

“Shakespeare in *my* Canada” and Oral Presentations (20%)**GUIDELINES****“SHAKESPEARE IN MY CANADA”**

Due: Monday, January 31, 2005

Definitions: (1) “Your” Canada is a piece of the Canada you have experienced. It may be a place in which you have lived, a place you have visited, or the place in which you are currently residing. It may also be an imagined space, a symbolic space, or a virtual space. But in any event, you must make clear what makes it “Canadian,” and what makes it “yours” (i.e. how you view your relationship to it). (2) The “Shakespeare” on which you write may occur in/as a “text” (broadly construed) you have read or read about, or a performance you have seen or heard of, and may occur in a variety of media, among them a play, performance, film, novel, comic book, dance piece, song, advertisement, etc. If you are uncertain about the viability of your choice, feel free to run it by me. **A reminder.** The CASP website will be an invaluable source of ideas and information: <http://www.canadianshakespeares.ca>.

Assignment: The focus of this assignment is on Canadian Shakespeare as experienced in a context of reception. It has two components.

(1) Archival. In an appendix, in addition to the information usually contained in a Bibliography or Works Cited, provide as much information as you can to contextualize the work you are discussing. The more information you assemble, the more there will be for you to draw upon in your discussion. Therefore, you will not only include author(s), title, place and date of publication and performance, but also such things as, in the case of a performance, the director(s), designers, performers, the venue, the occasion, the target audience. What you include will depend upon what you have chosen to discuss, but, again, see me if you are uncertain about what kinds of information might be relevant.

(2) Discursive. Your discussion should aim to answer the following questions, which overlap: (a) In what sense is the work you have chose to discuss Canadian, and in what sense is it a “Shakespeare”? (b) Drawing upon the theories of adaptation and appropriation we have considered, what is this work’s relationship to Shakespeare? (c) What “cultural work” is this “Shakespeare” performing?

[**A note on sources.** You will not be looking for secondary sources in the sense of critical interpretations. However, you may find things like programs, ads, newspaper reviews, etc. useful.]

Length: 3-5 pages

N.B. EVALUATION CRITERIA APPEAR ON REVERSE SIDE

ORAL PRESENTATIONS

If you wish, I would be happy to have you substitute for “Shakespeare in *my* Canada” an oral presentation. Topic suggestions appear on the syllabus, but many others are possible. Feel free to make your own suggestions or ask me for alternatives.

Oral component

Due: Dates variable, but I must have your commitment to a date and topic no later than Friday, January 21, and of course considerably earlier for the wonderful possible topics prior to that date.

Length: c. 15 minutes (at least 10, and no longer than 20). You will be strictly timed, and I will cut you off at 20 minutes, finished or not.

Mode of Presentation: You will be expected to speak from notes; reading from a completely written out text is not acceptable. Feel free to use a handout or illustrative material in such forms as overheads, Power Point, etc. As in a written piece, it is a good idea to make clear what it is you are trying to explain (i.e. thesis and line of argument). And it is important to make clear the relevance of the material you are presenting to the issues of the course.

Written component

Due: One week after the date of the oral presentation.

Length: 3-5 pages

Content: In the written submission you will essentially write up your presentation, taking into account questions and discussion that your presentation has precipitated.

EVALUATION CRITERIA

The following criteria will apply in the grading of essays:

- 1) A clearly stated thesis which indicates in the introduction what you hope to show in your paper. (Advice: Put an argumentative edge on your thesis.)
- 2) Insight, originality and complexity of interpretation.
- 3) Thoughtful use of secondary sources (if you do use them).
- 4) Carefully chosen evidence in support of your argument (but not a pastiche of quotes).
- 5) Organization and development of argument.
- 6) Correctness and effectiveness of writing.
- 7) Responsible and correct documentation (MLA style).