
- Analysis 3: 20% (1500 words) – *The Runner*, due December 4

Archives writing assignment (50 min, in-class): 20% (Monday, October 2)

You will research one of a few available stagings of *Julius Caesar* in the Stratford Festival archives from ONE of these angles:

- How did your production stage "ordinary Romans" during and immediately following Caesar's murder (Brutus addresses them first, followed by Marc Antony)? What do you infer from these choices in terms of this production's attitude towards the play's nameless citizens?
- How did your production stage the murder of Cinna the poet? What do you infer from these choices in terms of civic disobedience?
- Did your production use doubling or cross-gender casting? Focus on one or two scenes and consider how specifically these strategies of casting helped to shape interpretive effect.
- Was the stage commanded by a striking prop or onstage set piece in one or more scene(s)? If so, how did this design feature shape an interpretation of one or two scenes?
- How does your production stage Caesar's ghost? How do these choices shape a perception of the drama (e.g, moral conscience, supernatural, stage theatricality)?

Research your production online before going to the archives (you should keep detailed notes on this stage of your work, including a Works Cited list of any reviews you find).

What can you learn about the show in relation to your specific topic without recourse to the Festival archives?

Research your production at the archives (you should keep detailed notes on this stage of your work). What can you find in the archives, and how does this material further shape your answer to the research question you chose?

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You will then have 50 mins to write about your findings.

You will identify the show, who starred in it, its year of production, in which theatre it was staged, the type of stage (proscenium, thrust, etc), and its period setting. You will then write a short essay in response to the research prompt, and conclude with a short reflective answer on your experience of working in the archives. You're welcome to bring your notes into class.

A basic familiarity with *Julius Caesar* is recommended for this project. An excellent (free) online edition of the play is available at <https://www.folgerdigitaltexts.org/html/Ham.html> (no notes or introduction). You can also buy the Folger edition of *Julius Caesar* at the bookstore.

5 in-class tests (reading comprehension, mostly fill-in-the-blank; 10 min each): 5 x 3% = 15%

Class participation: 10% (considered contributions to discussion, post-performance discussion, Q&A sessions, and classroom writing exercises)

**Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence. All instances of plagiarism will be reported to the Chair of Undergraduate Studies for adjudication.

**Additional Information:**

LAPTOPS AND CELL PHONES

I do not permit the use of laptops or cell phones in lectures. Students may tape-record lectures if they have difficulty taking notes by hand – feel free to talk to me about this option outside of class. If you choose to read *Julius Caesar* online, please download and print off the text to bring to class.

**Please note:** The department of English & Writing Studies does not release final grades. All



- Was the stage commanded by a striking prop or onstage set piece in one or more scene(s)? If so, how did this design feature shape an interpretation of one or two scenes?
- How does your production stage Caesar's ghost? How do these choices shape a perception of the drama (e.g, moral conscience, supernatural, stage theatricality)?

Research your production online before going to the archives (you should keep detailed notes on this stage of your work, including a Works Cited list of any reviews you find). What can you learn about the show in relation to your specific topic without recourse to the Festival archives?

Research your production at the archives (you should keep detailed notes on this stage of your work). What can you find in the archives, and how does this material further shape your answer to the research question you chose?

Each of you will upload a Works Cited list of reviews to OWL, specifying which ones you found online before going to the archives, and which ones you could only get in Stratford.

Each of you will then have 50 mins to write about your findings. The first section will ask you to identify the show, who starred in it, its year of production, in which theatre it was staged, the type of stage (proscenium, thrust, etc), and its period setting. You will then write a short essay in response to the research prompt you chose, and conclude with a short reflective answer on your experience of working in the archives. You're welcome to bring your notes into class when you write up this assignment.

#### FIVE IN-CLASS TESTS

Short Reading Comprehension (ess) 30 mts (hr) 28/47 The day (a) 11/15/00 0912 0 612 792 reW\*







### Accommodation

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. Documentation shall be submitted, as soon as possible, to the Office of the Dean of the student's Faculty of registration, together with a request for relief specifying the nature of the accommodation being requested. The UWO Policy on Accommodation for Medical Illness and further information regarding this policy can be found at [http://uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf).

### **Downloadable Student Medical Certificate (SMC):**

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf)

### Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### Support Services

Registrarial Services <http://www.registrar.uwo.ca>

Student Support Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Services provided by the USC <http://westernusc.ca/services/>

Student Development Centre <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to MentalHealth@Western:  
<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.