

**TH 503 - Survey of Theatre History**  
**Fall - 2009**  
Online Course - 4 credits

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**Catalogue Description** This course encompasses the study of important periods of theatre history and dramatic literature from the Greeks through the present.

**Course Description** This course may be taken for enrichment. It also creates an opportunity for students from varied backgrounds, including English, Education, Art, Communications and History, to gain knowledge and fluency in the history of theatre, establishing a broad based background which will help them successfully complete graduate level courses in dramatic literature, criticism and production.

**Required Texts: Scripts can be found online, in libraries, and through Amazon.com, Barnes & Noble, and other sources. Please give yourself ample time to locate each script prior to its assigned reading date.**

*Medea* by Euripides

*Everyman* by Anonymous

*Richard III* by William Shakespeare

*Tartuffe* by Moliere

*The Rover* by Aphra Behn

*Machinal* by Sophie Treadwell (Can also be found in the anthology Plays by American Women 1900-1930)

*Fences* by August Wilson

*Arcadia* by Tom Stoppard

*Eurydice* by Sarah Ruhl (Available through Samuel French,

[http://www.samuelfrench.com/store/product\\_info.php/products\\_id/7100](http://www.samuelfrench.com/store/product_info.php/products_id/7100) \$7.50)

A History of the Theater, Glynne Wickham Cambridge; New York: Cambridge University Press, c1992. **This can be purchased used via Amazon.com.**

**Required films (available on DVD)**

“Looking for Richard”

“A Raisin in the Sun”

“Waiting For Guffman”

**Objectives**

- Recognition and exploration of the progression of Western Theater
- Identifying and analyzing social/political impact on theater (and vice versa)
- Discussion and analysis of texts from distinct historical periods

- Distillation of key concepts from history and application to today's world.

### **Assignments**

- Essays, online discussions, quizzes, Mid-term, Final exam.
- A short paper on Early Western Theater
- A paper on one of the playwrights from the reading list
- Research paper developed on an area of interest
- Power Point or other computer-based presentation to work in conjunction with the research paper.

### **Course Requirements**

- Read all plays and assigned readings by the date specified.
- View all films assigned by date specified
- Regular participation in Discussion Board Topics as assigned
- Power Point/Computer based presentations.
- Write all papers assigned and document research.

### **Grading Scale**

90-100 = A

80-89 = B

70-79 = C

60-69 = D

Below 60 = Failing Grade

**On-line course, attendance reflected through joining online discussions, submissions on time.**

### **Theatre Arts Mission Statements**

*University Mission;*

“Docendo Discimus” (By Teaching We Learn)

*Department Mission;*

The Department of Theatre Arts is an ensemble of artists, scholars, educators, and practitioners located in the heart of the Pacific Northwest who:

- prepare students for advanced study and professional careers in theatre;
  - promote creativity and excellence in a diverse educational environment;
  - cultivate, educate, challenge and enrich audiences; and
  - train and prepare students from diverse backgrounds to link art and life through experiential learning; in order to nurture skilled, thoughtful, and courageous citizens who will promote a peaceful and tolerant global community
- 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.