

THEA 352 – THEATRE HISTORY: RENAISSANCE TO ROMANTICISM

GEP Investigation Level Arts

Sec. 1: MW 3-4:15 NFAC 290

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Hours: TR 2:30-4:15 & by appt.

COURSE TEXTS

Rental

Wilson & Goldfarb, *Living Theatre: A History of Theatre*, 7th ed.

Jacobus, *The Bedford Introduction to Drama*, 7th ed.

Additional texts

Required and Supplemental readings on D2L – See course schedule for titles, authors

REQUIRED MATERIALS

- Paper and pen for in-class notes and assignments
- Two-pocket folders (*inexpensive*) for submission of major assignment materials

COURSE DESCRIPTION

This course examines theatre made from the late 15th century to mid-19th century in Continental Europe, England, and the United States. The primary approach is historical and cultural, relating theatrical activity, dramatic literature, and dramatic theory to a broader understanding of the society which created them. This class also explores how earlier theatre can and does inform contemporary practice and will introduce students to theatre historiography and fundamental concepts of historical research.

COURSE LEARNING OUTCOMES

THEA 352 is a GEP Investigation Level Arts course. Upon completion of the course, students who commit themselves to active learning and engagement with the course content and to completion of course assignments will be able to:

- Identify and explain the major styles and techniques of theatre performance, production, architecture, design and decoration, and dramatic literature and theory of the Italian Renaissance; the Spanish Golden Age; neoclassical France; Elizabethan and post-Restoration England; German Romanticism; and pre-Civil War American theatre;
- Identify and explain verbally and in writing the relationships between these historical theatrical traditions and the cultures that created them;
- Explain verbally and in writing the origin of contemporary theatre practice in the theatre of the past;
- Formulate focused, challenging, and grounded questions in the study of theatre history and communicate verbally and in writing plausible, research-supported answers to their questions;
- Critique their own and others' writing to provide effective and useful feedback to improve their communication

These learning outcomes align with the required GEP Category Learning Outcomes for Investigation Level: Arts. For further information:

<http://www.uwsp.edu/acadaff/GEP/GEP%20Category%20Learning%20Outcomes%20Revised%20Spring%202016.pdf>

COURSEWORK

Course work will consist of assigned readings (textbook, plays, supplemental), quizzes on the assigned readings, non-graded in-class writing prompts and daily work, three unit tests, a research project, and a final exam.

Readings: All assigned homework and readings are to be completed before the start of the class meeting for which they are assigned. Textbook readings are primarily contextual; for this reason, unless otherwise noted in the schedule, textbook readings should be completed prior to the first class of a given week. Material from the readings may be included in the unit tests and the final exam regardless of whether that material was specifically discussed in class. You do not need to bring the textbook to class, but I recommend bringing your reading notes. You must bring a copy of each play to class on the assigned day for discussion. If you do not, you will receive no participation credit for that day.

Lectures, Videos, Discussions, In-Class Writing: Students are expected to take notes at all class meetings. You may be tested on any and all in-class lectures, videos, discussions, and in-class writing. All in-class PowerPoint presentations will be posted to D2L within 24 hours after the class meeting. Please note that not all videos screened in class may be available for later viewing outside class.

Unit Tests and Final Exam: There will be three time-limited unit tests consisting of objective-style and short-answer questions based on the readings and material discussed in class. The final exam will serve as both the fourth unit test (new material) and a cumulative exam (material drawn from earlier units) and will include at least one essay. The final exam must be taken at the assigned time.

Research Project: Each student will choose and research a topic in theatre history related to our investigations this semester. The project has several gradable parts, including an annotated bibliography and a visual/creative component. Full assignment details, including a grading rubric, will be distributed and discussed in class prior to spring break.

<u>FINAL GRADE WEIGHTED DISTRIBUTION</u>	<u>PERCENTAGE</u>
• Unit Tests (3 @ 15% each)	45
• Final Exam	20
• Research Project	15
• Reading Quizzes	10
• Student Engagement : Daily work, attendance and active participation	10

ASSESSMENT AND GRADING SCALE

Approximate percentage/ final letter grade correspondence:

94+ = A	74-77 = C
90-93 = A-	70-73 = C-
88-89 = B+	67-69 = D+
84-87 = B	60-66 = D
80-83 = B-	59.5-0 = F
78-79 = C+	

Note: I do not “round up” for A-/A final grades; you must meet the exact grade cutoff for the final grade.

PROJECTED UNIT TEST AND RESEARCH PROJECT DUE DATES

Wk. 5 – Monday, 2/19	Unit Test One
Wk. 8 – Wednesday, 3/14	Unit Test Two
Wk. 13 – Monday, 4/24	Unit Test Three
Wk. 15 – Mon/Wed, 5/8, 5/10	Final Research Project Presentations
Wk. 16 – Wed, 5/16	Final Exam

LATE ASSIGNMENTS

I will accept ***one*** late assignment during the course of the semester, no questions asked. It must be turned in by the next class meeting after the due date to receive full credit, unless other arrangements have been made with the instructor. You get one mulligan for the semester; that's it.

PARTICIPATION

Active participation is crucial to your success in class. Students are expected to participate regularly in class discussion and group activities and to help foster an environment conducive to learning. Refusal to participate in group activities, offering destructive instead of constructive feedback to classmates' contributions, and/or general "goofing off" will result in a significantly lower participation grade. Frequent disruptive behavior will result in an 'F' for participation and possible dismissal of the student from class.

The goal of all course discussion is the open and respectful sharing of ideas. If you want to earn a high participation grade, you will need to contribute vocally on a consistent basis (at least every other class). Consistent, thoughtful, insightful contributions could help raise your final grade if it's on the bubble.

For those of you who are less comfortable doing so, whether it's because of shyness or uncertainty about the material, an excellent strategy for entering the conversation is to ask questions, even if you don't know the answers. A thoughtful question can contribute more to discussion than a lengthy monologue. Your ideas and questions will be respected. If you still have difficulty meeting this requirement, please come see me sooner rather than later so that we can work it out before it negatively impacts your grade.

ATTENDANCE

Attendance is mandatory and will be taken at all class meetings. It is your responsibility to sign the attendance sheet. I do not distinguish between excused and unexcused absences.

Students may miss two class meetings without penalty. (It is, however, a courtesy to inform the instructor in advance if you are able to do so.) Miss three classes and you will receive no more than half of any attendance participation points awarded for the semester. Four absences will result in the loss of all attendance participation points. Miss six classes and you will receive an "F" for attendance and your final grade will be lowered by one full letter grade. **Miss eight or more classes and you will fail the course.**

If you are more than ten minutes late to class, you will be considered tardy. Each tardy arrival (or early departure) disrupts the meeting and will result in no participation credit for that day. If you are more than twenty minutes late, you will receive an absence for that meeting. The same holds for leaving early. In addition, if you leave during class and do not return within ten minutes, you will be marked absent for that class.

Any exceptions to the attendance policy are at my discretion and will be made only in cases of documented, verifiable severe illness or family emergency.

If you miss class, it is your responsibility to find out what you missed. **First:** Check D2L for announcements/ changes/updates. Absence from one class is not an excuse for a missed assignment in the next. **Second:** Contact a fellow student to find out what was discussed and/or assigned. **Third:** Arrange to meet with me outside class to discuss your remaining questions.

STUDENT RIGHTS AND RESPONSIBILITIES

The University of Wisconsin-Stevens Point Community Bill of Rights and Responsibilities can be found at <https://www.uwsp.edu/dos/Documents/CommunityRights.pdf>

ADDITIONAL CLASS POLICIES

PLAGIARISM AND ACADEMIC DISHONESTY

Plagiarism and academic dishonesty will not be tolerated. If you're having trouble with an assignment, please see me for assistance before you make a decision that you will regret. For further info regarding university policy on plagiarism, see "Student Academic Standards and Disciplinary Procedures": <https://www.uwsp.edu/dos/Documents/CommunityRights.pdf#page=11>

ACCOMMODATIONS

UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.

DIGITAL DEVICES IN CLASS

No laptops in class except for specific projects. Tablets and e-readers may be used for class readings only and Wi-Fi must be disabled during class. If we need to work with computers, we will meet in an IT lab.

All phones must be turned off or silenced during class. If you have a legitimate need to answer your phone during class, e.g. family concern or medical emergency, please clear it with me before class if possible. Ignore this warning and your participation grade will suffer.

Classroom recording policy: Students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom, and possibly being reported to the Dean of Students.

OFFICE HOURS/CONTACTING ME OUTSIDE OF CLASS

I am on campus M-R and most Fridays. If you want to meet with me on a Friday, please give me at least 48-hours' notice so that I can make the necessary arrangements. You don't need an appointment during scheduled office hours. If you can't come at those times, contact me and we'll set something up. If needed, I can meet with you outside the normal work day; I just need some advance warning.

Email is the best way to reach me. I check my email multiple times during the day between 8:00 A.M. and 9:00 P.M. If you have a question regarding an assignment or another concern requiring a quick

response, don't wait until the last minute to contact me or I may not see your email until it is too late. I try very hard to answer all emails within 24 hours. I will respond to emails sent over the weekend, but may need a little extra time to do so. Please plan ahead.

Check your UWSP email and D2L daily. I will pass along information of interest to the whole class, including class cancellations, via email and D2L. The course syllabus, instructions for all major assignments, as well as supplemental reading texts or links will be posted on D2L.

IMPORTANT: CHANGES TO SYLLABUS

The syllabus and schedule are subject to change based on course needs. Changes will be made to enhance learning outcomes; they will not be made arbitrarily or without explanation. Should any changes be necessary, they will be announced during class and posted on D2L.

PROJECTED COURSE SCHEDULE (subject to change)

Readings and assignments are due on date listed in schedule.

Complete readings before start of class.

Key: *LT=Living Theatre; BD= Bedford Introduction to Drama*

WK 1	M 1/22	<u>COURSE INTRODUCTION</u> Course Syllabus, Goals, Policies, Introductions Topic: Theatre History & Historiography: Why & How? Reading: <i>LT</i> 3-5; 14-29
	W 1/24	Topic: High Middle Ages & the Decline of Religious Drama Reading: <i>LT</i> 150-155
		<u>UNIT 1: THEATRES OF THE RENAISSANCE, PT. 1</u>
WK 2	M 1/29	Topic: Renaissance Italy: Classical Rebirth Reading: <i>LT</i> 159-162; Review Aristotle's <i>Poetics</i> (<i>LT</i> 46-48; <i>BD</i> 95-101) ✓ In-class Quiz 1: "Six Elements of Tragedy"
	W 1/31	Topic: Italian Renaissance Drama & Dramatic Criticism: The Neoclassical Ideals Reading: <i>LT</i> 162-66; 184-88
WK 3	M 2/5	Topic: Renaissance Italy: Opera and Commedia dell'Arte Reading: <i>LT</i> 166-172 ✓ In-class Quiz 2: The Neoclassical Ideals
	W 2/7	Topic: Renaissance Italy: Theatre Architecture & Scenic Innovations Reading: <i>LT</i> 173-184
WK 4	M 2/12	Topic: Renaissance England: Drama & Playwrights Reading: <i>LT</i> 191-203; 222-226
	W 2/14	Topic: Renaissance England: Elizabethan Theatres & Acting Companies Reading: 203-221
WK 5	M 2/19	<u>UNIT TEST ONE</u>

UNIT 2: THEATRES OF THE RENAISSANCE, PT. 2

- W 2/21** **Topic:** Shakespeare on Stage & Film
Reading: *BD Shakespeare, A Midsummer Night's Dream* (286-319)
 ✓ **In-class Quiz 3:** *A Midsummer Night's Dream*
- WK 6 M 2/26** **Catch-up Day**
Topic: Intro to Research Assignment
- W 2/28** **Topic:** Golden Age Spain
Reading: *LT 231-248; BD Calderón, Life Is a Dream* (464-489)
 ✓ **In-class Quiz 4:** *Life Is a Dream*
- WK 7 M 3/5** **Topic:** Neoclassical France: Drama, Production, and Acting
Reading: *LT 248-69*
- W 3/7** **Topic:** Molière, Neoclassical Comedy, & Commedia dell'Arte
Reading: *BD – Molière, Tartuffe* (505-533)
 ✓ **In-class quiz 5:** *Tartuffe*
- WK 8 M 3/12** **Catch-Up Day**
- W 3/14** **UNIT TEST TWO**
- WK 9 MW 3/19, 21** **Topic:** Assisted Research Activities
Meet in Library (Room TBD)
- SPRING BREAK!**
- UNIT 3: THEATRES OF THE RESTORATION & 18TH CENTURY**
- WK 10 M 4/2** **Topic:** English Restoration Drama
Reading: *LT 273-88; BD "Aphra Behn" (535-38)*
Recommended Reading: *BD – Behn, The Rover* (539-75)
- W 4/4** **Topic:** English Restoration Audiences, Performers, Theatres
Reading: *LT 288-301*
 ✓ **In-class quiz 6:** Restoration Comedy
- WK 11 M 4/9, 4/11** **Topic:** 18th Century Drama – England, France, & Germany
Reading: *LT 303-16; D2L: Schiller, The Robbers* (excerpt)
Recommended Reading: D2L- Goldsmith, *She Stoops to Conquer*
- WK 12 M 4/16** **Topic:** 18th-C. Theatre: Regulation, Buildings, & Innovations
Reading: *LT 317-28*
 ✓ **In-class quiz 7:** Sentimental and Laughing Comedy; *Sturm und Drang*
- W 4/18** **Topic:** 18th Century Performance: Actors and Proto-Directors (Garrick & Goethe)

Reading: *LT* 329-41; D2L: "Theatre Iconology and the Actor as Icon: David Garrick"

WK 13 M 4/23 **Catch-Up Day & Unit 3 Review**

W 4/25 **UNIT TEST THREE**

WK 14 M 4/30 **Topic:** Intro to 19th-C. Drama: Romanticism, Melodrama, & the Well-Made Play
Reading: *LT* 343-58

W 5/2 **Topic:** 19th-C. Theatre Production: Acting, Directing, Innovations
Reading: *LT* 359-382

WK 15 MW 5/7, 5/9 **Major assignment due: Research Project Annotated Bibliographies**
Topic: Research Project Presentations
 ➤ **W 5/9: Final Exam Review & Course Wrap-Up**