Hamlet to Hamilton:

Performing Rhythm and Rhyme in the 21st Century

Summer, 2025
Theater Arts 145R — Upper Division, 5 Units — In-Person

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Course Description:

Hamlet to Hamilton: Performing Rhythm and Rhyme in the 21st Century

This class will focus on the power of rhythm and rhyming texts in the hands of a unified and committed company of actors and performers. We will physically engage in the performance of Shakespeare's and Lin-Manuel Miranda's texts, creating rhythmic and musical platforms to support and empower the meaning and the images of the texts. Working together in small, creative ensembles, you'll rely on each others' inspiration and encouragement.

This acting studio is an introduction to the skills needed in the performance of rhythmic and rhyming texts. The course will explore the similarities and differences in the use of rhythm and rhyme between Shakespeare and the contemporary playwright Lin-Manuel Miranda.

Major Performance Responsibilities:

Video Performance #1:

Outside of class, select a 15 line poetic (not prose) monologue from Shakespeare's *Henry V.* Then, select a 30-45 second spoken word monologue from *Hamilton* by Lin-Manual Miranda, focusing on Act One. Memorize both monologues. Create a video recording. Yes, a Music Video! Incorporate both monologues with a rhythmic or new musical platform of your choice and submit it to Canvas.

In class, you will perform them live from memory, with no recorded rhythmic or musical support. Using the inherent rhythm within the text of both monologues to make their meanings clear, personal and rivet-ing. Then your Music Video will be shared with the class.

Final Video Performance #2:

Outside of class, select a 20-25 line poetic monologue from Shakespeare's *Hamlet*. Then, select a 60-90 second spoken word monologue from *Hamilton* by Lin-Manuel Miranda, focusing on Act Two.

Create a video recording. Yes, a Music Video! Incorporate both monologues with a rhythmic or new musical platform of your choice and submit it to Canvas. In class, you will perform them live from memory, with no recorded rhythmic or musical support, using the inherent rhythm within the text of both monologues to make their meanings clear, personal and riveting. Then your Music Video will be shared with the class. Perform them in the sequence of your choice. Extra credit will be given if the two selections have thematic and rhythmic continuity.

Major Required Reading Assignments:

Henry V by William Shakespeare
Hamlet by William Shakespeare
Hamilton The Revolution by Lin-Manuel Miranda and Jeremy McCarter

Major Required Writing Assignments:
All papers and projects must be typed.

One five page paper will accompany each of the two performance assignments. Please chronicle the rhythmic and textual challenges you encountered as you began creating your performance. Analyze the texts, detailing the critical themes and images that drew you to your chosen material. Then, discuss the elements that inspired your choices of rhythmic and musical platforms that will support and empower the meaning and the images of the texts in the second half of your performance. Please include copies of the monologues from each performance.
They are due before each performance.

Student Hours Breakdown per week:

In Class = 7 Hours

Assignments = 13 Hours

Reading = 10 Hours

Grades and narrative evaluations will reflect:

1. Your attendance and promptness to each class meeting. = 20%

2. The quality and effort demonstrated in Performance #1. = 20%

3. The quality of your Performance #1 written assignment. = 10%

4. The quality and effort demonstrated in Performance #2. = 20%

5. The quality of your Performance #2 written assignment. = 10%

6. The quality of your participation in the discussions and exercises. = 20%

Program Learning Outcomes :

This class will fulfill the following:

PLO 1: Foundations of Performance
The course will introduce the students to the skills needed in the performance of rhythmic and rhyming texts. The students will become proficient identifying and notating basic scansion in poetic texts.

PLO 2: Performance Experience
The students will begin to experience the power of rhythm and rhyme and how it empowers the performer, the language, the meaning and the images of the text.

Standards of Academic Integrity
All students are expected to uphold UCSC standards of academic integrity. Academic misconduct, including but not limited to the use of AI in developing the Video Assignments and process papers, replicating or copying former course Video Assignments and process papers, cheating, fabrication, plagiarism, or facilitating academic dishonesty will result in an automatic and non-negotiable F in the class and other academic sanctions may be imposed.
For further information, see www.ucsc.edu/academics/academic_integrity

Academic Misconduct Policy
Academic misconduct includes but is not limited to the use of AI in developing the Video Assignments and process papers, replicating or copying former course Video Assignments and process papers, cheating, fabrication, plagiarism, or facilitating academic dishonesty. Acts of academic misconduct during the course, including plagiarism, can and usually do result in failure of the course, at the sole discretion of the instructor of record. Your case will be reported to the College Provost as per the Academic Integrity guidelines found on the web at: https://www.ue.ucsc.edu/academic_misconduct

Disability Resource Center (DRC)
UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first two weeks of the quarter. At this time, I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

Instructor and Course Feedback
The Theater Arts Department collects end-of-the quarter instructor and course feedback. How it works:
You will receive an email when the evaluation survey is available. The email will provide information about the evaluation as well as a link to the evaluation online. When you receive the email, please click the link, log in, and complete the evaluation. You will also be able log in to the evaluations site at http://evaluations.ucsc.edu. Student submissions are anonymous and confidential. Instructors cannot identify which submissions belong to which students and will only be able to review the data collected after all grades have been submitted.

Please give serious thought to your comments. This evaluation will become part of the faculty member's personnel file to be reviewed by colleagues and administration when considering the instructor's future teaching assignments and promotions. Your comments will be studied by the instructor only after grading your work and may be used to improve future offerings of the course.

ACCESSIBILITY

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please affiliate with the DRC. I encourage all students to benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu. For students already affiliated, make sure that you have requested Academic Access Letters, where you intend to use accommodations. You can also request to meet privately with me during my office hours or by appointment, as soon as possible. I would like us to discuss how we can implement your accommodations in this course to ensure your access and full engagement in this course.

TITLE IX/CARE ADVISORY

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as confidential employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through CARE. Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or care@ucsc.edu.

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the Sexual Violence Prevention & Response (SAFE) website, which provides information and resources for different situations.

- Counseling & Psychological Services (CAPS) can provide confidential counseling support. Call them at (831) 459-2628.

- You can report gender discrimination and sexual harassment and violence directly to the University's Title IX Office by calling (831) 459-2462 or by using their online reporting tool.

- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.

- For emergencies, call 911.

- **INTELLECTUAL PROPERTY**
  The materials in this course are the intellectual property of their creators. As a student, you have access to many of the materials in the course for the purpose of learning, engaging with your peers in the course, completing assignments, and so on. You have a moral and legal obligation to respect the rights of others by only using course materials for purposes associated with the course. For instance, you are not permitted to share, upload, stream, sell, republish, share the login information for, or otherwise disseminate any of the course materials, such as: video and audio files, assignment prompts, slides, notes, syllabus, simulations, datasets, discussion threads. Conversely, any materials created solely by

you (for example, your videos, essays, images, audio files, annotations, notes) are your intellectual property and you may use them as you wish.

RELIGIOUS ACCOMMODATION

UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first discuss the conflict and your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the Dean of Students office.

PRINCIPLES OF COMMUNITY

The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias... More here. I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning. I ask all members of this class to:

- be open to and interested in the views of others

- consider the possibility that your views may change over the course of the term

- be aware that this course asks you to reconsider some common sense notions you may hold

- honor the unique life experiences of your colleagues

- appreciate the opportunity that we have to learn from each other

- listen to each other's opinions and communicate in a respectful manner

- keep confidential discussions that the community has of a personal (or professional) nature ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.

DIFFICULT CONVERSATIONS

In our in-class and online discussions and dialogues, we will have the opportunity to explore challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our speaking and our listening. Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others. Thus, an important aim of our classroom interactions will be for us to increase our facility with difficult conversations that arise inside issues of social justice, politics, economics, morality, religion, and other issues where reasonable people often hold diverse perspectives. This effort will ultimately deepen our understanding and allow us to make the most of being in a community with people of many backgrounds, experiences, and positions.

- **REPORT AN INCIDENT OF HATE OR BIAS**

  The University of California, Santa Cruz is committed to maintaining an objective, civil, diverse and supportive community, free of coercion, bias, hate, intimidation, dehumanization or exploitation. The Hate/Bias Response Team is a group of administrators who support and guide students seeking assistance in determining how to handle a bias incident involving another student, a staff member, or a faculty member. To report an incident of hate or bias, please use the following form: Hate/ Bias Report Form.

- **CONTENT ADVISORY**

  This course examines some texts, images, and videos that contain descriptions of violence and/or scenes depicting violence. I will do my best to provide individual

  warnings on the syllabus for course materials and in presentation slides for class content that are particularly sensitive. My hope is that these notifications will help your engagement by allowing you to prepare to work through challenging material. I encourage you to do what you need to care for yourself. If taking care of yourself means that you need to step outside during class, either for a short time or for the rest of the class, you may do so without academic penalty. If you do leave the class for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

STUDENT SERVICES

Counseling and Psychological Services

Many students at UC Santa Cruz face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Student Success and Engagement Hub

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

Tutoring and Learning Support

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational

equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

Slug Support Program

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction.

To get started with SLUG Support, please contact the Dean of Students Office at 831-459-4446 or you may send us an email at deanofstudents@ucsc.edu.

Slug Help/Technology

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email help@ucsc.edu.

On-Campus Emergency Contacts

For all other help and support, including the health center and emergency services, Click here to go to UCSC's Emergency Services page. Always dial 9-1-1 in the case of an emergency.