



DBLN THTR 3319
Performance in an Irish Context: Performance/Manifesto

CAPA DUBLIN PROGRAM

Course Description

This course, delivered by The Gaiety School of Acting-The National Theatre School of Ireland, will take you deep into the performance tradition of Irish theatre as they explore and learn to present the text, language and predominantly historical rural landscape of Irish playwrights including Friel, Beckett and Marina Carr. This experience will then be developed into the creation of personal research narratives for performance, drawing on a contrasting sense of place; the layered built and living urban architecture of Dublin's inner-city communities and the neighbourhood where the school is located. This will be complemented by engagement with the political and social realities of the city as arena currently being undertaken by Anu, a site-specific theatre company.

Course Aims

Through a carefully structured program, students will learn ways to understand and approach the role of silence in Beckett, voice in Friel, or the shaping by landscape of characters, language, and movement in Carr. They will respond to the visual and social prompts of the city of Dublin as they are stimulated and nurtured to develop source material for performance and presentation.

Requirements and Prerequisites

One previous fundamentals of acting or performance class / theatre performance course at your home institution.

Learning Outcomes

- a. students will learn ways to understand and approach the role of silence in Beckett, voice in Friel, and the shaping by landscape of characters, language, and movement in Carr
- b. students will be able to respond to the visual and social prompts of the city of Dublin as they are stimulated and nurtured to develop source material for performance and presentation
- c. students will understand, appreciate and be able to articulate the performance tradition of Irish theatre

Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences. They will be able to communicate their ideas in both oral and written forms.

Class Methodology

Contact hours per week will include acting workshop, narrative structure, independent guided research and rehearsal, attendance at theatre performances, interviews and encounters with local community; (e.g. a selected group of seniors), some prescribed texts, and a weekly study log/journal. You will have one mid-term presentation building to a final performance/presentation/devised theatre.

Field Components

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in field activities for this course is required. You will actively explore the Global City in which you are currently living. Furthermore, you will have

the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

The assigned field component(s) are: TBC

Students are also strongly encouraged to participate in **co-curricular** program activities, including *My Global City* events and activities, if relevant.

Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7
			1.0	
Fail	F	<40	<60	0

Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
Class participation and engagement /continual assessment	20%	all	Weekly
Mid-term Presentation	25%	all	TBC
Weekly Journal / Study Log / Research	20%	all	Weekly
Final Performance/Manifesto	35%	all	Week 14

Assignments

Class participation and engagement /continual assessment	20%
Mid-term Presentation	25%
Weekly Journal / Study Log / Research	20%
Final Performance/Manifesto	35%

Dress Code n/a

Course Materials

Required Readings:

- Waiting for Godot - Samuel Beckett
- Faith Healer - Brian Friel
- By The Bog of Cats - Marina Carr
- The Mai - Marina Carr
- Portia Coughlan - Marina Carr
- On Raftery's Hill - Marina Carr

- Navigating the Unknown, The creative process in contemporary performing arts - Ed: Christopher Bannerman - Joshua Sofaar, Jane Watt. Critical Moments - Ed: Julia Furray and Redmond O Hanlon.
- The Theatre of Marina Carr- " before rules was made" - Ed: Cathy Leeney and Anna Mc Mullan.
- Reading Ireland. The little magazine.vol 1. Issue 4. Spring 2016 - Ed: Adiienne Leavy.
- Dublin's Strolls. Exploring Dublin' architectural reassures. (Illustrated city trails) - Audrey Bracken, Gregory Bracken
- 20th Century Theatre, A Sourcebook - Ed. Richard Drain
- Making a Performance: Devising Histories and Contemporary Practices - Emma Govin
- The Empty Space - Peter Brook
- Impro - Keith Johnstone
- Theatre of the Oppressed - Augusto Boal
- Towards a poor theatre - Jerzy Grotowsky
- A Short Organum for the Theatre - Bertolt Brecht
- Dictionary of Theatre Anthropology - Eugenio Barba
- Theatre in Crisis - Performance Manifestos for the 21st Century
- Fifty Modern and Contemporary Dramatisists - Ed. Maggie B. Gale, John F. Deeney

Weekly Course Schedule

May be subject to change

UNIT 1	
Topic	Silence and stillness in Waiting for Godot by Samuel Beckett.
In class activity	
Readings	

UNIT 2	
Topic	Landscape and language. Acting Marina Carr, Faith Healer, Brian Friel.
In class activity	
Readings	

UNIT 3	
Topic	Working the Words. Acting Marina Carr. Listening to the language of place.
In class activity	
Readings	

UNIT 4	
Topic	Acting Marina Carr. Character/Narrative arc.
In class activity	
Readings	

UNIT 5	
Topic	Acting Marina Carr. Character/Narrative arc.
In class activity	
Readings	

UNIT 6	
Topic	Acting Marina Carr. Character/Narrative arc.
In class activity	
Readings	

UNIT 7	
Topic	Acting Marina Carr. Presenting text for performance. The landscape of the city. Architecture. The city as a narrative source.
In class activity	
Readings	

UNIT 8	
Topic	Making work. Manifesto. Researching the visual arts as source material for performance.

In class activity	
Readings	
UNIT 9	
Topic	Making work. Manifesto. Researching/ interviewing the elderly Of Dublin 7 with a view to feeding narratives.
In class activity	
Readings	
UNIT 10	
Topic	Making work. Manifesto. Short presentations. Building narratives for performance.
In class activity	
Readings	
UNIT 11	
Topic	Making work. Manifesto. Short presentations. Building narratives for performance.
In class activity	
Readings	
UNIT 12	
Topic	Making work. Manifesto. Short presentations. Building narratives for performance. Selecting Showcase Presentations.
In class activity	
Readings	
UNIT 13	
Topic	Rehearsing for final performance.
In class activity	
Readings	
UNIT 14	
Topic	Showcase final performance.
In class activity	
Readings	

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unless otherwise expressed by your instructor, the first time a student has an unexcused absence for a class, their grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become an B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact the Academic Director ahead of time and provide evidence (e.g. a doctor's note) of the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class.

In addition to contacting the Academic Director, it is the responsibility of the student to contact their instructor and make up any missed assignments.

Class Participation: Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the director of academic affairs privately to discuss your specific needs.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program.

Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving an "0" for any assignments in which they have duplicated their own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

Sexual Misconduct, Required Reporting, and Title IX: CAPA The Global Education Network is committed to encouraging a safe and healthy environment at our seven CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination.

CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

Use of electronic equipment in class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

Use of Electronic Translators: In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request for an extension must be made to the relevant faculty member no later than two days prior to the due date. Late submission without prior approval will result in a 3 percent per day deduction of the final grade. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of "0" will be given for the assessment.

Behaviour during Examinations: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.