

Description:

In teams, you will research, compose, and perform your own short science play. The intention of this project is for you to work collaboratively to

- 1) learn about things you don't already know, and learn to do things you don't already know how to do;
- 2) research a scientific issue or discovery;
- 3) express your ideas and questions about the science through the medium of performance;
- 4) continue to explore the question "What is the social and/or artistic function of a science play?"

Expectations:

- The project—including the research, composition, and performance of the final script—must be done collaboratively.
- Your performance must include some discussion of the natural sciences (e.g. physics, chemistry, biology, mathematics, astronomy, geology). You may explore the social or political aspects of a scientific issue, but this exploration should connect to a discussion of the science itself. Groups whose performance is more loosely connected to the science will be expected to put extra effort into documenting their research and may be asked to do additional work to demonstrate their learning.
- Your performance should be no more than 20 minutes long (this length is based on the material constraints of our performance spaces and our desire to make sure that everyone gets equal time for feedback).

Forming your group:

We strongly recommend that you form a group of 5-6 researchers/performers. This will allow you to do relatively complicated work, while allowing some flexibility for different students to take on leadership roles during different phases of the process.

You have the freedom to choose your collaborators, but we will help facilitate that process, especially for students who are new to the program. We are also here to help if you are having difficulties communicating or moving your work forward. As a general rule, the sooner you ask for help, the better.

We will not police your distribution of workload within the group, but we will evaluate how you work together and we will expect each of you to give an account of your learning both as a researcher and as a performer (see Researcher's statement and Artist's statement).

Checklist for completing the project (see chart for more details):

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|---|--|---|
| <input type="checkbox"/> Group membership list | <input type="checkbox"/> Research summary update | <input type="checkbox"/> Final script |
| <input type="checkbox"/> Prospectus | <input type="checkbox"/> Researcher's statement | <input type="checkbox"/> Critiques |
| <input type="checkbox"/> Annotated bibliography | <input type="checkbox"/> Resource request | <input type="checkbox"/> Artist's statement |

Due date	Description	Responsibility	Submit to	Via
Week 13 Thursday Thu. Jan. 26 by 8 pm	Group Membership List	Group	All faculty	e-mail
Week 14 Thursday Thu. Feb. 2 by 8 pm	Prospectus	Group	All faculty	e-mail
Week 16 Thursday Thu. Feb. 16 by 8 pm	Annotated Bibliography	Group	All faculty	e-mail
Week 17 Thursday Thu. Feb. 23 by 8 pm	Research Summary Update	Group	All faculty	e-mail
Week 18 Thursday Thu. Mar. 1 by 8 pm	Researchers' Statement	Individual	Seminar faculty	Consult with faculty
Week 19 Monday Mon. Mar. 5 by noon	Resource Request	Group	Elizabeth	e-mail
Week 20 Thursday Thu. Mar. 15 by 1 pm	Final Script	Group	Elizabeth	Printed version (2 copies)
Week 20 Saturday Sat. Mar. 17 by 5 pm	Critiques	Individual	Seminar faculty	Consult with faculty
Week 20 Saturday Sat. Mar. 17 by 5 pm	Artist's Statement	Individual	Seminar faculty	Consult with faculty

Group membership list: This is as simple as it sounds; provide a list of the members of your group.

Prospectus : This document should contain

- One-paragraph summary of your scientific topic, including key questions you hope to address (what interests you most about this topic? how might this topic lend itself to performance?)
- One-paragraph description of your shared aesthetic principles (what kind of impact do you hope to have on your audience? what methods or modes of performance do you want to include?)
- One-paragraph note on collaboration (what are your respective strengths and weaknesses? how do you plan to share facilitation and other responsibilities?)
- Detailed week-by-week work plan for weeks 15-19, including group meeting times and individual research assignments, as well as rehearsal times

Students and faculty will review these proposals as a whole group in class on Tuesday of week 15. Do not feel that you are absolutely constrained to the ideas you put forward in your prospectus; the nature of the work means it will inevitably evolve as you work together. However, it will inevitably *devolve* if you don't have a strong starting point, which is why we insist on you doing a significant amount of careful thinking as you put the prospectus together.

Annotated bibliography: We'll discuss annotated bibliographies. Briefly, this is a list of the key source texts used in your research with descriptive and evaluative summaries. You will also include a brief description for each source on how it contributes to your project. You must have at least 6 secondary sources (i.e. articles or books about your topic). You may also list additional primary sources (e.g. films, plays, poems, philosophical essays) that have contributed to your thinking. (Hint: 6 sources = one per group member . . .) A note on online sources: you may use Wikipedia or equivalent as a starting point but it will not count as one of your six sources. If you have questions about the scholarly merit of your sources, please ask one of us.

Research summary update: This should be 3-5 pages double-spaced. It need not be a thesis driven essay, but should include a clear and readable set of paragraphs that describe the work you have done to gain a better understanding of your topic. You may each write one to two paragraphs about the individual texts/questions you have researched if that is easiest for you as a group, but those paragraphs should also be framed so that the relation between them is clear.

Researcher's statement: Each member of your group should turn in a one-page narrative description of your participation in the group as a researcher. You may want to address the following questions:

- What did you contribute to the group's research documentation?
- What were you most excited to learn about?
- How did you make room within the collaborative process for your own intellectual interests?
- What would you have liked to study in more depth?
- What new concepts/skills did you learn by doing this work?

Resource request: Please provide a list of all the props, costumes, and supplementary media you will be using. An accurate description of your media needs, in particular, is essential. Juli and Elizabeth will do their best to help you figure out how to buy, make, or borrow what you need, but will not reschedule the performance if you have forgotten to bring a laptop adapter, etc.

Final script: Not all of you will be working with a traditional "script" in creating your performance, but we do want you to have the experience of writing up your own account of your final performance, in part so that you can clearly communicate your intentions for the work. No required length here, apart from the run time of the performance.

Critiques: Throughout the rehearsal process you will be observing and providing feedback on the work of one other group. You should be taking detailed notes about their intentions, their challenges, and their strengths as a group. At the end of the quarter, each of you will turn in a 1-2 page critique—based on the rehearsal process and the final performance—of your partner group's work. Many of you already practiced this skill on last quarter's final exam; we will provide some of these answers as models.

Artist's statement: Each of you will turn in a one-page narrative description of your participation in the group as a performer/composer. This is a chance for you to demonstrate your intentionality, though your specific intentions may differ slightly from those of the entire group. You may want to address the following questions:

- How successful, in your opinion, was your group's presentation of the scientific ideas?
- How successful, in your opinion, was your participation in the final performance?
- How did you contribute to rehearsals and to the process of finalizing the script?
- What other skills or talents did you bring to the group?
- What were your greatest areas of learning or growth?