McMaster University

Arts and Science Program

Arts & Science 3CL3: Theatre, Self and Society

Course Outline 2022-2023 (Fall 2022)

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**LAND ACKNOWLEDGEMENT:**

McMaster University recognizes and acknowledges that it is located on the traditional territories of the Mississauga and Haudenosaunee nations, and within the lands protected by the Dish with One Spoon wampum agreement.

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| Cartoon image of a man holding a torch | **Course Instructor:** Hartley Jafine; [jafine@mcmaster.ca](mailto:hartley.jafine@learnlink.mcmaster.ca)  **Course Time & Location:** Mondays 8:30- 11:20AM – BSB B155  **Office & Office Hours:** Mondays 11:20-12:30 (or by appointment), MDCL 3300 |

Course Description:

*Bert enters BSB B155. Hartley is smiling and waving hello!*

Hartley: Welcome!

Bert: Hi. Um. I’m enrolled in this course.

Hartley: Welcome to Arts and Science 3CL3. As you may infer from the course title, the course will explore the field of applied drama. Are you familiar with the term?

*Pause*

Bert: …No.

Hartley: In brief, applied drama explores how drama can be used as a tool for personal or social development. The course is structured as an experiential learning course so in class we will participate in exercises to explore and experience applied drama.

Bert: I see.

Hartley: After the exercises, engaging with reflective practice, we will analyze and reflect on ideas and concepts from the experience and weave them with the course readings.

Bert: What topics will be covered?

Hartley: We will be discussing the history and practice of applied drama including Epic Theatre, Theatre of the Oppressed, Performance Studies, Verbatim/Research-Based Theatre as well as concepts such as critical consciousness, systems thinking, and social constructs. We will also explore how drama can be used as an interdisciplinary methodology in scientific and health care contexts.

Bert: Sounds interesting.

Hartley: I think so! Theatre skills are life skills and, throughout the semester, students will be introduced to a range of different approaches to acting and performance. The objective is to provide entry points to enhance skills such as communication, collaboration, and creativity.

Bert: But…I have absolutely zero theatre experience.

Hartley: **The course does not require any previous acting or theatre experience so do not worry.**

Course Objectives:

* **Develop** an understanding of applied drama and how drama can be used to support personal and social development.
* **Explore** how drama is used as an interdisciplinary and arts-based research methodology.
* **Develop** skills such as communication, presence, ensemble work and active listening.
* **Learn** and **engage** with the process of using drama as a tool for change.
* **Enhance** creative thinking and develop comfort with uncertainty and spontaneity.
* **Experience** the value of play through engagement with serious play.

Schedule & Technology Platforms:

The course will use Avenue to Learn and Microsoft Teams

Assignments & Evaluation:

In-class/online commitment and discussion (15%)

Due to the nature of the course, engagement is essential to the pedagogical process. Throughout the course students will engage with exercises (online), in-class discussions, scene performances and assigned readings. Ideas and issues raised in the scene work/class discussions may be posted online for further exploration.

You will not be evaluated based on your performance skills but rather the effort and commitment you put into the work, your critical analysis of course material/exercises and your willingness to take risks and push yourself in new directions.

\*\* There will be theatre-based experiences that require participation outside of class time. Details to follow in class.

In the event of illness, personal emergency or extenuating circumstances please see the MSAF Policy, below.

Journal Reflections (25%)

Journal reflections are to record academic exploration, analysis/reflection and personal development throughout the course. This may include responses to work done in class, discussion of assigned readings, research, and/or personal growth.

Note: In your discussion of class experiences do not simply recap the exercises/class activities (except in basic terms), rather describe your performance within it, your observations, thoughts, and feelings. Then go deeper and analyze your experience.

Reflections must be submitted by the beginning of class.

Submission Dates:

Monday September 19, 2022 – Introduction & Goal Setting

Monday October 3, 2022

Monday October 31 , 2022

Monday November 21, 2022

Thursday December 8, 2022

Scene Study & Character Analysis (30%) – **Wednesday October 24, 2022**

Students will be assigned a scene partner and scene to present to the class. Part of the scene study will be based on a scene study journal (separate from the journal reflections). Scene study journals are to record character and guideposts analysis. Students are required to read the full play of the scene they are assigned.

Final Project (30%) – **Monday November 28 and/or December 5, 2022**

Students will share their final projects during the penultimate/final class. The final project is open-ended and students have the freedom to explore an area that interests them/benefits their growth in the course. This may include (but is not limited to) a scene performance, monologue, devised performance piece, workshop proposal, academic essay or a project developed/inspired from class exercises and discussions.

Required Texts and Materials:

- Shurtleff, M. *Audition* (New York: Bantam Books, 1978)

- Assigned Scene Study Text (various)

*Audition* will be available at the bookstore.

In addition to these texts, we will read articles and material accessible online, through McMaster Mills Library, or provided by me throughout the semester.

Course Outline:

September 12 – Introduction to Theatre, Self and Social Development

September 19 – Introduction to Applied Drama

Readings:

- *Introduction to Applied Drama* – Juliana Saxton & Monica Prendergast

- *The Promise of Play* – Stuart Brown

September 26 – Augusto Boal and Theatre of the Oppressed

Readings:

- *Theatre of the Oppressed* – Augusto Boal

- Chapter: *Forum Theatre in Production* – Frances Babbage

October 3 – Improvisation & Guideposts: Relationships, Intention, and Place

Readings:

- *Audition* Guideposts 1, 2, 10 – Michael Shurtleff

- Guidelines for Actors Preparing a Scene – Michael Devine

- *Training to Imagine: An Overview* – Kat Koppett

**\*\* LANDLINE EXPERIENCE \*\***

October 17 – Guideposts: Moment Before, Opposites, Discoveries and Events

Readings:

* *Audition* Guideposts – 3, 5, 6, 9 – Michael Shurtleff

October 24 – Guideposts: Communication & Competition, Importance, Games and Role Play

Readings:

- *Audition* Guideposts – 7, 8, 11 – Michael Shurtleff

- *An Outline of the Stanislavski System*

- *Strasberg, Adler and Meisner: Method Acting* – David Krasner

October 31 – Scene Study Presentations

Readings:

- *Audition* (Various Sections) – Michael Shurtleff

November 7 – Verbatim Theatre and Research-Based Theatre

Readings:

*- The Laramie Project* (Selections)– Moises Kaufman & The Tectonic Theatre Project

- *Talk Thirty To Me* – Oonagh Duncan

- *Pairing verbatim theatre and theatre of the oppressed to provoke startling empathy - Pamela Baer, Jenny Salisbury, and Tara Goldstein*

Viewings:

- *Her Opponent* - NYU’s Verbatim Theatre Performance Lab

- *Contact!Unload*

November 14 – Theatre, Science & Health

Readings:

- *Serious Play: Teaching Medical Skills with Improvisational Theater Techniques* – Katie Watson

*- The Doctor as Performer: A Proposal for Change Based on a Performance Studies Paradigm* - Gretchen Case

- *If I Understood You, Would I Have This Look on My Face?* – Alan Alda

- *Orchids* - Jeff Nisker

Supplementary:

*- Medicine’s Moment of Misrule: The Medical Student Show* – Charles Hayter

November 21 – Rainbow of Desire

Readings:

- *Rainbow of Desire* – Augusto Boal

November 28 – Final Presentations HOLD

December 5 – Final Presentations and Wrap Up

Readings:

- *Viola Spolin: Games as a Means toward Flow, Empathy and Finding One’s Truer Self* – Clayton Drinko

A NOTE ON DEADLINES

We’re in a pandemic. In the event of an absence for medical or other reasons, students should reach out to me. You don’t need to tell me what the problem is, but we can work together to figure out a solution that will help you succeed in the course.

LATE ASSIGNMENT POLICY

Students are expected to hand in all assignments on the specified due dates, though late submissions will be accepted in most cases (see *A Note on Deadlines* above). In addition, no assignments will be accepted after the last day of classes (08/12/2022).

## SENATE-APPROVED ADVISORY STATEMENTS

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [*Academic Integrity Policy*](https://secretariat.mcmaster.ca/app/uploads/Academic-Integrity-Policy-1-1.pdf)*,* located at [https://secretariat.mcmaster.ca/university-policies-procedures- guidelines/](https://secretariat.mcmaster.ca/university-policies-procedures-%20guidelines/).

The following illustrates only three forms of academic dishonesty:

* plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* improper collaboration in group work.
* copying or using unauthorized aids in tests and examinations.

AUTHENTICITY / PLAGIARISM DETECTION

**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., online search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](https://mcmasteru365-my.sharepoint.com/personal/rbishop_mcmaster_ca/Documents/www.mcmaster.ca/academicintegrity).

COURSES WITH AN ONLINE ELEMENT

**Some courses may** use online elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

**Some courses may** use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [*Code of Student Rights & Responsibilities*](https://secretariat.mcmaster.ca/app/uploads/Code-of-Student-Rights-and-Responsibilities.pdf) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](https://sas.mcmaster.ca/) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [*Academic Accommodation of Students with Disabilities*](https://secretariat.mcmaster.ca/app/uploads/Academic-Accommodations-Policy.pdf) policy.

REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

In the event of an absence for medical or other reasons, students should review and follow the [*Policy on Requests for Relief for Missed Academic Term Work*](https://secretariat.mcmaster.ca/app/uploads/Requests-for-Relief-for-Missed-Academic-Term-Work-Policy-on.pdf).

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf) policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors. The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done either by the instructor for the purpose of authorized distribution or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

NOTES FOR ALL ARTS & SCIENCE COURSES

1. Some of the statements above refer to a “Faculty Office”; please note that the Arts & Science Program Office serves in this capacity.
2. It is the responsibility of students to check their McMaster email regularly. Announcements will be made in class, via A2L, and/or via the course email distribution list.
3. For additional information regarding requests for accommodation, relief for missed term work (e.g. MSAF), deferred examinations, etc., students should read carefully the [Requests](https://artsci.mcmaster.ca/forms-requests/) and [Resources](https://artsci.mcmaster.ca/current-students/resources/) pages on the Arts & Science Program website.

**HEALTH AND WELLNESS RESOURCES FOR STUDENTS:**

As a signatory on the Okanagan Charter, McMaster University is committed to enhancing mental health and wellness and provides various resources for students to manage their well-being. Students are encouraged to seek support as necessary; the following are several campus- and community-based resources that you may find helpful. For more resources and additional information, please visit <https://wellness.mcmaster.ca/resources/>

**ON-CAMPUS RESOURCES:**

**Student Wellness Centre:** Provides counselling, medical services, wellness education, guided self-help, and other relevant resources. PGCLL 210; 905-525-9140, x27700; [https://wellness.mcmaster.ca](https://wellness.mcmaster.ca/)

**Sexual Violence Support:** An on-campus resource where students, staff, and faculty of all backgrounds and social identities can find support and information about sexual, intimate partnership or family violence. UH 104; 905-525-9140 x20909; [https://svpro.mcmaster.ca](https://svpro.mcmaster.ca/)

**Faculty/Program Office:** Feel free to contact an Academic Advisor in your Faculty/Program Office who can connect with academic advising and connect you with other resources.

**OFF-CAMPUS RESOURCES:**

**Good2Talk:** Free, confidential helpline providing professional counselling and information and referrals for mental health, addictions and well-being to post-secondary students in Ontario, 24/7/365; 1-866-925-5454; [https://good2talk.ca](https://good2talk.ca/)

**Big White Wall:** Online peer-to-peer chat-based service that provides mental health and wellbeing support, 24/7/365. [https://www.bigwhitewall.com](https://www.bigwhitewall.com/)

**SACHA (Sexual Assault Centre - Hamilton Area)**: Confidential, anonymous 24-hour nonjudgmental telephone support for adults who have experienced sexual violence. 905-525-4162; [http://sacha.ca](http://sacha.ca/)

If you have immediate safety concerns for yourself or others, call Campus Security who will respond with the MSU Emergency First Response Team (EFRT) at 905-522-4135 or call 911 if you are off campus.