

## THEA 403/ENGL 453 Drama and Theatre in

## Aotearoa New Zealand



Trimester 1 2014

3 March to 2 July 2014

30 Points

*The Intricate Art of Actually Caring*/photo: eleanorbishop.co.nz

### IMPORTANT DATES

Teaching dates: 3 March to 6 June 2014

Easter/Mid-Trimester break: 18 April to 4 May 2014

Last assessment item due: 6 June 2014

Withdrawal Dates: Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds). If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats).

### CLASS TIMES AND LOCATIONS

#### Lectures

Mondays 10.00am – 12.50pm 77FT 208

### NAMES AND CONTACT DETAILS

**Course Coordinator:** Nicola Hyland [nicola.hyland@vuw.ac.nz](mailto:nicola.hyland@vuw.ac.nz) 463 6826 FT77/302

**Lecturer:** David O'Donnell [david.odonnell@vuw.ac.nz](mailto:david.odonnell@vuw.ac.nz) 463 6828 FT77/308

Office hours on door

## COMMUNICATION OF ADDITIONAL INFORMATION

Additional information or changes will be announced in class and/or posted on the course notice board at FT77, Level 3, and/or posted on Blackboard.

If you are not going to use the Victoria email address set up for you, we strongly encourage you to set a forward from the Victoria email system to the email address you do use.

## PRESCRIPTION

This course explores the theatre of Aotearoa New Zealand by studying a range of play-scripts from the colonial era to the present day, through the lens of post-colonial theory. Topics include the evolution of nationalist drama, the growth of professional theatre and playwriting, the development of Māori and Pasifika theatre, the rise of a distinctive female voice and contemporary trends towards cross-cultural and devised theatre.

## COURSE CONTENT

The course will offer selected topics in the theatre of Aotearoa New Zealand. A range of plays will be studied in relation to historical and contemporary theatre conventions, as well as from the point of view of a variety of critical approaches including colonial, nationalist, post-colonial, and feminist. Attention will be paid to Māori theatrical and paratheatrical forms and to contemporary developments in hybrid performance and cross-cultural theatre. In this course, students will each present a creative, hypothetical ‘pitch’ to re-stage a New Zealand theatre production. Students will also be introduced to the concept of practice-as-research and given an opportunity to develop these skills in presenting and responding to a short performance project. All students should prepare for each class by reading the relevant play and any critical readings set for that session.

## COURSE LEARNING OBJECTIVES (CLOS)

Students who pass this course should be able to:

1. discuss the historical development of drama and theatre in Aotearoa New Zealand through the lens of post-colonial discourse.
2. apply research skills to and construct clear, critical writing on the subject of New Zealand drama and theatre.
3. recognise the influence of European, indigenous and diasporic performance modes on the development of New Zealand drama and theatre.
4. demonstrate awareness of distinct qualities in New Zealand dramatic texts through presentations and performance

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5. develop an understanding of, apply and analyse practice-as-research methodologies

### **TEACHING FORMAT**

This course will be delivered through weekly 3-hour seminars, involving discussion, viewings, group work and creative presentations.

### **MANDATORY COURSE REQUIREMENTS**

In addition to achieving an overall pass mark of 50%, students must:

- Submit or present the essays and assignments, on or by the specified dates (subject to such provisions as are stated for late submission of work)
- Attend a minimum of 10 seminars

### **WORKLOAD**

The expected workload for a 30 point course is 300 hours over the trimester or 20 hours per teaching week.

In addition to reading course material, attending lectures and conducting research for assessments, students in this course are also expected to independently organise additional rehearsal times outside class for the short group performances in Week 12.

### **ASSESSMENT**

<b>Assessment items and workload per item</b>		<b>%</b>	<b>CLO(s)</b>	<b>Due date</b>
1	<b>Presentation Seminar / 'Pitch'</b> (40 - 50 minute presentation and discussion) (Approx 20 hours, including course reading and lecture attendance)	25%	1,3,4	Presented in class, dates to be arranged
2	<b>Comparative Essay</b> (3,000 words) (Approx 50 hours, including course reading and lecture attendance)	35%	1,2,3	<b>Friday 16 May, 12pm</b>
3	<b>Practice-Based Performance Project</b> (10 minute performance (25%) plus written report 1,000 words (15%)) (Approx 100 hours, including course reading and lecture attendance)	40%	1,4,5	<b>Performance: Tuesday 3 June</b> <b>Report: Friday 6 June, 12pm</b>

**All assessment in this course is internal.**

Further details on these assignments and marking criteria will be available early in the course.

### **Relationship between Assessment and Graduate objectives**

All assessment has the twofold objective of assessing students' progress in the course and of providing feedback to assist students to achieve the course objectives. Assignments will require students to demonstrate a **specialised understanding** of the field of New Zealand theatre and drama, along with more general expertise in **critical thinking** through analysing content and concepts covered in the course. In addition, the written, oral and performance assessments require students to make original connections between particular, concrete works of dramatic art and general, abstract critical theory, which involves **creative thinking**. The flexibility and creative licence of the performative assessments challenges students to **demonstrate intellectual autonomy through independence of thought** while also showing **openness to ideas** within group activities and general discussions. Both the written and oral assignments, moreover, provide opportunities to practice and develop advanced skills in **communicating complex ideas effectively and accurately**, which is generally valuable and vital for professional success. This course acknowledges the significance of Te Tiriti o Te Waitangi and is committed to encouraging and maintaining **intellectual integrity** and promoting excellent scholarly **ethics**.

**Please note:** Marks for Honours level assignments and final course grades are not finalised until feedback from the external examiner has been considered. Honours grades gained in individual courses remain provisional until the overall final classification made by the Honours programme examination committee.

### **SUBMISSION AND RETURN OF WORK**

Work provided for assessment in this course may be checked for academic integrity by Turnitin the online plagiarism prevention tool.

Hardcopy assignments are submitted in the drop slot outside the administration office: 83 Fairlie Terrace. Attach an assignment cover sheet or extension form, found on Blackboard or outside the administration office. Remember to fill in your lecturer's name.

Your marked assignment will be handed back by your lecturer in tutorials or during their office hours. Any uncollected assignments can be picked up from the Programme Administrator after the last day of teaching. Assignments will be held in the Administration office until the end of the following trimester. You need to show your student identification to collect marked assignment from the Administration office.

### **EXTENSIONS AND PENALTIES**

#### **Extensions**

In exceptional and unforeseen circumstances an extension may be granted. Issues of workload do not constitute exceptional and unforeseen circumstances. If you require an extension, you must complete an

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extension request form (available on your course Blackboard site) prior to the assignment due date. This must be accompanied by relevant documentation (e.g. a doctor's certificate) where appropriate. Tutors cannot grant extensions.

**No assignment without an extension will be accepted after Wednesday 25 June 2014. The Course Coordinator will not give an extension beyond Wednesday 2 July 2014.**

**Penalties**

Work submitted after the deadline will be penalised by a 2.5 percent deduction from your total mark per work day. Late work also receives only minimal comments from your marker.

**SET TEXTS**

THEA 403/ENGL 453 Student Notes

Albert Belz, *Awhi Tapu* (Playpress, 2006)

Eli Kent, *The Intricate Art of Actually Caring*, (Playmarket, 2012)

Oscar Kightley, Dave Fane, Nathaniel Lees, Vela Manusauta, Courtney Sina Meredith *Urbanesia: Four Pasifika Plays*, (Playmarket, 2012)

George Leitch, *Land of the Moa*, (VUP 1990)

Greg McGee, *Foreskin's Lament* (VUP 1981)

Bruce Mason Awatea (VUP 1978)\*

Lorae Parry, *Vagabonds* (VUP 2002)

Jo Randerson and Trouble, *The Lead Wait and The Unforgiven Harvest* (Playmarket 2010)

Jacob Rajan and Justin Lewis, *Indian Ink: Krishnan's Dairy, The Candlestickmaker, The Pickle King*. (VUP 2005)

David O'Donnell (ed.), *No.8 Wire: 8 Plays 8 Decades* (Wellington: Playmarket, 2011)

You can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz).

\*No longer in print, copies available from course co-ordinators

**RECOMMENDED READING**

Please find a list of recommended reading materials for this course included in student notes of this course.

**CLASS REPRESENTATIVE**

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

## **STUDENT FEEDBACK**

Enhancements made to this course, based on the feedback of previous students, include a revision of set texts and inclusion of practice-as-research assessment.

Student feedback on University courses may be found at

[www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

In week six or seven of the trimester your class representative will be invited to a meeting with the Programme staff. In week five your class representative will ask the class for any feedback on this course to discuss at this meeting.

## **OTHER IMPORTANT INFORMATION**

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progess](http://www.victoria.ac.nz/students/study/progress/academic-progess) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Statutes and policies including the Student Conduct Statute:  
[www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Subject Librarians: <http://library.victoria.ac.nz/library/resources/subjectcontacts.html>
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)
- School website: [www.victoria.ac.nz/seftms](http://www.victoria.ac.nz/seftms)

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**THEA 403/ENGL 453 COURSE PROGRAMME**

Week 1	3 March	Introduction and Overview of New Zealand History
Week 2	10 March	Colonial New Zealand: <i>The Land of the Moa</i>
Week 3	17 March	No.8 Wire New Zealanders: <i>The Willing Horse and Rabbits</i>
Week 4	24 March	Nation and Alienation: <i>Awatea</i>
Week 5	31 March	Masculinity and Myth: <i>Foreskin's Lament</i>
Week 6	7 April	Gendering Aotearoa: <i>Vagabonds</i>
Week 7	14 April	Māori Theatre: <i>Awhi Tapu</i>

**Mid Trimester Break:** Friday 18 April to Sunday 4 May 2014

Week 8	5 May	Pasifika Voices: <i>A Frigate Bird Sings</i>
Week 9	12 May	Changing Cultural Landscapes: <i>Krishnan's Dairy</i>
Week 10	19 May	Alternative and Devised Performance: <i>The Lead Wait/Seeyd</i>
Week 11	26 May	Theatre Beyond the 00's: <i>The Intricate Art of Actually Caring</i>
Week 12	2 June	NO CLASSES: QUEEN'S BIRTHDAY