

Festivals and Place: Crafting Creative Identities

Department of Theatre & Dance | Summer 2025 | July 7-August 10

Instructor Information

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Contact Information

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Course Information

THEA 3000 (3 Credits)
WyoCourses & Scotland

Office Hours & Communication

Summer office hours are by appointment.

During the online portion of the course, I will try to respond to emails as quickly as possible but will do my best to respond within 24 hours Monday-Friday and by Monday for emails sent over the weekend.

During the in-country portion of the course, we will utilize the following methods for communication:

- WhatsApp
- WyoCourses Messaging
- Cell Phone: 1-412-760-4474

WyoCourses & IT Technical Support

For technical assistance with WyoCourses, click on HELP while in WyoCourses to use the Chat with Canvas 24/7 feature or call the Canvas Support Hotline 24/7 at 1-855-778-9971. If you are having login issues, call UW IT at 1-307-766-HELP or email at userhelp@uwyo.edu.

If you have any IT related challenges, please contact the [UWIT Service Center](#).

Corequisites

As part of UW in Scotland Study Abroad, students must concurrently enroll in ENR 4960. Senior Lecturer Maggie Bourque and I are collaborating on both courses and will co-lead the Scotland field experience.

Course Prerequisites

Junior standing and above preferred. Rising sophomores by permission of instructors. Additionally, students must have successfully completed requirements for UW Education Abroad, including the UW faculty-directed program application and interview.

Course Description

How do we define, experience, and understand the identity of a place? What does it mean to be present in a place? What does it mean to experience a place? How do we read a landscape? How do we read a performance? How do places inform our humanity and how does our humanity shape places?

Through the theory, practice and experience of place, we will explore, participate, and respond to the many identities associated with Edinburgh, the capital city of Scotland. Edinburgh, known as “Festival City”, plays host each summer to the largest arts event in the world made up of the Edinburgh International Festival, Edinburgh Festival Fringe, and many others. Experience of place will be looked at through the landscapes of the International Festival and Festival Fringe, the landscapes of architecture and art, and through the landscapes of the culture and ecology of the city and surrounding space. Time will be spent in Melrose at Abbotsford, the home of Sir Walter Scott, and in Edinburgh.

Student Learning Outcomes

Upon completion of this course, you will be able to:

- Observe and analyze an expansive range of creative expressions from a variety of genres, styles, levels, and disciplines (music, dance, theatre, comedy).
- Explore and articulate why and how creative identities are formed, expressed, and shape people and place across multiple scales.
- Create and present your own statements of positionality, creative identity, and artistic mission (as observer, as creator, as critic...).
- Document different versions and visions of the creative economy and describe how they are influenced by and influence identity and place.
- Practice and refine scholarly and arts-based research tools, practices, and strategies to craft a final creative project. Tools/practices include deep looking, archival and historical document analysis, multi-media documentation, landscape reading, and semi-structured interviews.
- Amass a portfolio of written, visual, and/or multimedia responses to performances, events, historical sites, and texts, which will demonstrate connective, critical, and creative thinking.

Course Atmosphere and Culture

It is important to me that this class is a place where all are treated with respect and dignity. The differences and similarities of our backgrounds and experiences that we bring to this course help make for a more enriching learning environment and allow us to think beyond ourselves and hopefully allow us to bridge any gaps that may exist between us. If you feel like I or anyone else is doing anything to impede that, please talk with me in person or reach out through email.

In the classroom, in the field, as well as online and in individual meetings, I expect you to communicate with your peers and with me respectfully, professionally, and collegially. As a reminder, the Student Code of Conduct (<http://www.uwyo.edu/dos/judicial>) applies at all times.

Course Cost & Fees

- UW tuition and fees*
- Textbooks (scripts in this case; depending on festival programming and the final itinerary, these may be able to be checked out from Coe Library or the Department of Theatre and Dance library)
- Scotland Study Abroad Course Fee (est. \$3,500-\$4,000. Scholarships available): Includes in-country transportation, accommodations, performance tickets, excursions/entrance fees, and some meals.
- Airfare, meals in-country, and personal spending money (anticipated travel dates July 27 and August 11; in-country dates July 28-August 10)
- UW study abroad fee (\$325)

*The Visual and Performing Arts (VPA) course fees for this course are part of your tuition and will help to support equipment, materials for courses, general studio, and Department of Theatre and Dance needs. These fees guarantee the operational management and maintenance of the department and ensure the viability of programmatic support of productions and facilities that are integral and essential to the training offered by the department. Fees pay for some basic course materials (where appropriate) and Theatre and Dance productions. Fees will not cover all materials in all courses. There will still be some out-of-pocket expenses that you will have to cover for individual courses, based on individual disciplines.

Required Texts (final list to be finalized as course syllabus develops)

- 2025 Edinburgh International Festival and Festival Fringe plays, musicals, and/or operas included in the itinerary
- *Macbeth* by William Shakespeare
- Mission Statements of the National Theatre of Scotland, Festival Fringe, and Edinburgh International Festival.
- City of Edinburgh's Citywide Culture Plan
- TBD work by Sir Walter Scott
- Other readings & handouts supplied by instructor

Required Materials

- Backpack
- Sketchbook/Journal
- Writing instruments (e.g., pencils, pens, colored pencils)
- Camera (e.g., phone camera, digital camera)
- Water Bottle

Course Format

The course will begin with 3 weeks of online coursework focusing on foundational concepts, readings, introduction to Sir Walter Scott, Abbotsford, Edinburgh, and the festivals, and study abroad preparation. We will then meet for 2 weeks on the ground in Scotland during the height of Edinburgh festival season, with a final project submission due 14 days after the end of the field experience. During the study abroad experience, you will participate in a variety of learning opportunities, including seminar-style classroom discussions, guided group tours, performances, guest lectures, interaction with archival and visual representations of place, individual explorations, observational sessions, and other activities.

Required Assignments & Projects

Detailed assignment descriptions will be provided in WyoCourses and/or in writing.

- Commitment: Field-based, experiential courses with online components require engaged participation and commitment throughout a variety of contexts. This begins with the pre-travel online preparation and continues through the daily itineraries while in Scotland.
- Being Present Journal: You will keep a journal to record, explore, and develop your ideas, notes, observations, research, and other items of interest as they pertain to the daily itineraries of the course. These journal entries will work in tandem with the field journal entries required by ENR 4960.
- Performance Responses: To develop your ability to observe and critically analyze live performance, you will respond to performances. This will include written responses, participating in group discussion, and leading group discussion.
- Personal Statement: One of the principal goals of this course is to think about and articulate your creative identity or your mission statement as a human participant in culture. Identities are not a fixed thing, but in this assignment, you will reflect and craft a statement on your creative identity as pertains to culture. This will likely be multifaceted as you may not only be a viewer but also a creator. You

will also reflect on the culture that is important to you after having experienced the variety represented in and around Edinburgh, Scotland.

Curated Portfolio: A shared assignment between THEA 3000 and ENR 4960. Using arts-based research and interdisciplinary academic strategies, you will create a curated final slide deck, presented as a creative portfolio. Process-based products will include ideation, workshoping, and video presentation. The creative framing of your presentation will be developed during the online portion of the course so that you can focus on experiencing, reflecting on, and curating the content of the presentation while in Scotland.

Final Examination/Project

There is not a final examination for this course. The final curated portfolio with ENR 4960 will be due Monday, August 25th.

Grading & Grade Scale

A (100-90)	B (89-80)	C (79-70)	D (69-60)	F (59-0)
Exceptional work which demonstrates creativity, skill, and clear evidence of planning and execution above and beyond what is required will receive an "A".	Very good work completed above what is required with planning and execution and/or skill or creativity will earn a grade of "B".	Satisfactory work that meets the minimum requirements, demonstrates commitment, but shows no additional planning and execution and/or skill or creativity will receive a grade of "C".	Fair work resulting from being incomplete and a lack of commitment will earn a "D".	Poor work completed below the minimum requirements with little planning and execution and missing work will receive an "F".

There will be no Early Alert or Midterm Grade for this course. Scores for assignments will be entered in WyoCourses as possible; during the field experience, assessment may be completed offline, and may be shared in hard copy. Final grades will appear on your transcript as a Summer 2025 course and will be visible to you in WyoCourses at the culmination of the course, and in WyoRecords after the end of the summer session (after August 15, 2025).

Grading Breakdown

Commitment	20%
Being Present Journal	20%
Performance Responses	20%
Personal Statement	10%
Curated Portfolio	30%

100% Possible

Evaluation

As noted above, commitment/participation, journaling/reflection, critical thinking/discussion, writing, and a curated portfolio will be used to evaluate your progress in this course. **Please schedule a time to meet with me if you would like more detailed feedback on your progress in the course.**

Writing Guidelines (language from Maggie Bourque's ENR 4960 syllabus)

Throughout your college experience, developing written, oral, and digital communication skills are key in order to analyze and share complex ideas. Writing assignments in this course will require you to utilize diverse source materials and to cite these appropriately. Writing is a process, and each context we write within has different style, tone, and structural expectations. All assignments will be evaluated primarily on content and conceptual development, with the understanding that inattention to writing mechanics (grammar, punctuation, spelling, etc.), organization, and style (clarity, flow, etc.) can impair even the soundest of ideas.

While we will engage in a wide range of written, oral, and digital communication formats in this class, formal papers should be double-spaced and follow these formatting guidelines: 1" margins on all sides; 12 point, standard and legible font; when appropriate, subheadings to organize content; and page numbers. References/sources should be cited using an accepted format (APA, MLA, Chicago, etc.) consistently throughout any written work (in the text) as well as in a references, bibliography, or works cited page.

The University Writing Center is an invaluable resource: the strongest writers grow under the influence of fresh eyes, and expert support. Located in Coe Library, the Writing Center supports writers at any stage of the writing process. With a focus on teaching and learning, the Writing Center is not a "fix-it" shop; instead they help writers identify, articulate, and implement solutions for their writing-related needs. [Schedule an appointment online here.](#)

Late Assignment Policy (the first paragraph is from Maggie Bourque's ENR 4960 syllabus)

Because of the accelerated, intensive, and often-individualized nature of the course and assignments, late work will not be accepted. If you submit work after a deadline, my grading policy assigns a 10% point reduction for each additional 24-hour period that passes after the deadline; with the accelerated pace of this class, I will generally not accept work submitted more than 3 days late, and I highly encourage proactive, consistent communication regarding your circumstances that may impact deadlines. (language from Maggie Bourque's ENR 4960 syllabus)

Your professional career will be full of deadlines and it is important that you do your best to meet them by focusing on how you organize, prioritize, and manage your time. Work on and practice these skills while you are in school.

Attendance and Absence Policies

Attendance, commitment, and active participation are expected in the online portion of the course and while in the field in Scotland. Consistent attendance is an absolute requirement for success in this course. Punctuality in the theatre and dance business is extremely important. For this class, this means arriving and being prepared at the designated time.

To satisfactorily participate in this intensive, experiential course, you must attend all field activities/course sessions, and regularly engage in the online coursework alike; I define "attendance" as *active contribution and thoughtful listening*. If you have extenuating circumstances that will impact your participation and attendance, please communicate with me early and often. Note that authorized absences, as defined in [University Regulation 2-108](#), Student Absence Policy, must be formally communicated through the [Dean of Students Office](#). Because of the nature of the class, we cannot accommodate additional absences; as always, please communicate with me if unexpected circumstances arise. (language from Maggie Bourque's ENR 4960 syllabus).

AI Policy

You are permitted to use advanced automated artificial intelligence or machine learning tools as part of your learning process in this course if that use is properly documented and credited. For example, text generated using ChatGPT-3 should include a citation such as: "Chat-GPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. <https://chat.openai.com/>" Material generated using other tools should follow a similar citation convention. The following language comes from Maggie Bourque's ENR 4960 syllabus:

You may have used ChatGPT or similar generative AI programs in a number of contexts. Using AI to generate content that you represent as solely of your own creation easily falls within the plagiarism guidelines described above. You may *not* submit work generated by an AI program as your own. If you include material *in any way* generated with or from an AI program, it should be cited like any other reference material (with consideration for the quality of the reference, which may be poor).

Less clear-cut, though, is the use of generative AI to help you ideate, clarify, organize, and brainstorm. I encourage you to use tools intentionally, appropriately, and ethically; I highly discourage using AI as a replacement or shortcut for your own thinking and learning processes (which decades of writing studies, education, and neuroscience research clearly demonstrates is mitigated and facilitated through the use of language, particularly writing).

Another important note: the material generated by AI may be inaccurate, incomplete, heavily biased, hallucinatory, and otherwise problematic. Beware that use may also interfere with independent thinking and creativity; uncritical use of AI is likely counterproductive to developing your own unique viewpoints, understandings, and voice.

Course Schedule

The course schedule is listed in the last pages of the syllabus. Please see below.

Revisions to Syllabus & Course Schedule

The syllabus and schedule are a guide. Deadlines, requirements, and course structure are subject to change if deemed necessary by the instructor. Changes will be announced in class and on WyoCourses. The grading and absence policies will not change.

ADDITIONAL UNIVERSITY SUPPORT INFORMATION

Ask for help when you need it. For academic assistance for this course please contact me for available resources, visit the [Dean of Students online student resources page](#), or refer to the list below. Please let us know if you notice another student who needs help by using the (anonymous) [WyoCares referral option](#).

Disability Support

The University of Wyoming is committed to providing equitable access to learning opportunities for all students. If you have a disability, including but not limited to physical, learning, sensory or psychological disabilities, and would like to request accommodations in this course due to your disability, please register with and provide documentation of your disability as soon as possible to Disability Support Services (DSS), Room 109 Knight Hall. You may also contact DSS at (307) 766-3073 or udss@uwyo.edu. It is in the student's best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive. Visit the DSS website for more information at: www.uwyo.edu/udss.

Academic Dishonesty Policy (language from Maggie Bourque's ENR 4960 syllabus)

Scholarly writing is a necessity in a university setting. It consists of artistically, accurately, and thoroughly combining your own ideas with those of other scholars, and attributing the ideas to your sources properly. When using others' ideas, you must either paraphrase the idea and cite the source, or put the exact words into quotation marks and use quotation marks and cite the source.

Students must uphold the academic integrity standards established by the University of Wyoming. Academic integrity is described as doing and taking responsibility for one's own work. This includes individual assignments and the assumption of responsibility for work that is turned in as the "work product" of a team.

The University of Wyoming's definition of academic dishonesty is referenced in the Student Code of Conduct: "An act attempted or performed which misrepresents one's involvement in an academic task in any way, or permits another student to misrepresent the latter's involvement in an academic task by assisting the misrepresentation." These acts include, but are not limited to: "Representing as one's own work material copied or borrowed from any source, written or otherwise, public or private, without proper citation of the source." See [University of Wyoming Regulation 2-114](#). Academic dishonesty will result in failure in the assignment, course, or possibly in your degree program. We will report plagiarism to the Dean of Students.

Should you have any questions about paraphrasing, the definition of plagiarism, or how to cite sources appropriately, please speak with me. I highly recommend plagiarism.org – it is a terrific resource and provides the opportunity to submit your paper to check for plagiarism. Additionally, [this infographic](#) is a helpful first step if you don't know where to begin. I also encourage you to communicate with me early and often about questions you might have regarding plagiarism, academic honesty, attribution, representation, and other important issues.

Title IX – Duty of Instructional Personal to Report Misconduct

Due to my duty to report information about possible sex- and gender-based discrimination and to your right to privacy in general, I will not accept direct connections or friend requests on social media platforms while you are a student at the University of Wyoming. For additional information, see the "Duty to Report" section under the CLASSROOM CLIMATE AND CONDUCT tab in WyoCourses.

Student Resources

In addition to the instructor and Theatre and Dance faculty and staff, there are many resources available on campus to you to help you succeed. Some of these are listed below.

- Disability Support Services: udss@uwyo.edu, 766-3073, 109 Knight Hall, www.uwyo.edu/udss
- University Counseling Center: uccstaff@uwyo.edu, 766-2187, 766-8989 (After hours), 341 Knight Hall, www.uwyo.edu/ucc
- WellSpring Counseling Center: uw-well@uwyo.edu, 766-6820, www.uwyo.edu/clad/counseling/wellspring-counseling-clinic.html
- Academic Affairs: 766-4286, 312 Old Main, www.uwyo.edu/acadaffairs
- Dean of Students Office: dos@uwyo.edu, 766-3296, 128 Knight Hall, www.uwyo.edu/dos
- UW Police Department: uwpd@uwyo.edu, 766-5179, 1426 E Flint St, www.uwyo.edu/uwpd
- Student Code of Conduct Website: www.uwyo.edu/dos/conduct
- Advising • Career • Exploratory Studies Center (ACES): www.uwyo.edu/aces/index.html
- Student Success Services: www.uwyo.edu/seo/sss/index.html
- STEP Tutoring: www.uwyo.edu/step/index.html
- The Writing Center: www.uwyo.edu/writingcenter/index.html

Course Schedule [as of May 29, 2024]

The following is a draft outline of what will be covered online and in the field as part of the study abroad itinerary.

WEEK 1 – July 7-11 – online

Content	Activities & Assignments
Creative Identity: an introduction	<ul style="list-style-type: none"> Read mission statements Read TBD Sir Walter Scott piece Outline Personal Statement
Festival City Lecture	
Introduce Curated Portfolio Project	

WEEK 2 – July 14-18 – online

Content	Activities & Assignments
Sir Walter Scott & Abbotsford Lecture	<ul style="list-style-type: none"> Read Festival Programming (plays, musicals, operas, etc.) Research/Develop Curated Portfolio Format and Layout
Preparing for Cultural Participation	

WEEK 3 – July 21-25 – online

Content	Activities & Assignments
Study Abroad Preparation with Maggie Bourque	<ul style="list-style-type: none"> Read Festival Programming (plays, musicals, operas, etc.) Research/Develop Curated Portfolio Format and Layout Prepare for Student Led Performance Response Discussions
Edinburgh and Creative Economy	

Note: Suggested travel information (TBD; arrive by Monday, July 28th at TBD)

WEEK 4 – July 28-August 3 – Scotland

Locations (itinerary TBD)	Activities & Assignments
Day 1: Arrive in Edinburgh <ul style="list-style-type: none"> Meet after exiting baggage claim/security/customs (meeting location TBD) 	<i>To develop</i>

<ul style="list-style-type: none"> We will take a bus and tour locations around Edinburgh including Culross, the Kelpies in Falkirk, and Stirling Castle. Drop off, check in, and dinner at Abbotsford Introduction to Abbotsford with Abbotsford Staff 	
<p>Days 2-4: Abbotsford</p> <p><i>Abbotsford, through its historical, architectural, and ecological framing, will serve as an opportunity to develop the foundation for discussing and experiencing place and crafting creative identities as it represents on a smaller scale all areas that we'll study more fully in Edinburgh.</i></p> <ul style="list-style-type: none"> Tours of Abbotsford including museum and grounds Day trip to Rosslyn Chapel, Melrose Abbey, and Dryburgh Abbey Possible day trip to the Carwick Multiverse and surrounding area. Carwick Multiverse could be added as a stop during the day trip to Glasgow on August 1. 	<i>To develop</i>
<p>Day 5: Depart Abbotsford Day Trip to Glasgow</p> <ul style="list-style-type: none"> Check-out Bus tour to Glasgow (Lunch, Hunterian Art Gallery, Hunterian Museum, Kelvingrove Art Gallery and Museum, and Field Time) Bus to Edinburgh Drop off, check-in at Edinburgh lodging Edinburgh International Festival Opening concert 	<i>To develop</i>
Days 6-7: Edinburgh	<i>To develop</i>

WEEK 5 – August 4-10 – Scotland

Locations (itinerary TBD)	Activities & Assignments
<p>Days 8-14: Edinburgh</p> <ul style="list-style-type: none"> Festival Events (spread out over 9 days) <ul style="list-style-type: none"> International Festival experiences might include dance, opera, music, and theatre. These will be curated group experiences that will be limited to 3-5 depending on pricing. Festival Fringe experiences are expected to be student selected based on individual interests based on the perimeters of the courses and will be part of their field work. Experiences include theatre, musical theatre, opera, dance, comedy, and exhibits. Edinburgh Events and Experiences 	<i>To develop</i>

<ul style="list-style-type: none"> ○ Edinburgh Castle, Princes Street Gardens, High Street (Royal Mile), St. Giles Cathedral ○ Arthur's Seat ○ Calton Hill and Nelson Monument ○ Scott Monument ○ Royal Botanic Garden ○ Jupiter Artland ○ Palace of Holyroodhouse ○ National Galleries of Scotland, National Museum of Scotland • Day trip to explore the historical locations described in Shakespeare's Macbeth. Locations include: <ul style="list-style-type: none"> ○ Glamis Castle ○ Dunsinane Hill ○ Scone Moot Hill/Scone Palace ○ The Birnham Oak with The Hermitage (not a Macbeth related site) • Individual Student Field Work • Student Presentations 	
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Note: Suggested travel information (TBD; depart Monday, August 11th)

Note: Final portfolio and course reflection due to WyoCourses by 11:59pm MST, August 25, 2025.