UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS
Course Number and Title: Drama 468 –
Intermediate Performance Creation
Session: Winter 2021

Instructor Office Email Office Hours	Mark Hopkins N/A mark@swallowabicycle.com Tuesdays from 10-11 am MT or by appointment (online via Zoom)
Day(s),time(s) and location of Class	Mondays and Wednesdays, 12:00-1:50 pm MT, online via Zoom (synchronous) There will also be some assignments that students will be asked to complete on your own time. While this is an online course (because, y'know, pandemic), we'll seek to create a studio environment. To the best of your ability, try to sign in from a space where you can move, play, make noise and experiment.
Learning resources: required readings, textbooks and materials	There are no required textbooks. Reading materials and links will be provided by the instructor and available through D2L. Student will be expected to (virtually) attend one or more online performances with a ticket cost of (up to) $25 per performance. Specific performance details and ticket costs will be provided by the instructor.
Learning Technologies and Requirements	There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca). In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology: • A computer with a supported operating system, as well as the latest security, and malware updates; • A current and updated web browser; • Webcam (built-in or external); • Microphone and speaker (built-in or external) or headset with microphone; • Current antivirus and/or firewall software enabled; • Broadband internet connection. Most current laptops will have a built-in webcam, speaker and microphone.
Prerequisites	DRAM 368
Course description	Examines a broad cross-section of approaches, both historical and contemporary, to performance creation, physical theatre and theatrical devising. Conceptual and practical introduction to a wide range of distinct models for training and creation. This course is taking place at an extraordinary historical moment, in the midst of multiple intersecting existential crises: a pandemic, climate change, global reckonings with racism and colonialism, and more. If one of the functions of

	performance is to hold a mirror up to society… there's no shortage of global dynamics and human experiences to reflect. Together, we'll explore what it means to make art and performance in the face of crisis. How can we collaborate and create live, visceral and intimate experiences when we can't *be* together? How do we build safer, braver spaces where artists can show up in their full humanity? Can we balance boldness and criticality with celebration and joy? We'll look at artists and works from Calgary and around the world that defy easy categorization. We'll test out different creation, collaboration and feedback methods. We'll make stuff, take creative risks, and hopefully have some fun while doing it. Be prepared for a hands-on, experiential and experimental group exploration of performance creation!
Course learning outcomes	By the completion of this course, successful students will: 1. Have an increased capacity to build and foster safer, braver environments for collaboration. 2. Have critically engaged with a variety of contemporary and historical performance creation practices, from different disciplines and geographies. 3. Have conceived, created and executed an original performance work, and have gained creative tools with which to do it again. 4. Become versed in different approaches to critical feedback and feel confident in offering helpful feedback to artistic peers. … and will have done all this *during a pandemic*! No small feat!
Course schedule	*This is a draft schedule that may – and almost certainly will! – change.* **Unit 1: Creative Process & Working Together** (Jan 11-20) Using our class as a living laboratory, we'll build a working agreement and explore different approaches to collaboration, with a focus on equity, respect and dignity for all participants. **Unit 2: Structure, Space & Frame** (Jan 25-Feb 10) Just because we're in a pandemic doesn't mean every performance needs to be on Zoom… but if it *is* on Zoom, let's embrace it! We'll dig into how form and content interact, and the pros/cons of using different mediums. *Term Break – Feb 14-20* **Unit 3: What's this *about*?!** (Feb 22-Mar 10) With so many themes, subjects, images and topics that you *could* focus on in your art-making, we'll use different exercises to narrow down what's calling to you. We'll get on our feet to try things out and focus in on your interests and affections. **Unit 4: Experimentation & Feedback** (Mar 15-31)

	Feedback – among your team, or from outside eyes – is a critical part of taking performances from conception to execution. This unit will introduce different approaches to feedback; we'll try things, offer feedback, and try again! **Performances & Reflections** (Apr 7-14) Bringing together everything we've explored, the semester will wrap up with original performances… created by YOU! This work can be anything, in any (COVID-safe) location, of any duration, created individually, in pairs or in groups. But don't let the blank page freak you out – we'll spend the whole semester working toward this! Also, throughout the term, expect to meet guest artists, see wild performances and have deep discussions.
Assessment components	**Unit 2, 3 & 4 exercises** Description: Each of Units 2, 3 and 4 will culminate in exercises – mini-performances, writing assignments, structured feedback – that will be provided by the instructor. Details will be posted on D2L. Weight: 15% each **Final Performance** Description: The course will culminate in solo or group performances integrating everything we've explored over the course of the semester. (With the consent/consensus of the class, the performances could be presented to the public as a mini-festival/event.) Weight: 30% **Participation & Growth** Description: This will be a weird semester, but we're in it together. As a studio-based course, we'll be working collaboratively to craft the learning. Your presence, active listening, participation and feedback will be vital to your colleagues' experience, and your absence will be felt! Students will be expected to actively contribute, to take risks, to give, receive and integrate feedback and demonstrate a commitment to learning. Your contributions can and will take different forms – speaking up in class, contributing to D2L discussions, offering helpful feedback, committing to the exercises, etc. Weight: 20% **Process Documentation** Description: Students are encouraged to document their progress, process and considerations during and at the end of each class, rehearsal, development period, etc. This can take any form: journal, video, audio, doodles, maps, etc. The documentation will be shared with the instructor before the last day of classes. Weight: 5% The instructor will provide individual feedback to each student at the end of Units 2 and 3.

Assessment expectations	**Guidelines for Submitting Assignments:** Any assignments requiring submission will be submitted through D2L; however, many assignments will take place in-class. **Missed or Late Assignments:** I understand that life happens, and that's particularly true during a pandemic. Late assignments will be accepted without penalties *as long as you communicate with me* before the due date in order to discuss options. However, if nothing is communicated, assignments submitted after the due date may be penalized with the loss of a third of a grade (e.g., A- to B+) for each day late. **Expectations for Attendance and Participation:** This is an experiential, synchronous, studio-based course; it will be difficult to catch up on missed classes after the fact. You will be expected to treat your peers, instructor and guest artists as a team of mutually supportive collaborators; the absence or tardiness of one student may negatively affect the others. That being said, if you absolutely cannot attend or participate, please let me know in advance so we can build a plan together to help you catch up. **Expectations for Writing:** Writing skills are important to academic study across all disciplines. Consequently, instructors may use their assessment of writing quality as a factor in the evaluation of student work. Please refer to the Undergraduate Calendar E.2 Writing Across the Curriculum policy for details.
Grading scale	For the course as a whole, letter grades should be understood as follows, as outlined in the section F.1.1 Undergraduate Grading System of the Calendar: https://www.ucalgary.ca/pubs/calendar/current/f-1.html. A+ 4.0 Outstanding performance A 4.0 Excellent performance A- 3.7 Approaching excellent performance B+ 3.3 Exceeding good performance B 3.0 Good performance B- 2.7 Approaching good performance C+ 2.3 Exceeding satisfactory performance C 2.0 Satisfactory performance C- 1.7 Approaching satisfactory performance D+ 1.3 Marginal pass D 1.0 Minimal pass F 0.0 Failure. Did not meet course requirements. • A grade of "C-" or below may not be sufficient for promotion or graduation, see specific faculty regulations. • The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy.
Guidelines for Zoom Sessions	Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom,

	including any teaching materials, must not be shared, distributed or published without the instructor's permission.
	The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/ .
	If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).
	The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.
	Also, this Zoom-based music video from Thao & The Get Down Stay Down - https://youtu.be/DGwQZrDNLO8 - came out on *April 3*, in those early days of the pandemic when a lot of us were still figuring out how to unmute. I like it so much!
Academic Accommodation	It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor. SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ .
Academic integrity, plagiarism	Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar. For information on the Student Academic Misconduct Policy and Procedure please visit: https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf and https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf.

	Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity.
Internet and electronic communication device	The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy, which can be found at https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf
Intellectual Property	Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.
Copyright	All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (**www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf**) and requirements of the copyright act (**https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html**) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/pubs/calendar/current/k.html.
Freedom of Information and Protection of Privacy	Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.
Did you read all the way to the bottom?	Good job! Very thorough! As a reward for your diligence, here's a COVID-era performance: *9 Movements that Make Home a Theatre* by Rimini Protokoll – https://soundcloud.com/user-577741880/9-movements
Student Support	Please visit this link for important information on UCalgary's student wellness and safety resources: https://www.ucalgary.ca/registrar/registration/course-outlines