

2017-18 Fall

**HART1044**

## **Science on Stage**

Course Instructor:	Ms. LAM Yin, Krissy (Email: <a href="mailto:yinkrissy.lam@gmail.com">yinkrissy.lam@gmail.com</a> )
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Time:	Wednesday; 1400-1650
Venue:	CYT-G009 A & B, Cheng Yu Tung Building
Office Hours:	By appointment

### **Course Description**

Science and Theater both seek to examine and interpret the world to build up knowledge and insights about life. Scientists work on getting closer and closer to the truth behind the phenomenon observed in life, while Theater artists dissect and reveal the truth of lived experiences from different perspectives. The two disciplines are therefore crucial in the betterment of humanity and our relationship with the world.

In this practicum arts course, students will explore the beauty of the synthesis of Science and Theater through the study of selected influential plays on science and humanity, and interactive drama workshops exploring the science in performing arts, and the humanity and dramatic nature in science. The drama experience will deepen students' understanding of the connection between science and drama. With the acquired performing skills, the exploration of scientific concepts, and the understanding developed about the plays, students will work in small groups to perform excerpts of the plays in class.

#### **Remark:**

*Lessons in this course may last for 2 hours or 3 hours depending on the course content. Please refer to the Course Topics below for details.*

### **Intended Learning Outcomes**

Upon completion of this course, students are expected to be able to:

1. Appreciate and understand the connections between science and drama
2. Acquire theater language and performing skills
3. Understand the issues and meaning about science and humanity of the plays studied in the course
4. Embody abstract scientific concepts through a transformative, creative and performing arts process
5. Perform an excerpt of drama script about scientific concepts with appropriate artistic skills and understanding

## Course Schedule and Outline

Week	Date	Topic
<b>PHASE 1: Introduction</b>		
1	6 Sept (2 hrs)	<b>Course Overview and Introduction</b> - Explain the structure of the learning experience, topics and activities to be covered, assessment items. - Introduction to the relationship between science and drama
2	13 Sept (2 hrs)	<b>Assimilation of Science and Drama</b> - Explore how Science could become metaphors for story-telling in drama - Explore how theater art could become corporeal and spatial expression of scientific concepts. - Drama activities on the exploration of scientific or math concepts through chorus work and individual performing skills.
<b>PHASE 2: Learning about the plays and the assimilation of Science and Drama</b>		
3	20 Sept Guest Lecture (2 hrs)	<b>First Play: "Copenhagen" by Michael Frayn</b> - Students explore the ethics of Nuclear Power, and the conflicts between the two main characters. - Students experience the dramatic actions within the play - Students identify the connection between science, humanity and drama within and through the play
4	27 Sept (3 hrs)	<b>Staging and performing skills for the play</b> - Students do scene analysis and character analysis, to explore how the relationships, dramatic actions and other elements of drama in the scenes can be staged. - Students acquire skills of appropriate performing styles to express the scientific concepts and dramatic metaphors within the play "Copenhagen".
5	4 Oct Guest Lecture (2 hrs)	<b>Second Play: "Arcadia" by Tom Stoppard</b> - Students explore the concepts of Chaos and Order, and the relationship between Past and Present, within the play. - Students experience the dramatic actions within the play - Students identify the connection between science, humanity and drama within and through the play
6	11 Oct (3 hrs)	<b>Staging and performing skills for the play</b> - Students do scene analysis and character analysis, to explore how the relationships, dramatic actions and other elements of drama in the scenes can be staged. - Students acquire skills of appropriate performing styles to express the scientific concepts and dramatic metaphors within the play "Arcadia"
7	18 Oct	<b>No Class</b>
8	25 Oct (2 hrs)	<b>"After Darwin" by Timberlake Wertenbaker</b> - Students explore the meaning of the scientific concept "The fittest survive". - Students experience the dramatic actions within the play - Students identify the connection between science, humanity and drama within and through the play

9	1 Nov (3 hrs)	<b>Staging and performing skills for the play</b> - Students do scene analysis and character analysis, to explore how the relationships, dramatic actions and other elements of drama in the scenes can be staged. - Students acquire skills of appropriate performing styles to express the scientific concepts and dramatic metaphors within the play
<b>Phase III: Creative process, application of knowledge and skills, rehearsals, performance, and reflection.</b>		
10	8 Nov (2 hrs)	<b>Selecting excerpts; identifying dramatic objectives &amp; actions</b> - Students form small companies and select the excerpt in the play that they would like to perform in the final performance. - Students identify the dramatic objectives, actions and beats for each character in the scene. - Students prepare a list of props that they may need for the excerpt.
11	15 Nov (1.5 hrs)	<b>Blocking, movement and audience configuration</b> - Students map out the blocking of the excerpt in the space according to their interpretation and artistic choices. - Students discuss what experience they would like to give to their audience and make decision on audience configuration - Students receive advices and feedbacks from the instructor.
12	22 Nov (1.5 hrs)	<b>Final Rehearsal</b> - Students practice with all the simple props and costumes. - Students try out technical elements such as music, lighting effects, videos - Students have a final rehearsal and receive feedbacks from the instructor to further polish the work.
13	29 Nov (2 hrs)	<b>Final Performances, feedbacks and course evaluation</b> - Each group takes turn to perform. Each excerpt should last for 15-20 min. - Instructor give feedbacks on the performances, and explain the requirement for the written assignment

### Assessment Tasks

<b>Attendance (10%)</b>	Students will need to attend all the classes. It is important for the students to attend most of the classes to ensure that they can acquire practical skills with the instructor's supervision.  <i>*Attendance will be taken 10 minutes after the beginning of each session. For each absence, students will have 1% deducted from their attendance grade.</i>
<b>Course Participation (35%)</b>	Students participate and contribute to creative group work; give short presentations, take part in discussions and reflections.  As students will learn and apply skills and knowledge in each lesson, and they will often work in small groups, it is important that they actively participate in the practical work with their classmates in order to help themselves and others to gain better understanding about the knowledge the skills being taught.

<b>Critical Commentary (25%)</b>	<p>Students will write a critical commentary to reflect on their learning by giving a detailed analysis of the creative process and final performance, reflecting on their understanding about the science and theater, personal strengths and weaknesses in the research and creative process, contributions and discoveries in the process, as well as the difficulties encountered and achievements attained as a group. Students will also give a critical analysis on the strengths and weaknesses of the performances given by 2 other classmates.</p> <p>A list of guidelines will be given to the students for the critical commentary.</p> <p>Word Limit: 1000 words Submission Deadline: <u>8 Dec 2017</u></p>
<b>Final Performance (30%)</b>	<p>-Each group of students will be required to give a 10-15 min long performance of an excerpt of the play chosen by themselves.</p> <p>-The final presentation will require students to fully apply all the knowledge and skills taught in the course within one piece of coherent work. It will provide strong evidence on students' learning progress in the course.</p>

### Assignment Submission Policy

10% of mark will be deducted per day in case of late submission

### Required Reading Materials

1. Frayn, Michael. (2000) *Copenhagen*. United States: Anchor Books.
2. Stoppard, Tom. (1994) *Arcadia*. United States: Farrar, Straus and Giroux
3. Wertenbaker, Timberlake. (2002) *Timberlake Wertenbaker: Plays 2: The Break of Day, After Darwin, Credible Witness, The Ash Girl, Dianeira*. United States: Faber & Faber.

### Supplementary Reading Materials

1. Gleick, James. (1988) *Chaos: Making a New Science*. New York: Penguin.

### Academic Honor Code

- You must observe and uphold the highest standards of academic integrity and honesty in all the work you do throughout your program of study.
- As members of the University community, you have the responsibility to help maintain the academic reputation of HKUST in its academic endeavors.
- Sanctions will be imposed if you are found to have violated the regulations governing academic integrity and honesty.
- Regulations for Student Conduct and Academic Integrity (<http://publish.ust.hk/acadreg/generalreg/index.html>)