

TH 363.01 Theatre History I (Western) (4 cr)

Fall 2006 M W 10:00 – 11:50 ROOM: MC 117

Instructor: Dr. Terri L. Brown Office Hours: Wednesday 12:00 or by appt.

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Catalogue/Course Description: Western Theatre History from the perceived origins to the Elizabethan era.

This course will give one an overview of western theatre history through the Renaissance. We will explore the highlights of different periods of history which will include the study of the plays and their playwrights, acting styles, staging conventions, architecture and costuming.

This syllabus and calendar are subject to change at the instructor's discretion.

Required Texts: **Living Theatre: A History**
Authors: Edwin Goldfarb and Alvin Goldfarb
Fourth Edition

Course Packet: Greek, Roman, and Medieval Play Anthology (This is only available at the University bookstore)

Supportive Texts: **History of the Theatre**
Ninth Edition
Authors: Oscar G. Brockett and Franklin J. Hildy

Required Supplies: Creativity, a sense of fun, willingness to participate fully, a sense of humor, and the ability to stay awake during the lectures and movies!

Course Objectives:
At the completion of this course, the student will be able to:

Assessments:

Identify the main theatrical periods throughout recorded western history.	This knowledge will be evaluated through quizzes and exams, as well as class discussions and participation in several student designed projects.
Recognize and compare the individual characteristics important to each of these theatrical periods.	The class will explore existing texts and create new texts using the defined elements from each period. The students will write, produce, and perform original works demonstrating the characteristics of different time periods.
Develop and use critical thinking and analytical skills.	Oral discussions surrounding the review and analysis of several theatrical texts selected from the defined theatrical periods will be in seminar format, enabling critical thought and discussion, and allowing students to defend and support varying styles and choices.
Apply analytical techniques to productions viewed in class and as part of the regular season.	This knowledge will be evaluated through written quizzes and/or written essays.

Teacher Certification Standards met in this course can be found at http://www.cwu.edu/~theatre/program/undergrad/ed_standards.html

Attendance Policy and Course Requirements:

- 1) You must participate in all class meetings. To participate, you must be present! You will be allowed two absences (one week!) in this class. After two absences your final grade will drop ½ a grade (A to A-) for each further absence. If you are late – you may be marked absent. If you have a class before history on the other side of the campus, you must inform me now. If you are absent, it is your responsibility to get the information covered during your absence from another student.
- 2) Late assignments will be accepted and/or tests made up ONLY in case of emergency, and/or if you have made previous arrangements with me. Whether or not an assignment or test will be accepted will be left to the sole discretion of the instructor.
- 3) Read the assigned material before the next class session. Be prepared to discuss it thoughtfully and thoroughly. Come to class with a few questions to explore.
- 4) There will be a quiz on each day following a play reading assignment. These will not be difficult— just to make sure you are keeping up on the reading.

PLEASE NOTE: On Quiz, Mid-term, project presentation days, or the final exam – NO CELL PHONES WILL BE ALLOWED IN THE CLASSROOM!!!!

Your grade will be determined as follows:

Attendance and participation	25%
Quizzes	10%
Myth Assignment	10%
Mid-Term	10%
Group Project #1	10%
Group Project #2	10%
Individual Project	10%
Final Exam	15%

Total	100%

Grading Scale:	93-100=A
	90-92=A-
	87-89=B+
	83-86=B
	80-82=B-
	77-79=C+
	73-76=C
	70-72=C-
	60-69=D
	0-59=F

Students With Disabilities

If you have a disability that may prevent you from meeting course requirements, contact the instructor immediately to file a Student Disability Statement and to develop an Accommodation Plan. Course requirements will not be waived but reasonable accommodations will be developed to help you meet the requirements. You are expected to work with the instructor and the CWU Disability Support Specialist to develop and implement a reasonable Accommodation Plan.

Writing Assistance Is Available

All student writers are invited to meet with consultants at the University Writing Center. Sessions typically last from 30 to 50 minutes and can include brainstorming ideas, developing research skills, organizing an essay, revising, and discussing writing and rhetoric in any discipline. The format is two writers talking about writing. It is helpful if the student brings the course syllabus, the assignment sheet, and related materials.

The center has two locations. The Hertz 103 and the he satellite center, in the Library's second-floor Fish Bowl. Students may drop by and take a chance there is an opening, or they may call 963-1296 and make an appointment.

Theatre Arts Mission Statements

University Mission;

"Docendo Discimus" (By Teaching We Learn)

Department Mission;

"The Theatre Arts Department provides an interactive program of academic and production experiences in preparing students for advanced training in graduate school, careers in education, professional theatre, and related fields. The theatre as a uniquely collaborative art form integrates curriculum and production elements in preparing students through study and participation; students are therefore expected to participate in academic research and investigation as applied through the department's performance schedule. The theatre season presented by the department is the core of this learning philosophy. It provides the catalyst and the laboratory for the application of principles established through a thorough yet diverse academic program."

Center for Teaching and Learning Theme; "facilitators of learning in a diverse world"

Teaching Philosophy:

The Theatre Arts Department supports and practices constructivism as a teaching philosophy. Indeed, it may be argued that it has used this philosophy in almost all of the diverse areas within the discipline since the art of theatre was created by human beings. Teachers of Theatre Arts practice tenets from the three forms of constructivism exhaustively covered in the Conceptual Framework; Developmental, Social, and Socio-cultural. As a result, we apply the views commonly and generally held by constructivist teachers; Learning opportunities are best when accompanied by high levels of active engagement with tasks that characterize them.

Formal knowledge is valued and made available to the learner, but the learner is encouraged to reflect on it and be skeptical about it, rather than simply accept it.

Multiple examples and a variety of representations of content enable learners to derive meaning.

Critical thinking, reflection, and problem solving are prized and encouraged.

Interaction and conversation with others in the learning environment can improve the learner's ability to state her case, can widen perspective, and can motivate learning.

Multiple and authentic measures of assessment provide richer insight into the learner's construction of knowledge.

Verbal explanations can and should be supplemented by experiential learning.

It should be noted that each teacher applies these precepts in diverse ways, according to their particular area within the discipline.

Tentative Schedule –

SEP	20 Intro, Syllabus, Origins of Theatre, Egypt/Abydos Passion Play	READ: Chapter One pgs 22-29 Agamemnon
	25 Quiz on Agamemnon/Greek Historical Background/ Iliad and the Odyssey/Sophrosyne/ Purposes of the Myth	READ: Chapter One pgs 32-40
	27 Origins of Greek Drama/Myth Assignment	READ: <i>The Libation Bearers and The Eumenides</i>
OCT	2 Quiz on The Libation Bearers and The Eumenides/ Turn in Myth Assignments Assign Group Projects	READ: Chapter 1 pgs 41-52
	4 Work on Group Project #1	READ Oedipus
	9 Work on Group Project #1	NO READING

	11 Perform Group Project #1	READ: <i>Medea</i>
	16 Quiz on Oedipus and Medea/Hellenistic Theatre Begin Rome Historical Background	READ: <i>Lysistrata</i>
	18 Roman Architecture and Roman Performances <i>See Film</i>	READ: Chapter 2 pgs. 62-73 and <i>Thyestes</i>
	23 Quiz on Thyestes / Roman Plays and Playwrights	READ: <i>The Menachmus Brothers</i>
	25 Quiz on The Menachmus Brothers The Decline of Rome/Byzantium History/Byzantium vs European Middle Ages	READ: Chapter 2 pgs. 74-82
	30 Discuss Group Project #2/Rehearse	No Reading (Happy Halloween!)
NOV	1 Rehearse Group Project #2	
	6 Perform Group Project #2	Study for Mid-Term!
	8 Mid-Term (Greek/Roman/Byzantium	READ: <i>Abraham and Isaac</i> Chapter 4 pgs. 119-129 Everyman Look over Robin Hood and the Friar
	13 Quiz on Abraham and Isaac/ Middle Ages Architecture (film)	READ: Chapter 4 pgs. 130-147 Look over the New York Cycle Mystery Plays
	15 The Plague (film) Assign individual projects	READ: The Second Shepard's Play Hrosvitha's plays
	20 Quiz on Second Shepard's Play Medieval Stages and Staging/Hrosvitha	READ: Chapter 5 pgs. 150-163 (by the 27 th) Look over the Wakefield Mystery Plays
	22 – No Class - Happy Thanksgiving!!!!	
	27 Renaissance/Italian Baroque Neoclassical /French/Opera/The Camarata /The Academy/Spanish Renaissance	READ: Chapter 5 pgs. 164-174
	29 Pagliacci (film)/Commedia/ Troubleshoot Questions for final	
DEC	4 (Study Day?)	

Final at the regularly scheduled time. Final projects due. YOU MADE IT!!!

We will cover the Chief Pre-Shakespearean Dramas and pick up where we left off next quarter! Do not throw your Anthology away!!!!

HAPPY HOLIDAYS!!!!!!