

Theatre History

THR334 | Fall 2018

Instructor Information

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Office Location: Classic 312

Office Hours: Monday, Wednesday 3:00PM-5:00PM and By Appointment

Course Meeting Information

Monday, Wednesday, Friday | 10:40AM-11:50AM | CLA 315

I. Course Description

History and development of theatre as an art form from the Greeks to the modern.

II. Course Overview and Outline

The study of theatre and its histories is both an exciting and daunting challenge. Other studies in history tend to be focused on specific regions, periods, or topics (i.e. “The History of the American Midwest”; “European History to 1500”; “The Holocaust”), while theatre history is typically a broad, sweeping study from the ancient Greeks to modern times that spans the entire globe. Because of this practice, this course should be viewed as a survey in theatre history that will explore a multitude of theatrical practices, cultures, events, and significant individuals, but will not attempt to cover them all. This course focuses primarily on the theatrical history of Europe and North America up until 1950. Because Hanover College is committed to diversity across the institution, including in its curriculum offerings, the Theatre Department offers courses in the study of non-western theatre (Global Theatre) and modern theatre practices (Contemporary Theatre), both of which supplement topics not studies in this course.

Unit I: Theatre Origins and Its Early History

Theatre Origins, Early Greek Theatre, Early Roman Theatre, Early Asian Theatre, Medieval Theatres of Europe

Unit II: Theatres of the Renaissance

Theatre of the Italian Renaissance, Theatre of the English Renaissance, The Spanish Golden Age, French Neoclassical Theatre

Unit III: Theatres from 1660 to 1875

The Theatre of the English Restoration, Theatres in the 18th Century, Theatres from 1800-1875

Unit IV: Theatres from 1875 to 1950

Theatres from 1875 to 1915, Theatres from 1915 to 1950

Please see the course calendar for specific assignments and due dates.

III. Course Objectives and Learning Outcomes

By the end of this course, the student will be able to:

1. Recognize, identify, and differentiate dramatic literature from eras, cultures, and geographic areas covered in the course.
2. Recognize, identify, and differentiate theatre architecture and key design (mostly scenography) features from eras, cultures, and geographic areas covered in the course.
3. Demonstrate appropriate interpretation of standard literature (theoretical and dramatic) utilizing a vocabulary specific to material covered in the course.
4. Discuss theories, historical circumstances, visual evidence, and dramaturgical principles that distinguish the eras,

movements, philosophies, cultures, and schools of thought covered in the course.

5. Explain, summarize, and discuss historiography covered in the course.

6. Construct a written argument with a recognizable thesis and responsible use of evidence.

7. Read a critical or theoretical essay and be able to identify and state in your own words its main thesis and method of argumentation.

8. Demonstrate awareness and knowledge of cultural differences within one or more global societies outside the U.S.

IV. Methods for Assessing Course Objectives and Learning Outcomes

Test: Four test—one for each course unit—will be given as a tool to gauge students' mastery of concepts, events, theatrical practices, play and individuals covered in the course.

Quizzes: Quizzes over readings, discussions and key concepts will be given throughout the semester to allow students to gauge their mastery of course content.

Term Paper: Students will write a significant research paper that will cover a topic from the 1950s to the present. The paper must demonstrate scholarly research, include academic sources and show mastery of the MLA formatting standards.

Term Presentation: Students will create a presentation based on their topic and research from the term paper. The presentation should be scholarly in tone, but include a section for discussion.

Production Responses: Students are required to attend two theatrical productions (one of which must be a Hanover College production*) and submit a written response to the production.

**Students involved in a production produced by the Theatre Department of Hanover College should use a HC production they are not involved in for their response. If they are involved in both fall productions, the student should see the instructor for an alternative option.*

V. Required Textbooks, Materials and Supplies

Living Theatre: A History of Theatre | 7th Edition | Wilson, Goldfarb | W.W. Norton & Company | New York

The Norton Anthology of Drama | Shorter 3rd Edition | Gainor, Garner, Puchner | W.W. Norton & Company | New York

VI. Moodle Information

Moodle will be used in this course as a means to keep all involved on the same page throughout the semester. Here you will find additional readings, important information about your assignments (such as grades), and an electronic syllabus. All assignments should be submitted through the course Moodle page unless otherwise noted. Please note: The syllabus and calendar on the course's Moodle page will always be the most up-to-date version and supersedes any other versions.

VII. Communication with Students

For this course and all college related business, official college e-mail is the preferred communication method, followed by telephone. To aid in the organization of communication, please use your hanover.edu e-mail address to contact me, not your personal e-mail. I check e-mail frequently throughout weekdays and will make every attempt to respond the same day. I will respond to weekend e-mails when possible, but there is no guarantee you may receive a response until Monday.

A note about communication methods: Please do not use text messaging or Facebook as a communication method for this course.

VIII. Attendance Policy and Student Conduct

Since timeliness and presence are crucial to excellence in any career, this instructor has adopted the following attendance policy: Each student is allowed **three (3)** excused absences in a course that meets three times weekly before your final grade is affected. For each absence beyond these allotted absences, your final grade will be reduced by one letter grade with each subsequent absence (ex. A B+ becomes a B, a B becomes a B-). In addition to unexcused absences, three tardies or early exits will equal one absence. General rule: If you arrive to class after attendance has been taken, you are tardy.

Students who arrive more than fifteen minutes late to class or exit class more than fifteen minutes early will be considered absent for that day.

Medical emergencies will be handled on a case-by-case basis. Doctor's appointments subsequent to an illness or injury will NOT count as an excused absence.

Please note: The only recognized excused absences are participation in official college business or for bona fide religious holy days. Participation in official college business must be documented by written notice from sponsoring faculty or staff member at least **one week prior to the event.**

I do not accept late work, unless it is a documented medical emergency or an approved conflict documented prior to the assignment/performance due date.

IX. Course Assessment and Grading

Assessment of Expected Learning Outcomes

This course will use a "point system" for all work. There are 1000 points possible in this course. The breakdown is as follows:

Assignment Type	Point Value	Total Assignments	Total Points
Quizzes	10	10	100
Test	100	4	400
Production Responses	50	2	100
Final Presentation	150	1	150
Final Paper	150	1	150
Participation and Discussion	100	1	100
		Total Points	1000

Grading Breakdown

Course grades will be based on the 1000-point system and the final grade breakdown below.

Total Points Earned	Letter Grade Earned
930-1000	A
900-929	A-
870-899	B+
830-869	B
800-829	B-
770-799	C+
730-769	C
700-729	C-
670-699	D+
630-669	D
600-629	D-
599 or Less	F

X. Academic Integrity

Nothing is more fundamental to the life of the College than honesty and integrity. Hanover College expects scrupulous honesty in the performance of academic work. Students must maintain at all times the highest levels of integrity in fulfilling such course requirements as writing papers, taking examinations, and completing other kinds of assignments. Because of the seriousness of the matter, and in an effort to help students become more aware of the ethical dimensions of their academic work, the faculty has adopted policies which identify various types of academic dishonesty and specify the penalties for engaging in them. Words and ideas are a writer's tools and possessions. Just as one does not take without permission another's property, one must acknowledge the source when borrowing another's words or ideas. In an effort to clarify these matters for students, the faculty has approved a document entitled, "The Use of Source Materials," which explains at length the appropriate and inappropriate use of sources for papers. This document, together with a copy of the faculty policy governing academic dishonesty, is distributed to all entering students, and additional copies may be obtained from members of the English Department or the Chair of the Student Academic Assistance Committee. When in doubt about appropriate source use, however, students should ask their course instructor(s).

Academic Dishonesty [is defined as] presenting another's work as your own or otherwise misrepresenting your own work is a form of theft and there are penalties. According to faculty action, "when a student submits a paper, an examination, or any other assignment that is substantially the result of an academically dishonest procedure, the student shall receive a '0' (zero) for the paper, examination, or assignment, and his or her grade for the course shall be lowered not less than one letter grade." In this context, 'an academically dishonest procedure' is defined as 'any action with the intent to deceive in order to obtain an unfair advantage'. Should a student who has already been penalized for an academically dishonest procedure commit a second such offense in the same course, he or she shall receive a grade of 'F' for the course and be removed from it." The same or similar penalties may also be applied to students who knowingly assist others to engage in an academically dishonest procedure.

Any given instance of academic dishonesty is dealt with by the instructor of the course in which it occurs. All instances of academic dishonesty are reported to the chair of the Student Academic Assistance Committee, and repeated instances of academic dishonesty will subject a student to additional penalties up to and including dismissal from the College, as outlined in the College Catalog.

A student found guilty of committing academic dishonesty will be subject to course grade sanctions:

First Offense: The student will receive a zero for the assignment and their final grade will be lowered by one letter grade (i.e. a final grade of a B+ becomes a B).

Second Offense: The student will be removed from the course and will receive a "F" as the final grade.

XI. Accommodations for Students with Documented Disabilities or Special Learning Needs

Hanover College is committed to creating an inclusive, accessible learning environment for all students. If you anticipate or experience any physical or academic barriers to learning in this class related to a documented disability, contact the instructor and Accessibility Services office located in the Gladish Center for Teaching and Learning in the Duggan Library, by emailing seaver@hanover.edu or phone 812-866-6836 to schedule an appointment. If you have a documented learning disability or a health issue, it is your responsibility to address personal needs with the instructor to make arrangements *as early as possible*.

XII. A Statement of Self-Care

Your success in this course and throughout your college career depends heavily on your personal health and wellbeing. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. Feel free to talk with the instructor about any difficulty you may be having that may impact your performance in this course as soon as it occurs and *before it becomes unmanageable*. Please also know that there are a number of other support services on campus that stand ready to assist you; e.g., Gladish Center for Teaching and Learning, Counseling

Services, Health Services, Chaplain, Levett Career Center, Campus Safety. Resources and contact information are available by logging in to [MyHanover](#).