

Shakespeare in Performance (Spring 2023)

Instructor	Dr. Alysia Kolentzis, University of Waterloo (St. Jerome's) (she/her) amkolentzis@uwaterloo.ca
Location	University of Waterloo Stratford School of Interaction Design and Business (room 3129) 125 Patrick Street, Stratford
Time	Monday June 5 – Saturday June 17 (excluding Sundays and play performance days) 1:00 – 3:50 pm

Course Description:

A historical, theoretical, and analytical introduction to Shakespeare's plays in performance, this course focuses on specific concerns and interpretive lenses of productions in the current Stratford Festival season. As part of the course, students are required to attend the following performances: *Richard II*, *King Lear*, *Much Ado About Nothing*. Please use the promo code 110753 for discounted tickets to the following performances:*

Richard II - Tuesday, June 6, 2023 at 8PM

King Lear - Thursday, June 8, 2023 at 2PM

Much Ado About Nothing - Tuesday, June 13, 2023 at 2PM

* Please do not share this code, as it is meant exclusively for students enrolled in Shakespeare in Performance and Voice and Text

Learning Outcomes:

- To foster a critical appreciation of selected plays by a foundational English writer and to provide some specific vocabulary and tools for close analysis of these texts and performances.
- To develop practices which situate Shakespeare's plays and their reception within various social, political, and cultural contexts in which they were produced and in which they are performed and read.
- To consider and discuss the relationship between the text and performance.

Required Texts: Any good edition of the plays listed above (i.e. with a comprehensive introduction and footnotes) is acceptable. Please use a hard copy of the play. While you may find good editions of Shakespeare's works online ([Folger Digital Texts](#), for example), in class I would like you to have a physical copy.

Attendance Note: Intensive courses are, in a word, intense, but they can also be remarkably stimulating and rewarding. In a compressed course such as this, each daily absence is equivalent to missing a week or more of a regular course. It is important that you attend every class session, and graded in-class activities cannot be made up if you are absent. If you are sick, please get in touch with me directly at amkolentzis@uwaterloo.ca.

Territorial Acknowledgement: The University of Waterloo Stratford Campus is situated on the traditional territory of the Anishinaabe, Haudenosaunee, and Ojibway/Chippewa peoples. This territory is covered by the Upper Canada Treaties.

Course Schedule (subject to minor changes):

Date	Activities	Homework and Assignments
Mon June 5	<ul style="list-style-type: none"> • Introduction to the course and to each other • Shakespeare in Performance: contexts 	<ul style="list-style-type: none"> • Think about your scene performance: narrow down scenes that interest you, and think about whether you'd like to work in a small group or on your own
Tues June 6	<p>No class</p> <ul style="list-style-type: none"> • Attend performance of <i>Richard II</i> at 8pm 	<ul style="list-style-type: none"> • Eavesdrop on your fellow audience members after the show • Think of questions to ask of director Jillian Keiley in tomorrow's Q&A
Wed June 7	<ul style="list-style-type: none"> • <i>Richard II</i>: history and contexts • In-class writing exercise • Q & A with Jillian Keiley, director of <i>RII</i> 	<ul style="list-style-type: none"> • Submit writing exercise in class
Thurs June 8	<p>No class</p> <ul style="list-style-type: none"> • Attend performance of <i>King Lear</i> at 2pm 	<ul style="list-style-type: none"> • Peter Lichtenfels, "Shakespeare's Language in the Theatre" • Mick Short, "From Dramatic Text to Dramatic Performance" • https://www.shakespearesglobe.com/discover/blogs-and-features/2020/05/26/anti-racist-shakespeare/ <p>(we'll discuss these short readings on Saturday)</p>
Fri June 9	<ul style="list-style-type: none"> • <i>King Lear</i>: history and contexts • In-class writing exercise 	<ul style="list-style-type: none"> • Submit writing exercise in class • Select scene to perform and (if you wish) classmates to work with; sign up for a timeslot during class

Sat June 10	<ul style="list-style-type: none"> Performing Shakespeare: practice and theory <i>King Lear</i> workshop with Stratford Acting Company member Josue Laboucane 	<ul style="list-style-type: none"> We'll be trying out our acting chops in this class, so prepare accordingly 😊
Mon June 12	<ul style="list-style-type: none"> Chat with Christine Schindler, member of Stratford Festival Archives team In-class writing exercise 	<ul style="list-style-type: none"> Submit writing exercise in class
Tues June 13	<p>No class</p> <ul style="list-style-type: none"> Attend performance of <i>Much Ado About Nothing</i> at 2pm Attend post-show Q&A with cast members (Eaton Lounge, Festival Theatre, approx. 5:15-5:45 PM) 	<ul style="list-style-type: none"> Think of questions to ask during the post-show Q&A
Wed June 14	<ul style="list-style-type: none"> Chat with Michelle Barnier, Wardrobe <i>Much Ado About Nothing</i>: history and contexts In-class writing exercise 	<ul style="list-style-type: none"> Submit writing exercise in class
Thurs June 15	<ul style="list-style-type: none"> In-class test from 1:00-3:00 Class will be dismissed at 3:00 after test is complete 	<ul style="list-style-type: none"> Write test in class
Fri June 16	<ul style="list-style-type: none"> Summarizing Shakespeare in Performance Individual and group scene performances 	<ul style="list-style-type: none"> Scene performances

Sat June 17	<ul style="list-style-type: none"> Summarizing Shakespeare in Performance Individual and group scene performances 	<ul style="list-style-type: none"> Scene performances Submit Performance Review by June 19 (see below)
-------------------	---	--

Grade Breakdown:

Assignments and Activities	Weight
Performance review (due June 19 by 7pm)	20%
In-class writing exercises (4 x 10%)	40%
In-class test (Thurs June 15)	20%
Scene performance (Fri June 16 / Sat June 17)	20%

Performance review

Critically review a performance of *King Lear*, *Richard II*, or *Much Ado About Nothing*, commenting on overall production. Identify and comment on moments where the performance altered/ adapted/ interpreted the text.

A “critical review” means that you do not simply describe the performance (also, it is not necessarily negative – “critical” here means that you are using a critical scholarly lens). Instead, develop an argument around the choices and interpretations made in the performance. The best assignments will highlight interesting performance choices, analyze why they are significant, and explain how they contribute to the tone or theme of the performance.

Length guideline: 750 words

How this assignment will be graded:

- **Identification of and insight into** the performance choices made by the director and actor(s). Build an argument based on specific elements of the performance.
- **Analysis** of the ways these choices relate to the text. Show your reader how the performance choices affects meaning, effect on the audience, etc.
- **Clear** and effective writing. Be sure to proofread and eliminate errors in style and grammar that can hinder the clarity of your writing.

This assignment should be submitted directly to my email address at amkolentsis@uwaterloo.ca by **7:00PM on June 19** (subject line: Performance Review). Late assignments cannot be accepted.

In-class writing exercises (4 x 10% each)

Responses to a prompt given by the instructor related to the plays/performances/themes/ideas we've been discussing in class. You will have 30 minutes to complete each response. Further details will be provided in class.

How this assignment will be graded:

- **Ideas:** I'm looking for thoughtful, creative, insightful engagement with the topic at hand. There is no length requirement, but the response should contain the type of detail expected given 30 minutes of writing time.
- **Clear** and effective writing (but grammar and style are less important than they would be in a more polished piece of writing; it's understood that this is a one-draft, time-limited exercise).

In-class test (Thursday June 15)

This will be an essay-style response to a question based on the themes and details, as well as the features of the performances, of the plays that we have been considering. You will be given two questions, and you will be required to choose one to respond to. You'll be able to consult your hard copies of the play texts as part of the test. All other notes will not be permitted. Further details will be made available in class.

How this assignment will be graded:

- **Insightful engagement** with the question; **breadth** (discussion of a range of plays/performances/ideas).
- **Clear** and effective writing (but grammar and style are less important than they would be in a more polished piece of writing; it's understood that this is a one-draft, time-limited exercise).

Note: class time will be shortened on the day of the test (June 15). You will have from 1:00 – 3:00PM to complete the test. There is no length requirement, but I will expect the test to consider each of the three plays and performances we've studied, and to reflect 90 minutes of writing plus extra time for editing.

Scene or monologue performance

In a groups of two or three, or individually, perform a rehearsed short scene or monologue that illustrates how adaptation and performance produces an interpretive position. You are permitted to use notes and prompt cards during your performance. The assignment has two components: a) the performance of the scene; b) an explanation of the interpretive choices you have made. Individuals should plan for a presentation of less than 10 minutes, while groups

should plan for about 10-15 minutes. Further information about this assignment will be provided in class. The dates for performance of scenes are Friday June 16 and Saturday June 17.

How this assignment will be graded:

- **Quality of performance:** voice, expression, emotion, preparation, etc.
- **Quality of analysis:** clear and convincing identification of the interpretive position that you took and explanation of why you made the performance choices that you did.

University Policies

Please note: Shakespeare in Performance is governed by a Memorandum of Understanding among five institutions: Brock, Guelph, Western, Windsor, and UW/St. Jerome's. The policies listed below are specific to students enrolled at the University of Waterloo. Students enrolled in one of the other four institutions are to follow the corresponding policies of their own university.

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check the [Office of Academic Integrity](#) for more information.]

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the [Office of Academic Integrity](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the St. Jerome's University associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals.

Note for students with disabilities: [AccessAbility Services](#), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Mental Health Support

All of us need a support system. We encourage you to seek out mental health supports when they are needed. Please reach out to [Campus Wellness and Counselling Services](#).

[Good2Talk](#) is a post-secondary student helpline based in Ontario that is available to all students.