

University College Room 4413
519-661-2111 x. 85815
pwakeham@uwo.ca

Class Day / Time / Location:

Mondays from 11:30 a.m. ± 12:20p.m.

Wednesdays from 11:30 a.m. ± 1:20p.m.

All classes will be held in-person in Somerville House Room 3305

Office Hours (In-Person, UC Room 4413):

Mondays from 10:00 ± 11:00a.m. and 1:00 ± 2:00p.m.

Wednesdays from 1:30 ± 2:30p.m.

Course Description:

Welcome to Indigenous Theatre and Performance Studies! This course will provide students with an introduction to the dynamic

those elements compelling. These paragraphs could also critique arguments or ideas you think are problematic (if so, please explain) or raise additional questions or matters for consideration.

4.) One or more paragraphs that discuss how this essay has impacted how you think about Indigenous arts and/or how you wish to engage with them.

5.) A brief conclusion.

6.) A Works Cited page that lists the essay of your choice in proper MLA format (with all required bibliographic details) as well as any other sources that you mention in your paper.

Stage Reading Participation and Reflection Paper (3 pages, double -spaced) :

- During this course, we will be working with Mohawk and Tuscarora poet, multi-media artist, and playwright January Rogers, on developing a stage reading of her new play, Blood Sport.

- Each student will choose a role in the creation of the stage reading. Some students will be actors/readers in the play while others can choose to be involved in other aspects of production such as the sound designer, the publicist, the costume designer, etc. No single role will be valued more than others. Each student will have a clearly-defined set of responsibilities towards the creation of the stage reading. Those responsibilities will be established by February 6th, 2023.

- Students are expected to commit themselves to the process of developing the stage reading and to attend all rehearsals for the play.

- Following the presentation of the stage reading on the evening of Wednesday March 15th, students will write a three-page double-spaced reflection on their participation in the development of the stage reading. The reflection should be written in proper paragraph form with an introduction, body paragraphs, and a conclusion. The reflection should address the following questions:

1.) What role did you choose to fulfil in the development of the stage reading and why?

2.) How did you contribute to the development of the stage reading? What ideas, labour, and contributions did you offer?

3.) What did you learn from the process of developing the stage reading? Please be specific. Your answer should reflect upon what you learned through your particular contributions but you are also welcome to discuss what you learned from your peers, from January, myself, or the process as a whole.

4.) Are there any aspects of your involvement that you would change if you could?

5.) What representational choices did the group make in developing the stage reading that you think were most impactful and why?

6.) If you were the director of the next version of this stage reading, are there any changes you would make? If so, please describe.

- The grade for this assignment will take into account both your contributions and commitment to the development of the stage reading and to the quality of the written reflection.

In-Class Quizzes

- On three different dates throughout the semester, students will be given 15 minutes during class to answer short quizzes designed to make sure that students have read the course materials.
- The quiz questions will not be complicated. They will either involve very short written answers (one sentence per question) or multiple choice questions. If you have any questions about readings, the quizzes will not be difficult.
- The top 2 grades out of the 3 quizzes will be counted towards each student's final course grade. This means that if a student misses one of the quizzes, they will have to make sure they attend class on the dates of the other quizzes and complete those two quizzes. There will be no make-up dates for quizzes without formal academic accommodations.

Theatre Review of Jeremy Dutcher performance or *Rubaboo* (4 pages, double-spaced)

- Following the class trip to see Jeremy Dutcher at Alumni Hall or Rubaboo at the Grand Theatre, students will each write a theatre review of the performance.
- The review should be written in proper paragraph format. The writing should seek to engage the reader, to be clear and detailed.
- The review should include the following elements:
 - 1.) What is the performance about (basic plots or facts about the main concept / themes of the show)? Who wrote and directed the performance? Who acted/performed in it? Are there other details about the production team? When and where was it staged?

2.) In the past, theatre reviewers have not always located their own subject positions as

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

Religious Accommodation :

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and/or the Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at <https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

Academic Policies :

-The website for Registrarial Services is <http://www.registrar.uwo.ca>.

In accordance with [policy](#), the centrally administered e-mail account provided to

V W X G H Q W V Z L O O E H F R Q V L G H U H G W Mail address is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner.

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 the following website:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Plagiarism :

It is crucial that students create all assignments (both written and oral) using their own ideas and their own words. If you use a concept, idea, or phrasing from another source, it is imperative to signal the direct borrowing of words with quotation marks and to register the borrowing of ideas and concepts via the use of explanatory footnotes and parenthetical citations. When in doubt, please cite your source rather than leaving it out! Please also note that the same standards of proper crediting of sources apply to oral presentations. Plagiarism is a serious academic offence.

Plagiarism Checking :

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

All instances of plagiarism will be reported to the Chair of Undergraduate Studies. Proven cases of plagiarism will result in a grade of zero for the assignment. Subsequent offences will result in failure for the course.

Support Services:

Academic Counselling :

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Class Schedule

Please note that the Professor reserves the right to make minor changes to the class schedule during the semester. All changes will be announced in class ahead of the scheduled date where a change would take place.

January 9: Welcome and Introduction

January 11: Introduction to Indigenous Performance Cultures

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January 16: Introduction to Indigenous Performance Cultures (cont.)

February 8: Odawa Storytelling on Stage (cont.)
De-ba-jeh-mu-jig Theatre Group, The Gift
[In-Class Quiz](#)

February 13:

April 3: Staging Indigenous Futures (cont.)
Yvette Nolan, The Unplugging

April 5: Staging Indigenous Futures (cont.)
Yvette Nolan, The Unplugging

April 10: Final Class: Concluding Thoughts