THR 321 Theatre History 1  
Beginning through Realism  
A GER Arts & GEROLB Course  

Dates of this course: January 25-May 10, 2016

Expected time-investment for this 3-credit course:

- Working Online: 2 hrs x 15 weeks = 35 hrs
- Viewing videos and reading texts: 2 hrs x 15 weeks = 35 hrs
- Writing: 2 hrs x 15 weeks = 35 hrs
- Studying: 2 hrs x 15 weeks = 35 hrs
- Total semester commitment: 140 hrs
- Weekly average (using 16 weeks): 8.75 hours

Instructor: Dr. Robin Mello, rmello@uwm.edu, Theatre 220, Office Hours are Tuesdays 2:30-4:30 or online by appointment.

What to do if you have an emergency? Email, call or text Robin’s cell: 414-469-9279 ASAP. IF YOU SEND ME A TEXT BE SURE TO INCLUDE YOUR NAME IN THE TEXT.

Communication: Use email as the primary tool for communication in this course.

Course Guidelines: Learning happens through feedback, study and reading, humane interactions, thoughtful reflection, writing and using the writing process (drafts and editing), discussions, and projects. Therefore, you need to make this a learning experience that works for you.

- Use your common sense.
- Empathize and interact respectfully with everyone.
- Meet deadlines.
- If you are confused ask for clarification rather than jumping to conclusions
  a. Feel free to ask questions (questions are encouraged).
  b. Disagree and challenge respectfully.
  c. It’s OK to let the instructor know if you feel disrespected, unheard, or upset. You will not be penalized for disagreeing or having a problem.
  d. It’s OK to ask for more feedback. Tell the instructor if you want to get feedback about something.
  e. It’s OK to request an alternative explanation, more information, or an alternative format for work. BUT you need to do this before the deadline.
  f. If you have a technical problem do not panic. D2L sometimes breaks down. Computers do not always work the way we want them too. Just keep in contact with Robin, which brings us to...
  g. Back up your data.
- Avoid multitasking. When you are working on this course give it your 100% undivided attention.
- Have fun, enjoy, and explore. Also, take risks and challenge yourself.
- If you need a standing ovation, ask for it. You’ll get a virtual one.

Course Description: This course surveys the history of Western theatre from prehistory to the mid-1800s. It asks students to explore what artists from the past created and to connect
their own contemporary viewpoint to works and artifacts that have come before. It is designed to focus on historical, empathic, and aesthetic perspectives of drama (i.e. oral and written texts) and theatre (i.e. production and performance). It focuses on the European and American experience but connects these to the practice of theatre and performance worldwide.

**Outcomes:** This course asks students to engage in:
- Reading dramas and related texts, approaching them critically and reflectively.
- Examining theatre practices and texts from prehistory to the mid 18th Century.
- Applying and exploring historical artifacts and information.
- Developing theories and research perspectives about theatre practice and its relationship to culture and creative expression.

**Objectives:** After completing this course, students will be able to:
- Recall and evaluate dramatic texts from the prehistory to the mid 18th Century.
- Apply historical information about past theatre practice(s) to the practice(s) of contemporary theatre.
- Express critical and analytical perspectives toward works of theatre and performance; especially works separated by time and/or cultural/political difference.
- Demonstrate analytical, critical, and reflective writing skills.
- Demonstrate collaborative skills when working within learning groups.

**University Policies:** Please make yourself familiar with the following UWM syllabus policies: [http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf](http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf)

**Grading & Assessment:** *All work is required.* You can’t pass the course without doing all the work. However, when there are actual emergencies and you need an extension ask for it. *You must request an extension ahead of any deadline— not after it has come and gone.* You are also invited to suggest alternative formats for assignments—thinking outside the box is encouraged.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>MAX. POINTS</th>
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<tbody>
<tr>
<td>Module 1 Essay</td>
<td>20 points</td>
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<tr>
<td>Final Project Play Choice</td>
<td>10 points</td>
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<tr>
<td>Final Project Essay</td>
<td>20 points</td>
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<tr>
<td>Final Ppt</td>
<td>20 points</td>
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<tr>
<td>TOTAL</td>
<td>200 points</td>
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**Grade definitions are:**
A = all assignments completed, all portions of assignments completed in an exemplary fashion and on time: 100%-93% of points
B = all assignments completed, all portions of assignments completed well with high quality work and on time, 85%-92% of points
C = all assignments completed, all portions of assignments completed satisfactorily, 84%-78% of points
D = all or some assignments were partially completed or work was unsatisfactory, lacking, or consistently late. 77%-75% of points
F = all assignments were not completed or were completed in a way that did not meet standards (see rubrics), some portions of assignments were not completed, and/or assignments were missing: Below 74% of points or less.

INC = Students are awarded an INC grade if any/all assignments are not completed. An INC defaults to an F grade at the start of the next semester. If you receive an INC grade you might be allowed to redo or complete make up work/assignments/ The instructor (Robin) must approve or disapprove this action.

**Required Texts:**
Other media, websites, and videos (as assigned—and provided in D2L)

**How to succeed:** You will succeed if you do all the work in an exemplary fashion, read and follow the directions, study and view all materials, explore the subject, actively participate, and submit your work within the established deadline.

Not getting work done on time will result in low grades. Not submitting work at all will put you in danger of failing the course. However, sometimes people have reasons for late work. Most of them are real emergencies.

Here are what real emergencies are NOT:
(A) You are/were in a show and the show took up your time so you couldn’t complete an assignment.
(B) You forgot or misread the calendar and syllabus and “didn’t realize that the assignment was due.”
(C) Roommates and friends/family needed to socialize so you did not have enough time for schoolwork.
(D) Computers or other technologies broke down and you were totally away from any other access to the internet there was no possible way for you to find a computer or internet anywhere at all; 
(E) You were on a vacation, took extra days for break, went on a trip to see friends or family, and didn’t use the internet or do the course work.

**Writing, formatting, & using applications:** All papers should be typed, double spaced, in twelve-point font. If (and when) you cite others use current up-to-date APA, MLA, or Chicago Manual styles.

Writing is assessed (see rubric) for grammar and mechanics, correct use of style, precise narrative composition, originality, and creativity. Depending on the quality of the written work, you may be asked to rewrite an assignment before it is accepted for grading. All of your work must be your own original work. Plagiarism is not accepted.

Use Microsoft Word or save your work in a rich-text file so that it can be opened and shared across platforms and versions of operating systems.

**Course Calendar**

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(refer to course Calendar & Upcoming Events at the D2L course site as well)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>1/26-2/9</td>
<td>Module 1: Review of basics &amp; Introduction: go to D2L and read the directions for this module.</td>
</tr>
<tr>
<td>2/9</td>
<td><strong>Introductory essay due in dropbox by 11:30 PM</strong></td>
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<tr>
<td>2/9-2/16</td>
<td>Module 2: Greek Theatre</td>
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<tr>
<td>2/15-2/16</td>
<td>Quiz (opens at 1:00 AM on Monday 2/15 and closes at 11:30 PM Tuesday 2/16)</td>
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<td>2/16-3/1</td>
<td>Module 3: Everyman or Oedipus</td>
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<td>3/1</td>
<td><strong>Study guides w/map due in dropbox</strong></td>
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<tr>
<td>3/1-3/8-</td>
<td>Read, study, and view information to prepare for quiz</td>
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<tr>
<td>3/7-3/8</td>
<td>Quiz 2 opens 3/7</td>
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<td></td>
<td>Quiz 2 closes 3/8</td>
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<td>3/9-3/14</td>
<td>Begin Shakespeare</td>
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<td>Spring Break</td>
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<td>3/22</td>
<td><strong>Shakespeare quiz</strong></td>
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<tr>
<td>3/22-3/29</td>
<td>More shakes</td>
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<tr>
<td>3/28-3/29</td>
<td><strong>Hamlet project due</strong></td>
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<tr>
<td>3/29-4/5</td>
<td>Tartuffe &amp; commedia</td>
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<tr>
<td>4/5-4/12</td>
<td>Tartuffe &amp; other stuff</td>
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<tr>
<td>4/12</td>
<td><strong>Tartuffe or commedia project due</strong></td>
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<tr>
<td>4/12-4/19</td>
<td>Read, study, view info, prepare for quiz, choose final play</td>
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<tr>
<td>4/18-4/19</td>
<td><strong>Quiz 4 opens 4/18</strong></td>
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<td></td>
<td>Quiz 5 closes 4/19</td>
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<td></td>
<td><strong>Final Play choice due/posted</strong></td>
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<td>4/19-4/26</td>
<td>Beggars Opera and why it was so important</td>
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<tr>
<td>4/26-5/3</td>
<td>Genre, etc. at the cusp of modernity</td>
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<tr>
<td>5/10-5/13</td>
<td><strong>Ppt and Final Play Project due</strong></td>
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1/26-2/9

**Module 1:** This module lasts for two weeks. This gives you time to get oriented, find the books, organize your schedule, and focus on some of the very basic concepts: what is theatre and what is theatre history?

1. **Take** the goblin plagiarism game. Warning: Goblins are difficult to find. Work at it. [http://www.lycoming.edu/library/instruction/tutorials/plagiarismGame.aspx](http://www.lycoming.edu/library/instruction/tutorials/plagiarismGame.aspx)
2. **Watch** The History of Theatre in Under Six Minutes. Take notes. [https://www.youtube.com/watch?v=NIiVDFmTSVY](https://www.youtube.com/watch?v=NIiVDFmTSVY)
3. **Watch** Patsy Rodenburg’s TED TALK. Take notes. [https://www.ted.com/talks/patsy_rodenburg_why_i_do_theater](https://www.ted.com/talks/patsy_rodenburg_why_i_do_theater)
4. **Watch** Historical Thinking. Takes notes [https://www.youtube.com/watch?v=mSJLmWnxrPg](https://www.youtube.com/watch?v=mSJLmWnxrPg)
5. **Watch** Handspring Puppet’s TED Talk. Take Notes. [https://www.ted.com/talks/handpring_puppet_co_the_genius_puppetry_behind_war_horse](https://www.ted.com/talks/handpring_puppet_co_the_genius_puppetry_behind_war_horse)
6. **Read** Chapter 1 of Living Theatre. Take notes.
8. **Write** a 800-2,000-word essay that reflects on what you have seen. Use the template provided in D2L.
9. **Drop** Essay in dropbox by deadline: 2/9 11:30 PM.
Quiz Modules: DUE 2/19, 3/9, 4/6, & 4/27 @ 11:59 PM

To get started on these modules read the chapters in the text and the plays (if mentioned) from there, view all the other info posted in D2L.

All quizzes open on Thursdays and go through the following Sunday (the due date). You can take any quiz twice and the best grade is the one recorded in the grade book. All quizzes are timed. All quizzes are required/mandatory. All quizzes are challenges and they review all of the content (there is a lot) from these modules. They are not tests. Each challenge is worth up to 100 points.

1) 2/19 Quiz 1: Covers Chapters 2 & 3 in Living Theatre, Oedipus the King (Norton), and the assigned videos.

2) 3/9 Quiz 2: Covers Chapter 4 & 5 in Living Theatre, Everyman (Norton & @ media library on campus), and the assigned videos, readings, Ppts, etc. for this module.

3) 4/6 Quiz 3: Covers Chapter 6 in Living Theatre, and the assigned video(s), readings, Ppts, etc. for this module.

4) 4/13 Quiz 4: Covers Chapters Chapter 7 in Living Theatre, Hamlet (Norton), and the assigned videos, readings, Ppts, etc. for this module.

5) 4/27 Quiz 5: Covers Chapter 10, 11 in Living Theatre and the assigned videos, readings, Ppts, etc. for this module.

Teaching Snow in Midsummer/Atsumori DUE 3/2 @ 11:59 PM

This is a group project. You have been assigned to a working group. There are PowerPoint directions for working in a group. Make sure you have watched this PowerPoint and have a complete understanding of what is required.

CONTACTING OTHERS IN YOUR GROUP ASAP IS ESSENTIAL DIRECTIONS:

1) Your group should work a bit like a theatre company does in the ‘real world.’ The first step is to read through the directions for working in groups—

2) Your group should choose one of two plays (in NORTON). Either ATSUMORI or SNOW IN MIDSUMMER.

3) After you read the play, research it.

4) To do this research you will also need to go to some of the following websites and dig around for information:

   a. http://theatrehistory.com
   e. UWM library: http://guides.library.uwm.edu/theatre322
   f. Project Muse: http://muse.jhu.edu

You may NOT use cliff notes, Wikipedia, etc.

5) Here is the simulation: Your group is responsible for creating an education packet that you will use to teach middle school students about the play.

6) Your education packet must include,

7) a map of the play

8) a list of resources that teachers can use

9) one 20 min. activity that you develop (well described) that you would use if you had to teach others about the play.

10) Due in the dropbox.

Reviewing DR. FAUSTUS: A group project DUE MARCH 30, 2014 @ 11:59 MIDNIGHT
1) Watch the Greenwich Theatre's production of Dr. Faustus. There is a DVD of this performance is on reserve at the library. You can also access this on Netflix, etc.
2) Follow review directions in D2L
3) Submit the review in the dropbox in D2L.

Mapping TARTUFFE DUE APRIL 20, 2014 @ 11:59 MIDNIGHT
Using the map example provided create a map of TARTUFFE (in Norton). Answer the questions posed that accompany the map as well.

4/18-5/13

Module X: Final Project
Partner Choice (optional): due 4/18
Play Choice: due 4/26
Paper: due 5/11
Ppt Presentation: due 5/13

This project is a bit different. You are assigned to a partner. But, you are going to create a presentation AND a paper.

A. **Choose** a play Deadline 4/26 @ 11:30 PM
   1. **Choose** a play from the Norton Anthology: [Choices are: *any of the plays we have not already read in this class. However, only one pair of students may choose a play—so get your play choice in early.*]
   2. Post your choice in Discussion forum.
   3. **Read** the play.
   4. **Read** the information about the play discussed in Norton.

B. **Write** the essay: Deadline 5/11 @ 11:30 PM
   1. **Address** the following dramaturgical questions (see below).
   2. **Write** the paper: Your research paper should be a 1,000 - 4,000 word paper addresses dramaturgical/historical questions about the play.
   3. **Place** your essay in the dropbox.

Dramaturgical Questions:
   • Where was the play originally performed?
   • Where has it been presented recently?
   • Who originally watched the play—and what did critics think of it at that time?
   • Who was the audience recently and what did critics think of it?
   • Who might have originally performed the play—who were the players now?
   • What processes and skills did performers of the time employ—how does this relate to the actor’s craft currently?
   • What was the design have been like then—what have contemporary designers created?
   • Where was the play originally produced and why?
   • What were the literary influences of the play/playwright—what are they now?
   • What was the social and political context of the play in it’s time—what socio-cultural relevance does the play have in 2016?
   • What are the ways that the plays answer the following philosophical and enduring questions?
     o What is the meaning of existence?
     o How can we, or should we create relationships?
     o Is Love or Hate the most important emotion, etc.
     o What should we do to live well and happily?

C. **Create** a Ppt: Deadline 5/13 @ 11:30 PM
   1. Your Ppt presentation (or Keynote-you may NOT use Prezzi) should include:
      • An overview of the play (in 2 or 3 slides),
      • The authors’ work and style should be discussed (4 slides),
• The history of production (when was it first produced, what reviewers said, and how it influenced theatre and culture at the time (5 slides)
• How you would make the play relevant today (2 slides),
• Create a design or a set (1 slide),
• Create a budget for producing the show (1 slide),
• Define who your audience is (1 slide),
• Focus on the major point or theme you want audiences to understand when they see the show (1 slide),
• How would you cast the show and why (3 slides),
• What is the space you would use and why (1 slide),
• What metaphors you will use to communicate the play (1 slide),
• What the playwright might think of your production and why (1 slide)

2. **Submit** your Ppt in the dropbox.