

Department of English & Writing Studies

English 3776F (001)

Canadian Drama

Fall 2025

Instructor: Professor Kim Solga
ksolga@uwo.ca

1. Course Description (+ Some Key Intel About What We Are Doing Here...)

What IS Canadian Drama, anyway? What should it be? Who gets to decide?

Theatre and performance play a huge role in the social and cultural past, present, and future of Canada: they have shaped, and continue to shape, conversations about who we are and who we want to become. Who “we” are, however, is constantly evolving. How we tell our multiple stories, and how we generously but urgently call each other in to the project of dismantling settler colonialism’s violent legacies, is always changing, too.

This year, our theme is **performing the settler colonial nation**. We will focus on artists and companies who are driving the work of challenging and redressing harmful past legacies while also building bright, inclusive futures.

2. Meet Kim (and contact her for help!)

Your instructor is **Professor Kim Solga**. (Call me Kim.) Kim’s office is UC3425, above the north stairwell. It is a safe space – you can bring yourself to Kim’s room, and she will be there to offer support, care, and kindness. But, because Kim does her best to make her office a welcoming and supportive space, she also needs time alone to regroup, to breathe mindfully, and to eat her lunch. *So, please come – but if you need to drop in outside scheduled office hours, please make an appointment by email at least 24 hours in advance.*

Office: UC3425

Contact: ksolga@uwo.ca*

Office Hours: in person **THURSDAYS 12:30-2:30**; on Zoom **WEDNESDAYS 11am-12pm**. No appointment necessary; use meeting ID 568 965 9592.

*Kim does not check email on the weekends; that is, after 6pm on Fridays until 9am on Mondays. There isn’t anything for our class so pressing that you should need to reach Kim on the weekend; nothing will ever be due on a Monday.

3. Land Acknowledgement

Western's land acknowledgement and information about Indigenous initiatives on campus can be found at this link: <https://indigenous.uwo.ca/archives/initiatives/land-acknowledgement.html>.

Land acknowledgements can often be perfunctory, standing in for more direct or meaningful action toward reconciliation with the Indigenous communities and nations that are the traditional stewards of Turtle Island. But they can also be made meaningful by using them as an opportunity to reflect on our own relationships to the land, and our own knowledge – or knowledge gaps – about our land's history, and the needs of its keepers today.

In the context of *Canadian Drama*, Kim invites us all to become more curious about Indigenous theatre and performance makers. We'll meet several together, but that's just the beginning! If you'd like to start learning more now, check out these two historic, essential hubs for Indigenous theatre making in Tkaronto: <https://www.indigenoustheatre.com>; <https://www.nativeearth.ca/>.

4. Course Objectives

Objectives are our shared goals, a promise to try to achieve a thing. We may not get all of them, or all of them perfectly, but we can strive toward them.

If you commit to our shared labour and come prepared to class each week, you can expect:

1. To be introduced to a range of plays made on and for the lands we call Canada along with those plays' social and political contexts;
2. To learn about what the term "Canadian Drama" has meant historically, and to discuss, debate, and ask questions about what it might mean in the future;
3. To think critically about form and dramaturgy – why certain artists might choose certain play structures and performance tactics over others in making their work;
4. To understand theatre and performance in Canada "as a public practice" engaged in the work of redress and reconciliation, and to assess critically its role in challenging or even dismantling settler colonial power structures in and beyond the arts.

But wait! There's more. Above are our intellectual goals – things we hope to learn about the subject of our course. But every class also comes with some "meta" – some new skill development, some learning *about how to learn*, some improvement of our capacity to handle conflict, utter raging disaster, overwhelm, and uncertainty.

SO, if you engage with Kim, with each other, and with our course work whole-heartedly, you might also, by term's end, expect:

5. To be able to reflect critically on your own studenting experience, including by engaging independently with class material, and reflecting in and outside of class time on key ideas circulating in our classroom, and between it and your other classrooms;
6. To build on your existing collaboration and teamwork skills;
7. To build on your existing analytical and critical thinking skills;
8. To try something new, even a bit scary, like making a performance (or two!);
9. To make plenty of useful mistakes and have a lot of fun *not being perfect*.

Beyond these basics, what else would constitute a meaningful take away from our class FOR YOU? Create some objectives for yourself – and put them in your Workbook!

5. Course Materials

1. READING AND VIEWING

We will use OWL Brightspace as our virtual classroom environment, and all readings and viewings for our class are linked in Brightspace via the Course Readings tool.

That means, in theory, you need not purchase any books or video material to fully participate in *Canadian Drama*.

However, you may know from other classes that sometimes e-book licenses and streaming access using our digital platforms restrict the number of users who can engage at any one time. Tech hiccups also happen; remember that time you thought you'd read the play before class and THE WEBSITE JUST KEPT CRASHING? Plus, you might be a Total Theatre Nerd and WANT your own copies of the plays!

For that reason, Kim has partnered with Annie Gibson at Playwrights Canada Press to bring you a “bundle” with 7 of our 9 plays included. (All other materials for our course are easily accessible via Course Readings.) More information about how to get your bundle, and for what price, ASAP!

2. FIELD TRIP

In week five, instead of holding our regular class on 2 October, we will travel to Toronto, to The Theatre Centre, to see *benu*, the second play in the *Sankofa Trilogy* by the incomparable actor, creator, and dub poet d'bi.young anitafrika. You can grab your own ticket **for just \$25**; head to The Theatre Centre website (<https://theatrecentre.org/tickets/?eid=168145>) and use the code **UWOTHEATRE3211** at check out. **[NOTE:** this code will work for ANY performance, in case your fam is in TO, but we'll talk early in term about making a group travel plan for October 2.]

6. Grading and Assessment

Your grade in our course will be composed of the following elements:

- ✓ Class Workbook (30% of final grade)
- ✓ Group Response Performance (20% of final grade)
- ✓ Critical Reflection(s) (20% of final grade – see below for options)
- ✓ Final project (30% of final grade)

There is no “participation” grade in our class; this is because, in order to do well on the heavily weighted Workbook assignment, you will need to be in class regularly, you will need to engage with the course material both on your own time and in class, and you will need to be present to the conversations we develop together. You may be *very* talkative in class and not actually all that engaged with others' ideas; conversely, you may be a quiet person who is radically engaged with our class conversation in their own, quiet way. Your Workbook is a measure of your engagement, and when Kim offers you formative feedback on your Workbook periodically through the term, she will offer advice on how you can deepen your engagement and your presence with others in the class. Be open to that feedback!

Assessment Details

1. Class Workbook (30%)

DUE: 21 October at the end of class; 2 December at the end of class

LENGTH: you decide. (Let it be organic; let it evolve.)

(Citation: adapted from an assignment designed and built by Dr Stephanie Dennie, University of Alberta, sdennie@ualberta.ca)

The Workbook is a comprehensive collection of your notes, reflections, and observations. Basically, it is a “show your work” exercise, where you let Kim in on your journey through our class and all its twists and turns. It offers a place for you to actively deepen your reading comprehension skills, your performance-reading skills, your critical thinking skills, your reflective writing skills, and to explore your range of thoughts on the course material. The Workbook is a place to be curious, to be thoughtful, to be contrarian if you wish to be (respectfully!), and above all to be creative. There should not be a line in the sand between “art” and “criticism”: they work together to make the world a better place. Let your Workbook have no such line in the sand.

The Workbook is a process, not a product. It models the messy, exhilarating, sometimes discouraging, sometimes dream-like way we explore hard new ideas. It’s a place for those who hate writing to write just for themselves (and for Kim, but not for grades, in the usual way anyway, see below). It’s a place for those who fear making art to make art out of their ideas! We have good empirical evidence to show that “writing” (in its broadest sense – using our bodies to make things with ideas) is a form of “thinking”; in this sense, the Workbook is a personal thinking/writing space, where you do cool things with the stuff our class has got you thinking about.

For this reason, I VERY STRONGLY encourage you to get a physical notebook to act as your Workbook. A physical book will allow you to explore in a different way, enabling writing but not limiting yourself to the physical act of typing. I do not recommend an electronic-only Workbook, but I welcome thoughtful hybrids: you could include some typed material or recorded audio or video, for example, within your Workbook, as long as you are not “defaulting” to a medium because it’s easier or familiar. Remember that the media we use shape how we respond, what we make, of our ideas; creative use of media contributes to the emergence of fresh, provocative new ways of thinking.

And, of course, please resist the pull of AI in this assignment. This is not a “write good thing for Kim” exercise; it’s a “write stuff that matters to me in my voice and figure stuff out along the way creatively and non-robotically” kind of exercise. Kim does not need perfect writing to love love love your workbook. And, if you end up using AI you will – and I guarantee this – only be making Future You very sad indeed.

Your Workbook should include:

1. Notes you take while reading, watching, and preparing for class;
2. Notes you take in class;
3. Reflections prepared in class on Kim’s prompting;
4. Reflections prepared on your own time in response to class discussions.

Your notes can be in written form, but can also include doodling, sketching, plans for radical new performance action, math equations... whatever you need to help illustrate what you are

thinking about as you travel through our shared materials and conversations. **We will write in our Workbooks in class, of course, but remember to devote time each week to writing in your Workbook outside of class – before/in preparation for class, and after class.**

And grading? This is the fun part!

Your Workbook will be handed in formally twice: on 21 October and on 2 December. In October, Kim will take all your Workbooks home, will engage with them deeply, and will offer formative feedback that you can use to shape your Workbook practice for the rest of term. At the end of term, Kim will collect your books again, and everyone will visit Kim in the last week of classes to talk about their Workbook and their experience of making it. **Kim will engage with your engagement, and together you will figure out the best grade for your Workbook effort.** (No really. This is called “ungrading” and it is the only fair way to assess something like this, which is geared toward measuring your intellectual and creative investment and growth. It works. Trust me.)

2. Group Response Performance (20%)

DUE: in weeks 7, 8, 11, and 12 depending on text assigned

LENGTH: roughly 10 minutes, including both live and media components (if applicable)

Your Response Performance is an opportunity for you to do more or less what you’re doing in your critical reflection(s) (see below), but in performance form: to look at a piece of work critically, to think about its aims, strengths, weaknesses, and ethical challenges, and then to respond to one or more of those issues *by making a performance in relation to it*.

The objective of this assignment is to learn by doing, together on a team, rather than by thinking and writing about a subject alone. Both are valid forms of knowledge making, but we tend to overstate the value of the latter and understate the value of the former. What if, for a change, we reversed this valuation? What if your essay required... friends? And props? And a stage?

Kim. please be more specific:

1. **At the start of term, you will be placed in a group based on your interest in working on one of the following texts: *Lady in the Red Dress* (Week 7), *Harlem Duet* (Week 8), *Gertrude and Alice* (Week 11), and *The Law of Gravity* (Week 12).** Your group should start working on reading/viewing and talking about your chosen text as soon as possible; you should be ready to present your performance in the second hour of the TUESDAY of the week in which your text falls on the course outline.
2. **Your performance should engage directly with the piece you’re working on – be that in terms of literal content, aesthetic choices, political focus, or otherwise – but it isn’t a “scene study” in the traditional sense.** That is, *you aren’t just staging the piece as given – you are not just following the script*. Instead, think of your task as to stage *something* of your piece, but with a *critical difference* that lets us all look more deeply at a core issue it touches.
3. **Your performance does not need to be professional-looking or polished, but it DOES need to show TWO things: 1) evidence of care, effort, and rehearsal;** it should be obvious you have worked, together, and making this worth showing to Kim and your peers; and **2) evidence a good deal of “thought work”:** critical engagement with the issue(s) you and your group decide to focus on, and time spent figuring out how best to perform that engagement in order to draw the rest of us into your discussion.

And grading?

Your mark for this task will be a group grade; you are not required to hand in anything to accompany it. That means you should make evident, in the 10 or so minutes of your performance, and in the class discussion that follows, who did what work, and how you worked together to create the product we will witness. Show us your team work!

Your performance will be followed by a discussion about it with the rest of the class, which Kim will facilitate. There is no need to prepare “specially” for this discussion; however, your group’s active engagement with our questions during this discussion will form part of your grade for the task (IE: if everyone contributed to the performance, everyone should contribute to talking about it, hopefully with enthusiasm).

Top marks will go to performances that are creative, original, and above all thought-provoking for the audience. They will show clear evidence of effort spent working on ideas, nuancing representations, and making thoughtful connections; they will look rehearsed but do not need to be pretty in order to be good. They will also stay within the required time frame! (Roughly 10 minutes = 8 sure, 5 too short. 12 sure, 15 too long. Use your best judgement. Kim isn’t the grinch.)

3. Critical Reflection(s)* (20%)

DUE: 28 October; 18 November

LENGTH: 500 words

***Maybe it’s one, maybe it’s two; maybe it’s a do-over. You choose.**

We will be putting challenging ideas and powerful art into conversation frequently in class; we will also be thinking and writing about our own feelings in relation to what we read and see and talk about. All this means that we will have ample opportunity to practice what Kim calls “**critical reflection**”: *a form of writing in which you engage analytically with a source text, but do not deny your “I” while you do so*. Decolonizing the writing process means thinking carefully about all the ways we have been taught, in the name of “objectivity,” to erase our personal realities when we write academic papers. What if, instead, we engaged critically with, took seriously, how a book or a play or a journal article *made us feel, and why?*

For this assignment, select a critical moment from one of the works we have encountered together (that is: a play text, or a play we’ve seen in performance, or even one of our critical readings – a pro move, but make it if you want to!). **A critical moment** is one that grabs you unexpectedly, makes you think in fresh ways; it is a small but pertinent detail that leads you to want to reflect, go deeper. Ask yourself: *Why is this moment significant for me?* Does it raise a strong reaction, or provoke me to make critical connections to other art, other ideas? Or, think more broadly: does this moment reveal something key about the piece’s relationship to place, time, history? Does it speak to other issues we’ve discussed in class – social or political? Does it speak to issues you’ve discussed in *other* classes, that light you up?

Your critical reflection should include both a close reading of your critical moment and a thoughtful engagement with your “I”, your personal reaction to that moment. Try to connect both to any larger issue(s) your moment telescopes for you.

Your reflection should be 500 words in length, give or take 10%, and it should include a title and a complete Works Cited (MLA form, 7th edition or higher). Your Works Cited is part of your word count.

And what about this whole reflecTION. reflecTIONZZZZZ business. Kim? Glad you asked!

Close readers (ha!) will have noticed this assignment includes a tentative plural. Why?

This is a short and, on paper, simple task. But blending critical analysis and personal reflection, your personal voice, is not easy! If it was, everyone would work for the *New Yorker*. So, in this case, you've got options.

You can choose:

- To write just one of these (handed in on 28 October), love your grade/be glad it's over, forget about it, and that's job done, you've earned your 20%;
- To write two of these (handed in on both listed dates), both different, and your 20% will be the average of your grades on both reflections;
- To write one of these (handed in on 28 October), hate how it went, take all of Kim's formative feedback, and *do it again but better*; your final grade will be the higher of your two marks. (Note that, in this case, Kim will be looking for you to really take on board her feedback on your first reflection; that uptake will be a big part of your second mark.)

4. Final Project (30%)

DUE: 2 + 4 December, in class

LENGTH: 10-15 minutes of performance OR 2000-2500 words (or media equivalent)

Your final project will, in whatever way feels good to you, address our class's guiding research questions: ***What even is Canadian Drama, anyway? What should it be? Who gets to decide?***

Your project can be undertaken alone, with a partner, or in a group. You can use a wide range of media – live performance; filmed performance; creative audio (which includes podcast-style stuff, if you lean that way); analogue performance (think zines, omg the 90s omg); public-facing writing (that is, a form of critical reflection – would your mom want to read this?); OR, of course, the old fashioned research paper. (But be warned: if Claude.ai writes it for you, Kim will be displeased.)

Here are a couple of ways this range of options has gone for others:

- a. **Imagine a performance of one of the plays we read together.** Where would you stage it? Who would be in it? What would the design look like? What would be your hoped-for audience and how would you draw them in? Create a pitch; imagine someone like the new (incoming! TBA any minute!) Artistic Director of the Stratford Festival as your target reader.
- b. **Write a new, short, one-act play of your own.** *The Drawer Boy* is a play-length meditation on Canadian theatre history, after all...
- c. **Write something for people outside the university to read...** There are a lot of places today for academics to speak *to not other academics* about *why their research subject matters*. Consider a model like that in “The Conversation” (<https://theconversation.com/ca>), which I bet would be all over a contribution asking critical questions about what counts as Canadian Drama!
- d. **...or go full podcast!** Think something like “Ologies with Alie Ward” (Kim's favourite!! Link here: <https://www.alieward.com/ologies>), or the excellent, York U Theatre and Dance Department-created *Shaking Up Shakespeare* (<https://castingcanadiantheatre.ca/shaking-up-shakespeare>)

- e. **Create a social media campaign that helps show possible future students what this class could do for them.** This is – I am not lying – an actual job in our actual university. Do you want in?
- f. SURPRISE ME.

We will present our final projects to one another in a festival-style week at the end of term (Week 14 – aka 2 and 4 December). Performances will be performed. Podcasts/other recorded media work will be shared in whole or in part. Folks who have created public writing or a research paper can *read some of their writing to us*. You can, of course – you are most welcome to! – say some things about what you made and how you made it, but you need not prepare a special presentation to showcase your final project. It should stand on its own – and you should be standing proudly beside it.

7. Accommodations and Flexibility

You are all adults, as is Kim. We will trust each other. That means if you need help, just be brave and ask for it, and Kim will be as flexible as possible to help accommodate your needs. There is no such thing as an academic emergency.

What happens if you don't come to class? There is no “attendance” mark in our class, but if you miss class a lot, it will have a big impact on your ability to complete your workbook assignment. If something is going on for you that makes it hard for you to be in class (for example, a chronic illness or a mental health challenge), come talk to Kim. We will figure out how to create an alternative scaffold that lets you participate according to your ability.

What happens if you show up to class but haven't read/watched *The Thing*? You'll be bored, I wager. Others will probably notice. At a certain point, Kim will become Really Annoyed because the work she's done to prepare for a good class discussion will be wasted. And, you'll miss out on a great opportunity to read or watch some amazing shit made by some really committed artists who are thinking about the kind of stuff that makes life, well, not suck. In other words: try your best. Some prep is better than no prep; aim high, then do your best. We will be a learning community; let's work for each other so we can all have the best possible class experience.

If I hand in an assignment late will I lose marks? NO. HOWEVER. You'll notice there are very few hard and fast deadlines in our class: your workbook needs to be handed in at mid-term and then at term's end so that Kim can help you a) make it better, and b) grade it; your (first) critical reflection needs to come in on 28 October; you have to be ready, with your group, to present your response performance on the designated Tuesday; you have to be prepared to share your final project in the final full week of the term. ***If things go sideways and you cannot meet these goalposts, come tell Kim.*** It's not a big deal; academics are late with stuff all the time. (Really. Kim is late with an essay [and I mean LATE] as she is writing this.) **Kim will help you make a plan.**

Now, this said, remember that if you are late/AWOL for a GROUP task (your response performance; a group final project), it's YOUR GROUP you need to speak to, because it's them you are accountable to. Tell Kim too, but tell your group FIRST.

LATE ASSIGNMENT TL;DR:

- Don't hide, come tell Kim;
- If you are late with A Written Thing, there will not be late deductions, because you'll already be suffering enough, what with the exploding time management strategy and everything;
- If you are late with A Group Thing, it's your responsibility to tell you group what's up. Your group has every right to come consult Kim if someone goes missing on them.
- Any work outstanding to be graded must be submitted no later than Tuesday 9 December; Kim only has until Friday 12 December to submit marks for our course.
- Kim must have the opportunity to see your workbook BEFORE we hold our ungrading meeting in the final week of the term (aka 8-12 December).

Do you identify as disabled or living with a disability? Academic Accommodation is “a means of adjusting the academic activities associated with a course or program of student in order to permit students with disabilities to participate in those activities at the University and to fulfill the essential requirements of a course or program.”

<https://www.uwo.ca/univsec/pdf/academicpolicies/appeals/Academic%20Accommodationdisabilities.pdf>. **Students with disabilities are encouraged to register with Accessible Education at the earliest opportunity.**

This simply gives Kim a formal mechanism to grant you blanket accommodation and never have to ask you what is up; less paperwork is always a blessing!

<http://academicsupport.uwo.ca/accessibleeducation/index.html>

8. Other Important Stuff

PLAGIARISM: Work that you create must be your own. Written work you hand in that gives Kim the impression you maybe didn't write it yourself will be scrutinized. (Kim knows people who work in AI, just saying.) If you are found to have taken language from elsewhere without attribution (this includes AI – see below – as well as old fashioned stealing from other humans) Kim reserves the right to pass your case to the Chair of Undergraduate Studies in EWS, who will determine next steps.

DEVICES: Can you bring your phone, computer, tablet to class and use it? Yes of course. Kim gets texts sometimes while teaching. She tries not to look. Turn the ringer off, turn the phone over, and it's all good. Use “I'm at dinner with a friend” rules (aka DO NOT DISTURB!) – your device is not more important than our shared, embodied conversation.

GENERATIVE AI:

Can you use ChatGPT and its pals in our class? Yes, of course. We are all using generative AI all the time now; it's hard to escape. It's no longer a question of *if* but of *how*. (Kim uses it too. She'll show you!) **Our class has one hard and fast rule around AI: if you use it in any meaningful way to support the creation of your assignments, you need to show your work.** (See “plagiarism” above.)

This means chronicling in your Workbook how you used the tool, how you assessed its efficacy, and how you then went on to dig deeper into your topic(s). It means citing your AI pathway in any assignments that include material supported by generative AI. Basically: use AI as a research tool responsibly and treat it as a research source. Ask the same questions of it that you'd ask of any source: where did this come from? Can I trust it? Where should I go next to deepen my engagement? Be creative, by all means – but be transparent and honest.

And yes, of course, I get that folks are worried that their writing isn't as good as AI can do. That others are all using it and thus if you don't you're losing out on marks/falling behind unfairly. The university is a market economy and its currency is grades. SO, JUST REMEMBER: in this class, "good writing" is not the bar. Authentic exploration is. Trying something new and getting excited about it is. Taking a wacky risk in your performance is. Choosing *not the research essay* because you already know how to do that is! Our classroom has been designed to welcome and reward YOUR voice, not Chat GPT's. Trust your voice.

9. Do You Need Some Extra Help?

Mental Health Support: Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Gender-based and sexual violence: Western University is committed to providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:
<https://www.uwo.ca/health/studentsupport/survivorsupport/get-help.html>. To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Academic advising: Your Home Faculty's Academic Advising Office will support or refer whenever you have an issue that is affecting your studies, including information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters. Do not hesitate to reach out to them if you are struggling and unsure where to go for help. Contact info for all Faculties is here:
<https://registrar.uwo.ca/facultyacademiccounselling.html>.

Learning Development and Success: Counsellors at the Learning Development and Success Centre <https://learning.uwo.ca> are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, reading help, exam preparation, and more. Individual support for a range of students – including undergrads, grad students, international students, and more – is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling. Visit this link:
<https://learning.uwo.ca>.

10. Weekly Schedule with Readings

WEEK 1: SEPTEMBER 4

All things introduction. We will talk about the syllabus! We will talk about ethics and care! We will get to know each other. Gently settling in.

WEEK 2: SEPTEMBER 9 + 11

More introductory goodness. Digging into those guiding research questions. Some history.

READ: Nolan (pp 5-28); Keleta Mae; Knowles

WEEK 3: SEPTEMBER 16 + 18

Origins Pt 1: Who's been deciding which stories to tell?

READ: Healey, *The Drawer Boy* (NB: there's a movie; Kim hasn't been able to figure out how to access it. She's working on it. If you find it, watch it!)

WEEK 4: SEPTEMBER 23 + 25

Origins Pt 2: ...What if Indigenous people decided?

READ: Highway, *Dry Lips Oughta Move To Kapuskasing* (CW: representations of sexual violence and fetal alcohol syndrome)

WEEK 5: OCTOBER 2

This week we'll travel to The Theatre Centre to see *benu* by d'bi.young anitafrika. Part of...

WEEK 6: OCTOBER 7 + 9

Origins Pt 3: ...What if Black women decided?

READ: Anthony, *'da kink in my hair*

WATCH: *'da kink in my hair* season 1 episode 1 (this is available free of charge on CBC Gem)
(Watch as many episodes as you like! There are 2 seasons.)

WEEK 7: OCTOBER 14 + 16

Tangled Histories Pt 1: Hiding in the shadows

READ: Yee, *The Lady in the Red Dress*

Response performance #1

WEEK 8: OCTOBER 21 + 23

Tangled Histories Pt 2: You can keep your Shakespeare

READ: Sears, *Harlem Duet*

Response performance #2

WEEK 9: OCTOBER 28 + 30

Tangled Histories Pt 3: Louis Riel is so hot right now!

WATCH: Koncan, *Women of the Fur Trade* (the playtext is also available for you to read and consult, but be sure to watch the performance. IT. IS. FANTASTIC.)

WEEK TEN IS READING WEEK AT LAST OMG WTF AAGGHHHHH

WEEK 11: NOVEMBER 11 + 13

Queer Futures Pt 1: high modern lesbians

READ: Chatterton et al, *Gertrude and Alice* (Expect a visit this week from playwright, actor, and writer in residence Anna Chatterton!)

Response performance #3

WEEK 12: NOVEMBER 18 + 20

Queer Futures Pt 2: Queer theatre for young audiences

READ: Sylvestre, *The Law of Gravity*

Response performance #4

WEEK 13: NOVEMBER 25 + 27

Queer Futures Pt 3: Bodies at the end of the world

READ: Nolan, *The Unplugging*

WEEK 14: DECEMBER 2 + 4

Final presentations! All our hard work, shared + witnessed. Cake!

WEEK 15: DECEMBER 9

Only if we absolutely need it. ;-) (*Thank you for being part of our class community!*)

11. Full List of Readings + Viewings, with citations

Readings

Nolan, Yvette. *Medicine Shows: Indigenous Performance Culture*. Playwrights Canada, 2015.

Keleta Mae, Naila. "Performance as Reappearance: Female Blackness in History and Theatre." *In Defence of Theatre: Aesthetic Practices and Social Interventions*. Edited by Kathleen Gallagher and Barry Freeman. University of Toronto Press, 2018, pp. 129-42.

Knowles, Ric. "Multicultural Text, Intercultural Performance." *Performing the Intercultural City*. University of Michigan Press, 2017, pp. 23-43.

Healey, Michael. *The Drawer Boy*. Playwrights Canada, 1999.

Highway, Tomson. *Dry Lips Oughta Move To Kapuskasing*. 1989. *Modern Canadian Plays*, Vol. 2. Edited by Jerry Wasserman. Talonbooks, 1994.

Anthony, Trey. *'da kink in my hair*. 2001. *Testifyin': Contemporary African Canadian Drama*, Vol. 2. Edited by Djanet Sears. Playwrights Canada, 2003.*

Yee, David. *The Lady in the Red Dress*. Playwrights Canada, 2010.

Sears, Djanet. *Harlem Duet*. 1997. *Testifyin': Contemporary African Canadian Drama*, Vol. 1. Edited by Djanet Sears. Playwrights Canada, 2000.

Koncan, Frances. *Women of the Fur Trade*. Playwrights Canada, 2024.

Chatterton, Anna, Karin Randoja, and Evalyn Parry. *Gertrude and Alice*. Playwrights Canada, 2018.

Sylvestre, Olivier. *The Law of Gravity*. Translated by Bobby Theodore. Playwrights Canada, 2021.

Nolan, Yvette. *The Unplugging*. Playwrights Canada, 2013.

*Playwrights Canada also offers *'da kink in my hair* as a standalone playtext/e-book. If you've purchased a PCP bundle, your citation of this play will look different!

Viewings**

The Drawer Boy. Written by Michael Healey and Arturo Pérez Torres. Directed by Arturo Pérez Torres. Open City Works, 2017. (Optional watch! If you can find it!)

benu. Created and Performed by d'b.young anitafrika. The Theatre Centre, Toronto, 23 Sep – 12 Oct 2025.

'da kink in my hair. Created by Trey Anthony and Ngozi Paul. Barna-Alper Productions, Defiant Entertainment, Kinky Hair Productions, 2007-9. (Both seasons stream for free on CBC Gem!)

Women of the Fur Trade. Written by Frances Koncan, directed by Yvette Nolan. Stratford Festival of Canada, 2023. Stratfest@Home/Stratford Classroom Connect, 2024.

**If you choose to work on/with one of these viewing texts for a classroom assignment, you may want to fill out further details, including performers, designers, etc, in your own Works Cited!