Faculty of Humanities

Department of Dramatic Arts

Course Number: **DART 3P91**
Term/Year/Duration: **SPRING Term/2020-21/D7**
Course Title: **Shakespeare in Performance**

Instructor Name: **Dr. Jacqueline Taucar**
Email: **jtaucar@brocku.ca**
Virtual Office URL: **By appointment**
Office Hours: **12:00 pm to 1:00pm, before class or by appointment**
Contact: **by email**
Liaison Librarian: Evelyn Feldman, efeldman@brocku.ca

Times and Locations:

Lecture **Monday to Saturday 1:00 p.m. to 4:00 p.m., Zoom**
https://brocku-ca.zoom.us/j/82097545467?pwd=SG83bDNWQkdaSUtLMTZubkQ2cVBiQT09
Passcode: 3P91

Course Calendar Description:

Shakespeare: period performance conditions and stage history, based on close analysis of selected texts.

Additional Description:
Terence Hawkes remarked that "Shakespeare does not mean; we mean by Shakespeare." Shakespeare's plays shift in meaning according to the contextual – the social, the historical, the geographical, the economical, and the political – lenses we "wear", through which we view his work. As such, Shakespeare's works interact with the preoccupations of those who experience them, and can be appropriated for many different purposes. Contemporary studies of Shakespeare look not only to examine his plays by applying a range of critical practices and theories (Post-colonialism, Feminism and Gender Studies, Critical Disability Theory), but also to how his plays were received to explore our society and of other times. Think of how problematic such plays like *Othello* and *The Merchant of Venice* are in performance today, as our critical responses draw upon issues of race, religion, economics and cultural identities in representation.

Today, Shakespeare is a veritable industry, both intellectually and commercially, spawning numerous books, articles, journals, critical approaches, and university classes, as well as a large number of performances on film, on television, on radio and on stage. This bears

witness to Shakespeare's enduring appeal to the modern world, that his plays continue provoking debate, arousing enjoyment, and rewarding intellectual investigation.

As with any course, students should expect to commit to study, reading, and/or preparation time outside of scheduled classes in order to be adequately prepared to engage in the course materials and assignments. Given that this course is delivered as an 'intensive', students are strongly encouraged to reduce their participation in external activities during the duration of the course. If work or other commitments prevent students from dedicating the time required, they are strongly encouraged not to enroll in the course.

Course Prerequisites (if any):

One credit from DART 2P96, 2P97, 2Q92 (2F94), or two ENGL credits numbered 2(alpha)00 to 2(alpha)99.

Learning Objectives/Outcomes:

Upon completion of this course students should demonstrate an increasing ability to:

- Identify period performance conditions and stage history. (ER)
- Conduct a close reading of *King Lear* with attention to identifying the Linguistic, Semantic, Structural, and Cultural elements. (ER)
- Relate the text of *King Lear* to the unwritten text of stage performance and context, to examine the Elizabethan and Jacobean societies in which they were performed. (ER)
- Explore Shakespearean theatre and performance as it relates to larger questions such as history, race, gender, and class. (ER)
- Critically examine contemporary performances of Shakespeare's works in relation to current artistic, cultural, economic, and social realities. (ER)
- Self-identify as thinking artists-scholars and educators with the creative and critical skills to move fluidly between the classroom and performance spaces. (ER)

Required Readings or Texts:

Course readings will be accessible through the Brock Library catalogue. Please make yourself aware of the library site and how to access articles and E-texts through OMNI.

Students are expected to familiarize themselves with Sakai. Through Sakai, you will be able to access the course outline and assignment information, resource suggestions, postings of interest to the course, as well as discussion and chat rooms. *Additional readings may be posted from time to time on Sakai.*

Course Communications:

Primary correspondence to you will be through your Brock email. Please check it regularly. In the event of weather cancellations, we will let you know through this address. All course announcements, additional assignment details, marking rubrics, and supplementary readings will be available on Sakai.

Correspondence from your Brock email address should **include your course and section number** and the topic in the subject line. Please include a salutation in your email (Dear

Jacqueline, …) and sign-off your emails with your full name and **student number**. Please email your designated instructor ASAP in advance of an anticipated absence for the lecture.

Land Acknowledgements:
Brock University acknowledges the land on which we gather is the traditional territory of the Haudenosaunee and Anishinaabe peoples, many of whom continue to live and work here today. This territory is covered by the Upper Canada Treaties and is within the land protected by the Dish with One Spoon Wampum Agreement.
Today this gathering place is home to many First Nations, Métis and Inuit peoples and acknowledging reminds us that our great standard of living is directly related to the resources and friendship of Indigenous people.

As a settler, I have reached out to the Niagara Chapter - Native Women Inc. to offer a personal gift on behalf of myself and our DART 3P91 class to this host community in acknowledgment and thanks to the caretakers of this land upon which the institution where we learn is situated.

Evaluation Components and Due Dates

The following will be used to determine grades as reported at:
http://www.brocku.ca/webcal/undergrad/areg.html#sec60

A: 90 to 100 - Reserved for students where work is of outstanding quality that provides clear evidence of a rare talent for the subject and of an original and/or incisive mind.
A: 80 to 89 - Awarded for excellent, accurate work in which evidence of a certain flair for and comprehension of the subject is clearly perceptible.
B: 70 to 79 - Indicates competent work that shows a sound grasp of the course goals without being distinguished.
C: 60 to 69 - Represents work of adequate quality which suffers from incompleteness or inaccuracy.
D: 50 to 59 - Given where the minimum requirements of a course are barely satisfied.
F: 49 or lower - Means that minimum requirements have not been met and no credit has been given for the course.

Evaluation Component	Grade Weight	Due Date
Participation • Being Present & Actively Participating in class discussion (video, voice, chat) • 2 Reflections on own Participation	15%	• Ongoing in-class participation • Reflections on own participation at first day of class and last day of class
Online Lesson Activities: • Weekly Polls • Quizzes • Questions for discussion (5%) • Breakout Room Responses to guiding questions	25%	Lesson activities are set up on Sakai every day • Questions for discussion are to be posted the night before we have guest speakers in the class • Submission of ONE Scene

Evaluation Component	Grade Weight	Due Date
• Scene Analysis of clips of performance videos and text excerpts (10%) • Exit tickets (10%)		Analysis based on the text excerpts posted to lessons (student's choice of May 4, 5, 6, 7, 8 in Week 1) • Daily Exit Tickets at the end of class to consolidate knowledge
Character Analysis	25%	Due:
Practice-Based Research (PBR) • Group Performance & Talk Back (25%) • Critical Reflection (10%)	35%	
Total	100%	

Requirements for Written Assignments:
1. All research assignments must adhere to MLA style, in-text citation.
2. All written assignments will be marked with attention to style, grammar, and spelling. We strongly recommend that students who receive 70% or less on a written assignment attend a writing workshop offered by the Student Development Centre.
3. Unless otherwise specified, please submit all written work for this course as word-processed documents, not PDFs.

Late Submission Policy:
The penalties for late submission of assigned coursework (e.g., papers, assignments, weekly reflections) without acceptable medical documentation are *5%* per day. Students with documentation are expected to complete assignments in a timely manner or late penalties can be applied, normally within 7 days. After 5 working days an unexcused assignment will not be accepted and receive a grade of zero.

COMPASSIONATE MEDICAL ABSENCES:
If you require academic consideration because of an incapacitating medical condition, please inform your instructor(s), as soon as possible, of your inability to complete your work. Given our challenging times related to COVID-19, requests for extensions on assignments due to illness or caring for others with illness will be given case by case consideration for extensions. If you are unable to write a scheduled examination due to an incapacitating medical condition, you must follow the process set out in the Faculty Handbook III:9.4.1.

REQUIRING A MEDICAL NOTE:
If you require academic consideration because of an incapacitating medical condition, please inform your instructor(s), as soon as possible, of your inability to complete your work. This should be done before the assignment deadline or exam date. You must also submit a copy of the virtual Brock University Student Medical Certificate. At the time of the appointment the health professional will provide you with the virtual medical certificate that you will need to forward to the instructor. Please note that Student Health Services appointments are limited at this time, therefore please forward this medical certificate within 7 days of the initial contact with the instructor. The University may, at its discretion, request more detailed documentation in certain cases. If you are unable to write a scheduled examination due to an

incapacitating medical condition, you must follow the process set out in the Faculty Handbook III:9.4.1.

See the university Medical Exemption Policy at https://brocku.ca/health-services/policies/ and obtain the medical health certificate at https://brocku.ca/registrar/wp-content/uploads/sites/45/Medical-Certificate.pdf

Attendance and Participation

Due to the experiential learning nature of DART courses, there may be a number of essential requirements (performance, voice, movement, stagecraft, design, costuming, set, lighting design, facilitation of lessons and workshops, the ability to reflect on class experiences, team work etc.) that can only be developed/learned through in-class activities. This makes participation a primary instructional experience that requires regular and consistent attendance.

While excusable absences may not receive a penalty, it must be recognized that the lack of attendance can negatively impact a student's grade because essential skills will not be developed/learned. If a student believes that they may have attendance difficulties, this should be discussed with the instructors to a) determine if an alternative arrangement can be made that fulfills essential requirements or b) it is best that the student withdraw from the course until such a time that her/his/their participation will be sufficient enough to result in the acquisition of these essential requirements. Please note that according to the Ontario Human Rights Commission's Guidelines on Accessible Education, 2004, revised 2009) http://www.ohrc.on.ca/sites/default/files/attachments/Guidelines_on_accessible_education.pdf essential requirements are expected to be met.

An instructor will inform a student when he/she/they believes that the lack of attendance will jeopardize the successful completion of a course.

Relationship between attendance and grades:
Students are expected to attend all synchronous elements of the course and must submit all assignments in order to pass this course. Except in extenuating circumstances there will be a 2% deduction per each absence from the final, overall grade in the class (See below). For classes that are split into two over a week, 1% will be deducted per class. Please note that when excusable absences become excessive, your grade may be negatively impacted. Contact your Professor for exemptions well in advance. Habitual late penalties may also be applied.

Note that a 1% deduction will go into effect for lateness and early departures from class, without permission of the instructor under extenuating circumstances.

Students who have missed more than three weeks of class in a P/Q/V course will receive a 10% reduction in any classes missed after the initial three.

Course Materials and Performance Viewing

Materials Required:

Please note that a $00.00 per student material fee has been levied to assist with the charges associated with course-related to materials that the instructor will be giving to you.

Academic Policies

Academic Integrity:
Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, "Academic Misconduct", in the "Academic Regulations and University Policies" entry in the Undergraduate Calendar, available at http://brocku.ca/webcal to view a fuller description of prohibited actions, and the procedures and penalties. Information on what constitutes academic integrity is available at https://brocku.ca/academic-integrity/

Plagiarism software:
This course may use phrase-matching software such as Turnitin.com. If you object to uploading your assignments to Turnitin.com for any reason, please notify the instructor to discuss alternative submissions.

Intellectual Property Notice:

All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor's work, without the instructor's express consent, may be charged with misconduct under Brock's Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.

Special Accommodation:

The University is committed to fostering an inclusive and supportive environment for all students and will adhere to the Human Rights principles that ensure respect for dignity, individualized accommodation, inclusion and full participation. The University provides a wide range of resources to assist students, as follows:

a) If you require academic accommodation because of a disability or an ongoing health or mental health condition, please contact Student Accessibility Services at askSAS@brocku.ca or 905 688 5550 ext. 3240.

b) If you require academic accommodation because of an incapacitating medical condition, you must, as soon as practicable, inform your instructor(s) of your inability to complete your academic work. You must also submit a Brock University Student Medical Certificate (found at https://brocku.ca/registrar/toolkit/forms). The University may, at its discretion, request more detailed documentation in certain cases. If you are unable to write a scheduled examination due to an incapacitating medical condition, you must follow the process set out in the Faculty Handbook III:9.4.1.

c) If you are experiencing mental health concerns, contact the Student Wellness and Accessibility Centre. *Good2Talk* is a service specifically for post-secondary students, available 24/7, 365 days a year, and provides anonymous assistance: http://www.good2talk.ca/ or call **1-866-925-5454**. For information on wellness, coping and resiliency, visit: https://brocku.ca/mental-health/

d) If you require academic accommodation on religious grounds, you should make a formal, written request to your instructor(s) for alternative dates and/or means of satisfying requirements. Such requests should be made during the first two weeks of any given academic term, or as soon as possible after a need for accommodation is known to exist.

e) If you have been affected by sexual violence, the Human Rights & Equity Office offers support, information, reasonable accommodations, and resources through the Sexual Violence Support & Education Coordinator. For information on sexual violence, visit Brock's Sexual Assault and Harassment Policy or contact the Sexual Violence Support & Response Coordinator at humanrights@brocku.ca or 905 688 5550 ext. 4387.

f) If you feel you have experienced discrimination or harassment on any of the above grounds, including racial, gender or other forms of discrimination, contact the Human Rights and Equity Office at humanrights@brocku.ca.

DART Academic Policies and Information

Computer Use in the Classroom – Fair Usage:
In the context of this online course, students are not to use computers and social media in a way that disrupts a supportive and tolerant environment, such as by engaging in bullying or harassment, as legislated by the Ontario Human Rights Code, the Brock University Respectful Working And Learning Environment Policy, and Brock University's Code of Student Conduct.

What constitutes "fair usage" of a computer?
- The use of computers or laptops to engage in online learning. – The use of computers or laptops for research and note-taking pertaining to the lecture, discussion, or activity. - The use of computers or laptops that does not distract fellow students or the instructor.

What constitutes "unfair usage" of a computer?
- The use of computers or laptops for non-course-related messenger, Facebook, music, pornography, irrelevant videos, on-line shopping, and games, etc. – The use of computers or laptops in a way that disrupts a supportive and tolerant environment, as articulated above.

Getting "YouTubed"
The instructor may record the synchronous elements of this course and post those recordings on the course Sakai site. Students who do not wish to be video recorded are welcome to turn their cameras off during those course elements. These recordings will be available only through the Sakai site and will be destroyed after the completion of the course.
Any other recording of course activities cannot be undertaken by the instructor or students without express written consent.

Maintaining a Respectful Working Environment
DART's learning environment models itself on the collaborative nature of professional theatre creation and production. To that end, DART prioritizes the preservation of respectful and professional working relationships among and between students and instructors. For further details on Brock University's Respectful Work and Learning Environment Policy see https://brocku.ca/human-rights/. See also the university's Code of Student Conduct, available at: https://brocku.ca/student-life/wp-content/uploads/sites/34/Student-Code-of-Conduct.pdf

DART website
Access the Current Students page on the Department website for information
https://brocku.ca/miwsfpa/dramatic-arts/
DART students should join the DART Facebook groups.
See http://www.brocku.ca/humanities/departments-and-centres/dramatic-arts for the links.
The DART student manual, production schedules and other resources are found at DARTboard on Sakai: https://lms.brocku.ca/portal/site/DARTboard. You will need to sign in. To join this page go to Sakai and click on: My Workspace tab/Membership (in left column) then "Joinable Sites" and search for "DARTboard"

Sequence and Dates of focus/activities/readings

Day	Focus/topic	Readings & Activities/Assessments
May 3	Intro to Shakespeare and Performance	**Activities/Assessments** • Participation Reflection1 • Sound workshop with Deb Sinha (3:15-4pm)
May 4	Performance and Social/Cultural Context: King Lear	**Readings:** • King Lear Act I **Activities/Assessments:** • Exit Ticket ○ Due 11:59PM Questions for Director Antoni Cimolino
May 5	Staging Shakespeare: Original Practice (Then & Now)	**Readings:** • *King Lear* Act II • "Original Practices at Shakespeare's Globe" **Activities/Assessments:** • Q&A with Antoni Cimolino (3-3:30pm) • Exit Ticket ○ Due 11:59PM Questions for Andre Sills on Acting Shakespeare
May 6	The Actor and the Text: Character Analysis	**Readings:** • *King Lear* Act III **Activities/Assessments:** • Q&A with Andre Sills (1:30-2pm) • Exit Ticket
May 7	Imagery & Rhythm	**Readings:** • *King Lear* Act IV **Activities/Assessments:** • Exit Ticket
May 8	Shakespeare vs. Tate: How to end King Lear?	**Readings:** • *King Lear* Act V • https://www.shakespeare.org.uk/explore-shakespeare/blogs/tates-lear/ • (Act V scene iii) https://internetshakespeare.uvic.ca/doc/Tate-Lr_M/scene/5.3/index.html **Activities/Assessments:** • Exit Ticket
May 9	**Break -- Mother's Day** **Activities/Assessments:** • **Character Analysis Due by Noon (12:00pm) on May 9th** • **Due 11:59PM Questions for Jani Lauzon on Indigenizing Shakespeare**	
May 10	Indigenizing Shakespeare	**Readings:** • NAC's "Indigenous Lear" • Malthouse Theatre's "The Shadow King" **Activities/Assessments:** • Q&A with Jani Lauzon (1-1:30pm) • Exit Ticket ○ Due by 11:59PM Questions for Sara Farb on playing Cordelia and female roles in Shakespeare's works
May 11	Feminist Approaches: Cordelia, Regan, Goneril & the Patriarchy	**Readings:** • "Introduction: The Problem with Lear" **Activities/Assessments:** • Q&A with Sara Farb (2-2:30pm) • Exit Ticket ○ Due by 11:59PM: Questions for Colm Feore on playing King Lear and madness
May 12	Critical Disability & Shakespeare: Ageism	**Readings:** "Disabled Knowledge and *King Lear*"

	and the Social Model of Disability	**Activities/Assessments:** • Q&A with Colm Feore • Exit Ticket
May 13	Critical Disability & Shakespeare: Fools, Madness and Blindness	**Activities/Assessments:** • Discussing the role of the Fool, madness and blindness • Exit Ticket
May 14	Postcolonialism and Decolonizing Shakespeare	**Readings:** • Marcos Gonsalez "Caliban Never Belonged to Shakespeare" -- https://lithub.com/caliban-never-belonged-to-shakespeare/ • How *King Lear* inspired Empire: https://www.folger.edu/shakespeare-unlimited/empire-ilene-chaiken **Activities/Assessments:** • Exit Ticket • Due 11:59PM: Practice-Based Podcast
May 15	**PBR Performance Discussion**	**Due by 12:00PM – Questions for each group about their podcast to facilitate discussion** **Activities/Assessments:** • Talk back discussion • Participation Reflection2

A-Z Learning Services

Make the most of the course by using the resources available to you! Through A-Z Learning Services you can build your skills live or online.

Live:

Scheduled workshops on topics like Essay Writing, Exam Prep, and Notetaking (Register at https://brocku.ca/learning-services/)

- Order-a-Workshops, custom designed just for you and your friends (Find a few friends and email learning@brocku.ca to request a workshop)
- Drop-In support in writing, math, study skills, science and more (Matheson Library Learning Commons)
- Tutor Registry (paid service) for one-to-one course-specific support provided by successful students recommended by faculty (Email sdctutor@brocku.ca)

Online:

Join our Sakai site to access a number of online learning modules including:

- Essay-Zone Basic
- Essay-Zone Advanced
- Academic Integrity
- Grammar-Zone
- Science-Zone
- Numeracy-Zone

New this year! BU101

- BU101 is a new academic support developed by A-Z Learning Services to prepare incoming students for online learning
- BU101 is an 8-hr free, non-credit, asynchronous online academic skills program to build students' technology, scheduling, notetaking, and studying skills. Additional lessons help students prepare for first-year university science, math, statistics, and academic writing. A modified version is available for graduate students.
- Not just for first years! If you're a continuing student and wish to avail of this resource, go to http://brocku.ca/bu4u/brocku-101/.