



**THE 340: US HISTORY OF THEATRE I
 COURSE SYLLABUS: FALL 2016
 T/TR 11-12:15 p.m.
 PERFORMING ARTS #126**

Instructor: Rebecca Worley, MFA, Assistant Professor of Theatre
Office Location: Performing Arts Center #105
Office Hours: M/W 2-4 p.m., T/R 9:30-10:30 a.m. or by appointment
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COURSE INFORMATION

Required Textbook:

History of the Theatre, Oscar G. Brockett with Franklin Hildy (9th ed, preferable)
Antigone, Sophocles, trans. Peter Arnott
Acting: The First Six Lessons, Beau and Emily Bridges
Everyman, Anonymous (**PDF**)
 Shakespeare Play of your choice.
Tartuffe, Moliere, trans. Richard Wilbur
The Dispute, Marivaux, trans. Gideon Lester
 Hand-Outs Distributed in Class and/or posted online
***All PDF texts will be provided for you by your instructor**

Required Viewing:

Acting: The First Six Lessons

Directed by Kelsey Cooper
 Produced in the Studio Theatre by the University Playhouse at A&M Commerce
 October 11-15 at 8 p.m. and October 16 at 3 p.m.

The Dispute

Directed by Dr. Carrie Klypchak
 Produced in the Main Stage Theatre by the University Playhouse at A&M Commerce
 November 15-19 at 8 p.m. and November 20 at 3 p.m.

Tickets are available for a nominal fee from the University Playhouse Box Office (PAC 101) from 1:00 p.m. – 5:00 p.m. on weekdays. Or, you may make advance reservations by phone at any time by calling 903-886-5900 or by email at playhouseboxoffice@tamuc.edu.

Course Description:

Detailed study of the development of all phases of theatre art and drama from its origins to French Renaissance Theatre. Includes study of theatre conventions, plays, and major dramatic movements.

Prerequisite:

THE 1310–Introduction to the Theatre or permission of the instructor.

Course Introduction:

It has been said that theatre prior to the Renaissance (and the advent of perspective) was altogether **presentational**. The conceptual framework for this semester revolves around this notion coupled with ideas about ritual, the chorus, comedy, conventions and culture. Of course, socio-political conditions must be studied and related to the theatres of their times. In addition, we (re)view plays and productions from the past through contemporary lenses. We will apply principles of the past to plays in the present (*Acting: The First Six Lessons* and *The Dispute*). This semester's theme will be Classic(al) vs. Neoclassic(al), making and breaking the "rules"

Course Ethics and Attendance: *Note that attendance alone does not constitute participation.*

Promptness, attendance, and “attentiveness” are valued in this class. Please behave accordingly and do not disrupt the class with excessive talk or the use of cell phones or other devices. **A willingness to “give theatre history a chance” is most appreciated.** It is assumed that students will work cooperatively with one another and all work that is not “original” will be properly credited. See the TAMUC *Student’s Guide Handbook* for more information on plagiarism. This is a serious offense that can result in separation from the university. **EVEN if not specifically noted on instructions or prompts for each assignment, plagiarism policies will be strictly enforced.**

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

1. Demonstrate understanding of theatrical forms and styles of production across cultures and centuries.
2. Apply theories and terminology to discussions on theatre
3. Develop skills necessary to think and write critically and clearly about theatre history and theatre practices.

Graduate Student Enhanced Learning Outcomes: By the end of this course, the graduate student will be able to:

1. To develop a working background on the history of theatre from the Classic(al) era through the French Renaissance, its plays and players, that will assist students in making intelligent assessments regarding early theatrical practices.
2. Display a learned knowledge of the skills of the working theatre historian.
3. Synthesize academic research into cohesive scholarly writing and oral presentations.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments:

In-Class Exercises (Best 20 @ 1 point each = 20 pts. total): As stated above, attendance does not constitute participation. We will conduct in-class exercises almost every day. These exercises are used to focus your attention on the material offered in the course and are hands-on, interactive methods to explore the material. You **MUST** be present and you **MUST** participate to receive credit.

Graduate Student: The graduate student will also be expected to develop/lead up to four In-Class Exercises for undergraduate students enrolled in the class. The student will be graded on the level of creativity/effectiveness of the exercise, the effectiveness of his/her ability to work with undergraduate students, and the level of understanding of the concepts explored in class as they apply to the topic at hand.

Précise Assignments (3 @ 5 pts. Each = 15 pts. total): Greek, Elizabethan, and French Theatre to 1700. For the purposes of this class, a **precise** is a **chapter summary** and covers the major points made in the chapter as they *relate to what we have covered in class* and to theatre across time and culture as a whole.

These should be around **3-4 pages in length**. If these are done well, they can be your study guide for tests and for further exploration of the material. You may use bullet points, write in prose, make an outline, or a combination. We will go over more specific guidelines for writing a precise in class.

Graduate Student: The graduate student precise should cover the major points made in the reading and should be anywhere **from 3-15 pages in length**. You may use bullet points, write in prose, make an outline, or a combination. If done correctly, these should be useful references/guides for our discussions of the readings (notate page numbers in MLA format).

Tests (3 including the Final @ 15 pts. Each = 45 pts. total)

Application Papers (2 @ 10 pts. = 20 pts. total): Students are required to attend performances of both Playhouse productions (clear your schedules NOW!). Students will submit papers that apply concepts explored in class to contemporary productions. Papers should be approx. 3-4 pages, typed, double-spaced, 12 pt. font (or whatever your default font/size is), well-organized (complete sentences, full paragraphs). I *will* consider spelling, punctuation, and sentence structure in the grading. (See grading rubric in your syllabus). Papers are to be submitted **via email**. **I will not accept hard copies of your papers.**

Graduate Student: Three History/Play Presentations (3 @ 10 pts. each = 30 pts.): The graduate student will develop three Historical/Play Presentations. They must choose from the following periods/cultures: Greek, Roman, Medieval, Elizabethan, and French Renaissance. Each presentation will include outside research regarding the historical zeitgeist of the period (what is happening politically, socially, culturally, and economically at the time), playwrights/theatre practitioners of the period, theatrical conventions (performance spaces, costumes, music, set, props, etc.), and short annotations for at least three plays that represent the period in question (approximately one paragraph for each play), as well as any other information deemed significant by the student. The student will come prepared to lead the class discussion for the day, lead appropriate class activities, and offer outside material in a formal, well-researched, professional, creative, interactive, and interesting presentation for the class. This project takes considerable time and energy – start early and be thorough.

Grading Breakdown:

The following grading scale will be used to determine all individual grades as well as the student's overall grade in the course:

In-Class Exercises	20 pts.	100-90 =	A
Precise	15 pts.	89-80=	B
Tests	45 pts.	79-70=	C
Papers	20 pts.	69-60=	D
		59 and below=	F
Total	100 pts.		

Graduate Student Grading Breakdown:

In-Class Exercises	20 pts.	130-117=	A
Precise	15 pts.	116-104=	B
Tests	45 pts.	103-91=	C
Papers	20 pts.	90-78=	D
History/Play Presentations	30 pts.	77 and below=	F
Total	130 pts.		

A grade of "A" will not be assigned to any individual who has not completed ALL outside of class assignments. (Précises, Final, Attendance at Departmental Productions) regardless of average.

TECHNOLOGY REQUIREMENTS

WORKING EMAIL REQUIREMENT: It is a course expectation that you have a working email address that you check daily. If you have not already acquired an email address through the university or otherwise, please make arrangements to do so before the next class meeting. There WILL be times that I need to contact you with important information and email is often

the speediest and easiest way of doing so. Additionally, I will provide electronic copies of the plays and any supplemental reading through eCollege and/or email.

WRITTEN WORK: Unfortunately, papers/projects do occasionally get lost. Please, for your sanity, save your work on a thumb drive, etc. Do not depend on your paper staying on the hard drive of any university computer, as it will be deleted, altered, or worse – turned in by someone else as their work! Be aware that it is a course expectation that you keep copies of your assignments until you receive your final grade for the semester.

COMMUNICATION AND SUPPORT

Contacting Me:

Please feel free to visit me during my office hours at any time during the semester. I am here to help! If you can't make my office hours due to a scheduling conflict, please set up an appointment with me. It is not an imposition. Communicate, communicate, communicate! If something is occurring that is presenting you with difficulties in this class, let me know. I cannot help you if I don't know what is going on. The easiest and most reliable way to contact me is **via email**. Please do not leave a message for me in the main department office.

Email Policy:

Before sending me an email with a general course-specific question, **review your syllabus/look at the handouts/check eCollege/ask a classmate first**. If your question has already been addressed in one of those places, then you will have the answer you need. If your question does not exist, please feel free to email me.

When emailing me: Please make your emails clear and concise, written with proper grammar in order to assure my earliest attention. In addition, please follow some common "email etiquette" procedures in order to keep our electronic communication effective and efficient. Specifically:

- Write a relevant subject line (e.g., "Theatre History question," or "THE 340 meeting request")
- Address me by name (ie: "Dear Professor Worley" or "Hi Becca" or just "Becca")
- Bonus: "meaningless niceties" are never a bad idea!
- Concisely state what it is you need. If it can't be communicated in a concise manner, perhaps request an appointment. **If requesting an appointment**, give me times that you are available **in the initial email!!!** My office hours are posted above.
- Use a "sign-off" ("Thank you" is always good) and **sign your name**.

Not following these guidelines potentially puts you at the bottom of my list for response time.

Student Resources:**Department of Theatre**

Performing Arts Center (PAC) #101

Phone: 903-886-5346 (Main Office)

<http://www.tamu-commerce.edu/mmct/default.asp>**Communication Skills Center**

Hall of Languages #103

<http://www.tamu-commerce.edu/litlang/CSC/index.htm>**COURSE AND UNIVERSITY PROCEDURES/POLICIES****Course Specific Procedures:****Attendance Policy:**

You may accumulate one (2) absence before any penalty occurs. **There are no additional absences allowed without penalty. Plan accordingly. There is no such thing as an “excused” absence.** Of course, if you have a prolonged illness or injury, or if a family emergency arises, speak with your instructor ASAP. **Grades will be dropped in ½ letter grade increments for every class absences beyond the first absence.**

Late Arrivals:

To further foster a high level of commitment—and because the work we will be doing this semester will involve intensive focus—the class will adopt the following late entry policy. Students must be on time for every class. Entering a class late or leaving early is disruptive to the flow of the class and indicative of a less than disciplined/committed student. Please be on time out of consideration to your learning process and the processes of others. The class will begin promptly at 11 a.m.! If you arrive after 11:10 p.m., please do not enter the classroom (you will be marked absent regardless). If you arrive within the ten minute grace period, please do so discretely in order to avoid disrupting the class activities/discussions. *It is your responsibility to make sure that you find me after class and document your late attendance for the day—otherwise, your initial marked absence documented during roll will remain.* Also, you are expected to stay until you are dismissed from class. **Two late arrivals (within the ten-minute grace period) or early departures (or any combination of the two) may be counted as one absence in the class.**

Cell Phones and Laptops:

Please turn off all cell phones upon entering the classroom. Please do not check messages or engage in text messaging during class. This is disruptive to the flow of the course. Further, you are welcome to take class notes on a laptop or other electronic device. However, these devices should only be used for taking notes over the current discussions/activities – and you must type very quietly and turn off all sound so as not to disturb other class members. If I suspect that laptops are being used for other purposes, I will ban them from the classroom.

Late Work:

I do not accept late work.

Extra Credit:

The instructor reserves the right to offer extra-credit to all students, and to gauge its application appropriately and uniformly for all.

Incompletes:

Under normal circumstances, an Incomplete (I or X) will NOT be given for a final grade in this course. Per University policy, students who **because of circumstances beyond their control** are unable to attend classes will, upon approval of their instructor, receive a mark of X (incomplete) in all courses in which they were ***maintaining passing grades at the time of the request*** for an incomplete.

University Specific Policies and Procedures:**Academic Dishonesty:**

This course adheres strictly to the college's guidelines for Academic Dishonesty printed in the *Student's Guide Handbook*. Plagiarism, cheating, or otherwise representing another's work or ideas as your own without proper attribution will not be tolerated. All work must be new and created for this class during this semester by you. It is your responsibility to ensure that you understand the definition of Academic Dishonesty at Texas A&M-Commerce. If such an instance occurs, the student will receive an automatic zero for the work in question, and I will immediately report the incident to the Head of the Department. (*You should be aware that this could result in dismissal from school without credit for the semester.*)

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Students with a Disability:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

StudentDisabilityServices@tamu-commerce.edu

Phone (903) 886-5150 or (903) 886-5835

[Student Disability Resources & Services](#)

Fax (903) 468-8148

Student Conduct:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

Please note: Students use different editions of the Brockett text—and that’s fine—but it is **your responsibility to check that the pages you are reading correspond with the subjects covered** on the dates due. (It is not possible to list the specific page numbers on the syllabus with so many versions of the books in use.)

Readings and assignments are due on the days on which they are listed below. There are no “make-ups” for IN-CLASS ACTIVITIES.

WEEK ONE

T Aug 30	Intro to Course; Pre-Test What is Theatre? and Storytelling, Myth, Ritual
Th Sept 1	Ritual, etc., cont. IN-CLASS ACTIVITY #1- Ritual

WEEK TWO**Monday, September 5- LAST DAY TO WITHDRAW WITH 80% REFUND**

- T Sept 6 Background on Greek Staging Conventions: Parts of the Stage (and Evidence),
Parts of the Play; 5th C Acting, 3-Actor Rule, Anonymity of the skéne
IN-CLASS ACTIVITY # 2- Anonymity of the skéne
- Th Sept 8 **Reading:** Brockett & Hildy, Greek (Chapter 2 most recent edition)
Greek Staging, cont.
Aristotle: The Tragic Hero
IN-CLASS ACTIVITY # 3- Discerning what's important in the Chapter; Preparing to
write the *précise*

WEEK THREE**Monday, September 12- LAST DAY TO WITHDRAW WITH 70% REFUND**

- T Sept 13 Tragic Hero (cont.)
Functions of the Chorus
IN-CLASS ACTIVITY #4- Contemporary Examples of the Tragic Hero
- Th Sept 15 **Reading:** *Antigone*, Sophocles
Review Sheet for TEST #1 distributed.
IN-CLASS ACTIVITY #5- Apply definition of Tragic Hero and Functions of the
Chorus to *Antigone*

WEEK FOUR**Monday, September 19- LAST DAY TO WITHDRAW WITH 50% REFUND**

- T Sept 20 **Précise # 1 Greek Theatre DUE!**
IN-CLASS ACTIVITY #6- Staging *Antigone*; Applying the conventions (internal
stage directions in the play, 3-Actor, Rule, etc.)
- Th Sept 22 **IN-CLASS ACTIVITY #7 -** Review

WEEK FIVE**Monday, September 26- LAST DAY TO WITHDRAW WITH 25% REFUND**

- T Sept 27 TEST #1- In-Class

TEST #1 will be a traditional in-class test, ½ objective and ½ essay. You will be tested on concepts and vocabulary included on the Review Sheet.

Th Sept 29 **Reading:** *Acting: The First Six Lessons*
Distribute prompts for *Acting* paper
IN-CLASS ACTIVITY #8: *Acting*

WEEK SIX

T Oct 4 Fast forward: Roman → Medieval → Elizabethan
Medieval Stage Conventions
IN-CLASS ACTIVITY #9- *Everyman*

Th Oct 6 Medieval Stage Conventions, cont.
IN-CLASS ACTIVITY #10 - *Everyman*, Social Good, and Conventions

WEEK SEVEN

DoT Production *Acting: First Six Lessons* October 11-16

T Oct 11 **Reading:** Brockett & Hildy, “English Theatre to 1642”
IN-CLASS ACTIVITY #11 - Internal Stage Directions, Exits and Entrances, etc.

Th Oct 13 Internal Stage Directions, Exits and Entrances, etc., cont.

WEEK EIGHT

T Oct 18 Discuss *Acting* (production)
IN-CLASS ACTIVITY #12 - Unrehearsed Shakespeare

Th Oct 20 **Précise # 2 English Theatre to 1642 DUE!**
Reading: Shakespeare Play of your choice; Bring script to class!
IN-CLASS ACTIVITY #13 - Scene Breakdown and Application of Conventions;
Episodic Play Structure

WEEK NINE

T Oct 25 *Acting* papers due **via email!**
Scene Breakdown and Application of Conventions; Episodic Play Structure, cont.

Th Oct 27 Elizabethan Staging Conventions, cont.
Similarities to Greek? Differences?
IN-CLASS ACTIVITY #14 - Elizabethan Staging; Internal Stage Directions: How do we know where we are?

WEEK TEN**Thursday, Nov. 3 - LAST DAY TO DROP A CLASS WITH Q GRADE**

T Nov 1 **IN-CLASS ACTIVITY #15** – Review Elizabethan; Organizing for Take-Home Prompt for TEST #2 (Take-Home on Elizabethan Staging) distributed.

TEST #2 will be a take-home essay. Follow the prompt! Test #2 will be cumulative in that you will write about staging conventions we have studied thus far as they apply to the plays read: (Greek and *Antigone*; *Acting*; Elizabethan and the Shakespeare play of your choice.)

Th Nov 3 **NO CLASS - Becca at ASTR**
Work on your tests!

WEEK ELEVEN

T Nov 8 **Test 2 DUE!**
Discuss test

Th Nov 10 **Reading:** *The Dispute*
Distribute prompts for *The Dispute* paper
IN-CLASS ACTIVITY #16 *The Dispute* & farce

WEEK TWELVE**DoT Production *The Dispute* November 15-20**

T Nov 15 **Reading:** Brockett & Hildy, “French Theatre to 1700”
The Neoclassical Rules, cont. & Dramatic Criticism

Th Nov 17 Theatre in 17th C France: Architecture, Stage Sitting
IN-CLASS ACTIVITY #17: Clips on Moliere
Discuss *The Dispute* (production)

WEEK THIRTEEN

T Nov 22 **Reading:** *Tartuffe*
IN-CLASS ACTIVITY #18: Moliere & farce

Th Nov 24 **THANKSGIVING BREAK - NO CLASS**

WEEK FOURTEEN
Sunday, Nov 27 - LAST DAY TO WITHDRAW

T Nov 29 *The Dispute* papers due **via email**
Précise #3: "French Theatre to 1700" DUE
IN-CLASS ACTIVITY #19: Moliere, Comedy, and commedia

Th Dec 1 **IN-CLASS ACTIVITY #20:** Wrap-Up & Review

WEEK FIFTEEN

T Dec 6 **IN-CLASS ACTIVITY #21 -** Wrap-Up & Review

Th Dec 8 **IN-CLASS ACTIVITY #22-** Wrap-Up & Review

WEEK SIXTEEN

Final: Tuesday, 12/13, 10:30-12:30

OFFICIAL RUBRIC -
Grading of Performance Response Essays

Format and Details 3 pts.

- Does the author have a clear introductory paragraph that expresses the goal(s) of the overall paper (See prompt.)?
- Does the opening sentence draw the reader in?
- Does the author clearly state a thesis and go on to support it?
- Does the author identify specific examples from the script or production?
- Does the author stay clearly in the past tense?
- Did the author proofread carefully for proper grammar and misspelled words?
- Is paragraphing appropriate (parallel to changing ideas)?
- Is there a concluding paragraph?

Content 3 pts.

- Does the author clearly discuss topic(s) outlined in the prompt?
- Are there specific examples from the text/performance to support the argument?
- Is there unnecessary information (such as recounting the plot versus using plot points to support argument)?
- Is the information in the performance response essay accurate?
- Does the author balance their opinion/interpretation with concrete examples from the text/performance?
- Is the author concentrating on what was written or presented as opposed to what was missing or what they preferred to see?

Style and Flow 3 pts.

- Does the paper flow smoothly?
- Is there a clear and logical organization to the paper?
- Does the author make clean, logical transitions from idea to idea?
- Does the author use theatrical terms appropriately?
- Does the author clearly write for an appropriate audience (instructor and peers)?

1 “free floating point” to be used as + or – at the instructor’s discretion.

10= A 9=A- 8= B+ 7= B 6= B- 5= C+ 4= C 3= C- 2= D+ 1= D

Student Contract for THE 340, Fall 2016

I have read the Course Syllabus for THE 340 and understand its content including the attendance policy, productions required, academic honesty section, and classroom behavior requirements (including use of cell phones).

NAME (Signature)

Date