

Theatre History I: - 31234 - THEA 3302 - W01

SYLLABUS AND COURSE OUTLINE

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**AVAILABLE DURING OFFICE HOURS OR BY APPOINTMENT ONLY*

Required Text: *History of the Theatre 10th edition:* Brockett/Hildy (ISBN: 978-0-205-51186-0)
Assigned reading

Other reading: *MLA handbook 6th edition:* Gibaldi
as assigned and needed for research

Course Overview:

This course covers more than 2,500 years of theatre's history across the continent of Western Europe. Because this is a survey course, we will be touching on key moments of dramatic literature, performance spaces, aspects of costume, set, and lighting, acting, and theory as the art of live performance evolved and developed during this period. We will stress both the development of the physical theatre and plays performed in the theatre of each period, as well as discuss pertinent styles of each period and how they relate to other art forms as well as the modern audience

Course Objectives:

- This course is a historical survey of the development of major periods and traditions of world theatre to 1660.
- You will be acquainted with the basic aims and historical background of theatre artists and their contributions to playwriting, design, and theatre production.
- You should leave with working knowledge of the development of the theatre and literature so that you will have a foundation for understanding and interpreting plays for the modern audience.
- You will be asked to think critically about the relevance of Theatre as an art, and how it is relevant socially and historically.
- the development of a vocabulary of terms and phrases of theatre
- an awareness of key figures across different eras and cultures
- an awareness of the connection between theatre and the political, aesthetic, and social events of different eras
- the exercise of writing, research, and analytical skills
- the ability to read dramatic literature of different eras for key themes, stylistic aspects, and period markers
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Basic Philosophy

It is my responsibility and desire to help you learn and to help you enjoy your learning experience. I will go to great lengths to assist you, as long as you give me your best effort. If something does not make sense, ask questions. The best information in the world on any topic is useless if it is not communicated clearly and digested thoroughly and practically. I wish to make this an exciting experience for you and I hope you contribute all you can so that this WILL happen. If you need to see me, I am available by phone, e-mail or appointment.

Course Requirements:

1. **Readings:** From the course textbook: *History of the Theatre 10th Ed.* Brockett/Hildy, and as assigned.
2. **Readings:** from *assigned reading*.
3. **Quizzes**

4. **Chapter summaries**
5. **PERSIA + G Paper.**
6. **Final Research Paper.**
7. **Two tests** over material covered in class and from the textbook, **or as assigned.**

Attendance and Participation:

Attendance for the Zoom Meetings required. Class participation is essential to this course--as well as your grade. Those who do not attend regularly and promptly will not succeed. Because emergencies occur, your first 3 unexcused absences will not affect your final grade. Each subsequent absence will result in the lowering of your final grade by one-third of a letter grade (approx. 30 points). Absences may be counted as excused **only** under the following conditions and with proper documentation:

1. **University approved/sponsored athletic, forensic, and similar trips (arranged IN ADVANCE through a memo from the faculty sponsor).**
2. **Illness that results in a doctor's visit—or the University Clinic (verified by a doctor's note or copy of the bill showing the date).**
3. **Death in the family or other catastrophe (verified with appropriate documentation))**

Participation in class discussions is imperative. As in any discussion, willingness to participate is the key to understanding and accepting different points of view, criticism, and basic understanding of the relevant material.

Grades: Students will be graded on all tests, Participation, quizzes, the PERSIA + G paper and one written paper. All assignments will be preceded with class discussion and guidelines so you understand what is required. Also, none of these assignments are optional—they are all required—so, failure to turn in even a partially completed one may result in an “F” for the course.

Tests: All tests will have different elements such as fill in the blank, multiple guess, and short answer; I will keep you posted as to the requirements of each testing section.

Grading:

Breakdown:

Participation and attendance	100 points
Quizzes	100 points
Test #1	50 points
Test #2	50 points
PERSIA + G Paper x2	130 points
Chapter documents document (9 x 30 points)	270 points
Research Paper	<u>200 points</u>
	900 total points

These 900 points will translate into the following grades:

A=810 or above, B=720-809, C=630-719, D=540-629, F=0-539

Classroom Work:

Classes will be composed of lectures(Zoom Meetings), presentations, evaluation of projects, It is your responsibility to read the class assignments for the day.

Class Projects:

The following project descriptions are general and informational, specific requirements for each project will be explained in class. .

Chapter documents Sumarize the era (Chapter) : within context of society, geography, art, music, and literature: Then the resultant information should be presented in a document or powerpoint document (Each worth 30 points)

Project: P.E.R..S.I.A. + G : Apply PERSIA + G principle to **two** of the following plays: See Handout.

Oedipus
Dulcitius
King Lear
Life is a Dream
Tartuffe

Research Paper: The final paper must be 5-7 pages long complete written in MLA format. There is a list of possible topics included in the syllabus.

Final Paper: Research Paper Checklist

Thesis:

Your paper must have a well defined thesis.

The thesis of your paper should be clearly stated in the introduction to the essay.

Arguments:

The main thesis should be developed through specific supporting arguments.

Support:

The essay must include specific evidence to support the main arguments. This support may include quotations from established scholars or from particular plays, evidence from performance practices of the period you are studying or references to particularly literary or scholarly works.

Organization:

The essay should be clearly organized around your main arguments.

Documentation - Citing Sources in the Text:

You must acknowledge the source for every idea that is not your own and for every fact that is not common knowledge within the field.

Documentation - The List of Works Cited:

The final paper must cite at least five secondary sources, two of which need to be a book, and at least one of which is not a book (i.e. an article in a journal or periodical). The textbook does not count as one of these five sources, nor does a play script. Such resources may be used in your research, but the final bibliography must list five additional sources. General histories, encyclopedias, etc. are good places to start, but find more specific sources for the final paper.

Plagiarism Defined

Plagiarism is defined as the use of another person's ideas or words without giving proper credit. Plagiarism occurs whenever a student quotes, paraphrases or summarizes another person's work without providing correct citation. Plagiarism occurs whether the work quoted is a book, article, website, reader's guide like Cliff's Notes or SparkNotes, another student's paper, or any other source. An entire essay is considered fraudulent even if only a single sentence is plagiarized.

How to Avoid Plagiarism

There are two ways to avoid plagiarism:

1. Develop your own opinions and ideas whenever you write papers or exams. Unless you are specifically required to do research, most teachers would prefer to see you express your own individual thoughts.
2. Whenever you refer to another person's ideas or words, use proper citation to give them credit. You are required to use MLA Citation Form. For information about MLA Form, consult your instructor or any writing handbook, particularly the MLA Handbook for Writers of Research Papers .

Consequences for Plagiarism

If you are suspected of committing plagiarism, you will be reported to the Dean of Students. The Dean will conduct an investigation of your paper or exam and determine the appropriate sanctions. Sanctions for plagiarism can include a failing grade for the assignment, failure for the class, disciplinary probation and expulsion. In addition, committing plagiarism results in you losing the respect and trust of your teacher.

SYLLABUS/COURSE CONTENT:

The information in the syllabus, other than grade and absence policies, may be subject to change as to meet the needs of this particular class with reasonable advance notice. Course content, including lectures, are copyrighted material and students may not sell notes taken during the conduct of the course.

ADDITIONAL INFORMATION:

LATE ASSIGNMENTS:

In the interest of fairness to all students, everyone shall have equal time to prepare for assignments. Projects are usually assigned several weeks before due. Students should plan their research and use time wisely to complete timely assignments. All assignments are considered late if they are not turned in on the day when due in the appropriately specified format. The department will not print any project for you.

Accepting late assignments is a courtesy. You are studying a subject in the entertainment industry, one built on meeting deadlines. That being said if you do not have your assignment on the day it is due you have until the end of the business day to turn it into the instructor's mail box in the the FAB Office. If you wait to turn it in on the next day you will receive 80% credit; if you wait for the next class day you will receive 50%. You are advised to hand in assignments, since the final grade is based on total points earned. Few points are more valuable than no points at all. All graded activities including exams must be performed on dates assigned unless there is official medical, legal or related documentation that indicates the student was incapacitated.

SPECIAL COURSE NOTES:

Some subject matter discussed in the course may be found offensive. Please note that all material covered is presented as a scholarly investigation for analysis and discussion. Should a film be presented to the class, please note that it does not reflect the views of the Instructor, Department or SRSU. Students will be provided with fair warning of the aforementioned.

STUDENT CONDUCT AND ETHICS:

It is expected that any work done for this class is originally done by the student and is for this class. Any form of plagiarism is subject to strong disciplinary action and can lead to dismissal. All students as part of their obligation to the University assume the responsibility to exhibit in their academic performance the qualities of honesty and integrity. All forms of student dishonesty, which may include but not be limited to; cheating, fabrication, facilitating academic dishonesty and plagiarism are subject to disciplinary action. Students are responsible for all material, in the syllabus, notes, handouts, announcements and other information given in class, even if they are not in attendance. Do not expect the instructor to give an individualized lecture if you miss class. Further, you are responsible for getting to class on time, and for being prepared. Please give to others the courtesy of listening attentively while they are speaking.

ACADEMIC DISHONESTY/INTEGRITY:

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. <https://library.sulross.edu/research-basics/about-plagiarism/>

ACADEMIC RIGOR:

Academic rigor means a consistent expectation of excellence and aspiration to significant achievement. It should pervade the entire atmosphere of the University--teaching and learning, curriculum, evaluation of students and faculty, outreach, admissions, advising, and student life.

TAPING OF CLASSROOM LECTURES:

1. Faculty members are, by law, afforded copyright protection in their classroom lectures and, therefore, may limit the circumstances under which students may tape (both audio & video) classes, as well as photograph or use materials outside of the classroom.
2. Each faculty member shall inform his or her student within the first week of class as to his or her policy with regard to taping. Failure to do so will accord students the right to tape lectures.
3. Students with disabilities that render them unable to take adequate lecture notes are entitled to reasonable accommodation.
4. **Note Well: There is to be no audio and video recording of this class.**

AMERICANS WITH DISABILITIES ACT

ADA (Americans with Disabilities Act). Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz-Grisham, M. Ed., LPC., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas. Telephone: 432-837-8203. E-mail: mschwartz@sulross.edu.

CONFIDENTIALITY AND MANDATORY REPORTING

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as Faculty. I am required to share information regarding sexual misconduct with the University. Students may speak to someone confidentially by contacting the Student Counseling Services 432.837.8203; Ferguson Hall Room 112

. Information on campus reporting obligations and other Title IX related resources are available here: <https://www.sulross.edu/sexual-misconduct-resources>

STUDENT SERVICES

Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Visit: <https://www.sulross.edu/section/311/student-support-services>

COURSE CALENDAR *Updates will be discussed in class*