

Summary

Type of Request:

Renew

Subject code

THTR

Course Number

330H

Catalog Year

-

Course Title

THEATRE HISTORY I

College/School

College of the Arts and Media

Department

Theatre & Dance

Level

Undergraduate (U)

Campus

Mountain Campus

Semesters offered

Fall

Description & Purpose

This course is a foundational survey of global theatre traditions from theatre origins in ancient times through the nineteenth century. Throughout the course, students will be considering through various methodologies what we mean by “theatre” and “history,” ultimately addressing what the term “theatre history” encompasses and its importance to students and practitioners of theatre and world culture.

Students will explore the various kinds of evidence theatre historians and historiographers use to construct theatre history and discuss ways in which that evidence has been and can be interpreted. Through readings, lectures, class discussions, videos, group presentations, writing, and research, students will become familiar with theatre practices, practitioners, and texts from a variety of cultures and points of view. By consistently addressing the relevance of their individual and group research, students will approach the study of theatre history as a vital and influential aspect of the present. When taking this course students will explore various kinds of evidence theatre historians and historiographers use to construct theatre history, and discuss ways in which that evidence has been and can be interpreted. Through readings, lectures, class discussions, videos, group presentations, quizzes and forum posts, writing, and research, students will become familiar with theatre practices, practitioners, and texts from a variety of cultures and points of view. By consistently addressing the relevance of their individual and group research, students will approach the study of theatre history as a vital and influential aspect of the present.

Justification/explanation

This 300 level three credit course has one pre-requisite: Writ 101.

Additional Information (For OCHE Database):

In which MUS Core Category, does this course fit?

Social Sciences/History, Humanities/Fine Arts

Does the course include content regarding cultural heritage of American Indians?

Yes

Attachments

Syllabus

[THTR330H.B01_SYLL_FALL_20_BS updated.docx](#)

Other

[UPWA_HolisticRubric2-141.docx](#), [Fall 2020 Paper 1 Guidelines \(THTR HIST\) \(2\) \(1\).docx](#), [ASSIGNMENT_2_THEATRE_HISTORY_I fall 20.docx](#)

Criteria

Briefly explain how this course meets the criteria for the group:

THTR 330H: Theatre History I teaches students how to present ideas and information with a view to understanding the causes, development, and consequences of events and developments in theatre history; evaluate dramatic and theatrical texts or artifacts within their historical and/or cultural contexts; and analyze human behavior, performance and ideas, and institutions of the theatre within their respective historical and/or cultural contexts.

The course follows a roughly chronological course from Greek Theatre to the late nineteenth century, includes Western and non-Western theatre practices and histories, and uses methods of historiography, anthropology, and ethnography in its delivery.

Students evaluate theatre texts and practices, traces and artifacts within their historical and cultural contexts, working individually and in groups to assess their influence. Students are encouraged to research and analyze how these works not only express their contextual histories but also shape subsequent developments in theatre history and practice.

This course provides students with a strong foundational knowledge of historiographic techniques and dramaturgical methods employed to study both past and present theatrical activity. By consistently addressing the relevance of their individual and group research, students will approach the study of history as a vital and influential aspect of the present. This knowledge, and methodological approach, will enhance not only their skills and experiences as readers, writers, practitioners, audience members, and scholars of theatre, but will also demonstrate the significance of this art form in world history and cultural development.

Student Learning Goals

Briefly explain how this course will meet the applicable general education learning goals.

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Critically analyze and evaluate primary sources – such as texts, pictorial evidence, oral histories, music, and artifacts- within their respective historical contexts.

Students will be asked to determine the social value and significance of theatre as an art form in the context of its historical/cultural context.

As students prepare assignments and develop group presentations, they will be encouraged to use all the resources at their disposal to create a clear picture of the values evident in the culture creating the dramatic literature/theatre/ performance practice during the era under investigation. Students are encouraged to bring evidence of their discoveries—play texts, historical documents or other artifacts such as music, theatre and other architecture, oral histories, drawings and scenic and costume designs, philosophical essays etc. —to the class for broader discussion and consideration.

Through lecture/discussions, videos, group presentations, and assignments, students analyze human behavior both within their respective historical and/or cultural contexts and through the collaborative development of presentation ideas and performances. Students will learn to questions the formation of the dramatic canon, the evolution of theatre’s historical narrative, and the contextual context of each text or artifact studied.

Synthesize ideas and information in order to understand the problems, causes, and consequences of historical developments and events.

On completion of this course students will have synthesized and formulated their understanding by articulating their engagement with the work through formal research and writing, through informal review and other writing, and through reflection on their own experience of the work as performers, dramaturgs, researchers and/or audience members. They will have completing a number of online quizzes throughout the course, synthesizing and reflecting their learning.

Students will also work together in groups to present their findings to the class as a whole. Each group researches a particular period or style, with reference to its performance implications, its contextual resonance, and historical relevance. As we move further into the study of theatre history, students will begin to see connections, make comparisons, and formulate informed questions that can lead to further inquiry. Such study provides the basis for grounding in the discipline, and ultimately supports the student in becoming adept at synthesizing and therefore prepared to create future work.

Learning Outcomes Assessments

How are the learning goals for the General Education Group measured?

Describe how you will determine that students have met each of the General Education Learning Goals. This should include specific examples of assignments, rubrics or test questions that directly measure the General Education learning goals. ([AAST](#) / [HSTA example](#)) Please attach or provide a web link to relevant assessment materials.

Critically analyze and evaluate primary sources – such as texts, pictorial evidence, oral histories, music, and artifacts- within their respective historical contexts.

Please see assignments and syllabus attached. Student success in their formal writing assignments, quizzes, responses and forum posts will be measured and graded as detailed in the syllabus.

Upon completing the course, the student should be able to:

- Use writing to learn and synthesize new concepts
- Formulate and express written opinions and ideas that are developed, logical, and organized
- Compose written documents that are appropriate for a given audience or purpose
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively and ethically
- Begin to use discipline-specific writing conventions
- Demonstrate appropriate English language usage

On completion of this course students will also:

- Have a broad knowledge of theatre history, style, context and audiences.
- Have a knowledge of chosen play texts through close reading.
- Have a critically informed understanding of chosen play texts through reading and analysis of critical material.
- Have an understanding of how each play performs its time, its politics and the conditions of contemporaneous production.
- Have engaged with this work through script analysis, scene study, research and analysis.
- Have articulated their engagement with the work through formal research and writing, through informal review and other writing, and through reflection on their own experience of the work as performers, dramaturgs, researchers and/or audience members.
- have completed a number of online quizzes throughout the course, synthesizing and reflecting their learning.
- be able to critically analyze and evaluate primary sources such as theatre texts, pictorial evidence, oral histories, music, and artifacts within their respective historical contexts.
- be able to synthesize ideas and information in order to understand the problems, causes, and consequences of historical developments and events in their study of theatre history.

Synthesize ideas and information in order to understand the problems, causes, and consequences of historical developments and events.

On completion of this course students will be able to use writing to learn and synthesize new concepts; formulate and express written opinions and ideas that are developed, logical, and organized; compose written documents that are appropriate for a given audience or purpose; revise written work based on constructive feedback. They will find, evaluate, and use information effectively and ethically. They will also begin to use discipline-specific writing conventions and demonstrate appropriate English language usage.

On completion of this course students will additionally have a broad knowledge of theatre history, style, context and audiences; have a knowledge of chosen play texts through close reading; have a critically informed understanding of chosen play texts through reading and analysis of critical material; have an understanding of how each play performs its time, its politics and the conditions of contemporaneous production; and have engaged with this work through script analysis, scene study, research and analysis.

General Education Assessment Report

If this information is not yet available, this section must be completed after the next offering (re-submit the entire form with these sections completed by the curriculum deadline). Your course will be granted provisional status until the report is received. Report not required for one-time-only general education offerings.

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Achievement Targets

See syllabus for statements on student wellbeing and their impact on the work. I believe that students are in a good position to succeed in this course, and we work with them in and outside of class to keep them on task to succeed in their reading, writing and research.

Very few students fail this course although some have had to be awarded an incomplete, and come back to finish out the course later. This has happened on a few occasions but students usually finish out after some more mentorship or an additional assignment.

Assessment Findings

Previous course adjustments have improved students' writing and synthesis of ideas. The drafting process works well, especially to identify the less-confident student researchers and writers, so as to give them additional help.

Students take weekly quizzes and create forum posts in response to their reading and research of course materials, and in response to posts by their peers.

I grade papers using the university's own holistic grading rubric, and I distribute this to students in advance of grading their work, so we have a shared language for the assessment and analysis of their work. I was a member of the college committee on writing for a number of years and have used the knowledge gleaned there in the design and delivery of this course on an ongoing basis.

Assessment Feedback

As the course is now a hybrid students will be challenged by the heavier reliance on the online components on the class, keeping up with quizzes and forum posts. The course TA is tasked with specifically monitoring the posts and s/he keeps me informed on student engagement as we work together to try to help students adjust to the new format. We will assess the efficacy of this new format and changes at the end of the semester and adjust next year's course as needed.

Learning Outcomes

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Credits

Credit Hours	
Min	Max
-	-
Value	Operator
-	-

Contact Hours	
Min	Max
-	-
Value	Operator
-	-

Billing Hours	
Min	Max
-	-
Value	Operator
-	-

Lecture Hours	
Min	Max
-	-
Value	Operator
-	-

Lab Hours	
Min	Max
-	-
Value	Operator
-	-

Other Hours	
Min	Max
-	-
Value	Operator
-	-

Academic Progress Hours	
Min	Max
-	-
Value	Operator
-	-

Financial Aid Hours	
Min	Max
-	-
Value	Operator
-	-

Course Count

-

Repeatable

No

Number Of Repeats

-

Number Of Credits

-

Topics

-

Requisites

No Requisites

Components

-