

THEA 351 – CLASSICAL AND MEDIEVAL THEATRE HISTORY

GEP Investigation Level Arts

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

Instructor: Laurie Schmeling

Phone: 715-346-4706

Office: NFAC 211

Hours: TR 3:15-4:45 & by appt.

Email: lschmeli@uwsp.edu

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 Canvas – 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 by three ancient civilizations (Greek, Roman, Sanskrit), pre-modern China and Japan, and medieval Christian Europe. 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, fundamental concepts of historical research, and evaluation of historical evidence.

COURSE LEARNING OUTCOMES

THEA 351 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 classical Greece and Rome, pre-modern China and Japan, and medieval Christian Europe
- 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 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 Canvas 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 primarily 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). Each unit test and the final exam will include at least one essay. The final exam must be taken at the assigned time.

Research Projects: During the semester, each student will complete two research projects. The first is a group annotated bibliography; this project will introduce students to research in the discipline and will be graded pass/fail. For the second project, each student will choose and research a topic in theatre history related to our investigations this semester. The second 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 during the fourth week of the semester.

FINAL GRADE WEIGHTED DISTRIBUTION	PERCENTAGE
• Unit Tests (3 @ 15% each)	45
• Final Exam	20
• Research Projects	25
○ 1: Group bibliography (P/F) @ 5%	
○ 2: Individual project @ 20%	
• Student Engagement	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. 4 – Wednesday, 9/26	Unit Test One
Wk. 6 – Wednesday, 10/10	Research Project 1
Wk. 8 – Wednesday, 10/24	Unit Test Two
Wk. 11 – Wednesday, 11/14	Unit Test Three
Wk. 15 – Wednesday, 12/12	Research Project 2
Wk. 16 – Tuesday, 12/18	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 Canvas 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 choice 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., a family concern or medical emergency, please let me know before class if possible. Ignore this policy 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 8:30 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 in time. I try very hard to answer all emails within 24 hours. I will respond to emails sent over the weekend, but I may need a little extra time to do so. Please plan ahead.

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

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 Canvas.

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	W 9/5	<p><u>COURSE INTRODUCTION</u> Course Syllabus, Goals, Policies, Introductions Topic: Theatre History & Historiography: Why & How? Reading: LT 3-5; 14-29</p>
WK 2	M 9/10	<p><u>UNIT 1: GREEK THEATRE</u> Topic: Origins of Western Theatre, the City Dionysia & Greek Tragedy Reading: LT 33-49</p>
	W 9/12	<p>Topic: Aristotle v. Plato: Theatre and Tragedy Readings: Aristotle, <i>Poetics</i> (Canvas); LT 49-53; BD - Sophocles, <i>Oedipus Rex</i>; <i>Antigone</i> ✓ In-class Quiz 1: "Six Elements of Tragedy" (<i>Poetics</i>, pt. VI)</p>
WK 3	M 9/17	<p>Topic: Tragedy: Aeschylus & Euripides Readings: BD – Aeschylus, <i>Agamemnon</i>; Euripides, <i>The Bacchae</i></p>
	W 9/19	<p>Topic: Satyr Plays; Old, Middle, and New Comedy Reading: LT 53-55; 67-69 ✓ In-class Quiz 2: Tragic and Comic Playwrights; Genre Characteristics</p>
WK 4	M 9/24	<p>Topic: Greek Theatre Production; Hellenistic Theatre; Unit One Review Reading: LT 56-67; TBD</p>

- W 9/26** **UNIT TEST ONE**
Topic: Intro Research Project 1: Group Annotated Bibliography
- WK 5** **MW 10/1, 3** **Workshop: Assisted Research and Peer Review Activities**
Meet in Library (Room TBD)
- UNIT 2: ROMAN THEATRE**
- WK 6** **M 10/8** **Topic:** The Roman Context (Republic and Early Empire); Popular Entertainments
Reading: LT 71-76; 88-92
- W 10/10** **Topic:** Roman Comedy and Tragedy: Plautus, Terence, and Seneca
Reading: LT 77-83; BD – “Roman Dramatists” (186-195)
MAJOR ASSIGNMENT DUE: Group Annotated Bibliography (Canvas dropbox)
- WK 7** **M 10/15** **Topic:** Theatre Production in Rome and Decline of Roman Theatre and Empire
Reading: LT 84-88; 92-93
- W 10/17** **Topic:** Dramatic Criticism and Anti-Theatrical Theory in Early Empire and Rise of Christianity – Horace, Tertullian, Augustine
Readings: LT 83-84; TBD (Canvas)
- WK 8** **M 10/22** **Catch-Up Day and Unit 2 Review**
- W 10/24** **UNIT TEST TWO**
Topic: Intro Research Project 2: Individual Project
- WK 9** **MW 10/29, 31** **Topic: Assisted Research Activities**
Meet in Library (Room TBD)
- UNIT 3: EARLY ASIAN THEATRES**
- WK 10** **M 11/5** **Topic:** India and China: Sanskrit Drama and Yuan and Ming Dynasty Theatre
Reading: LT 97-107
Recommended Reading: Canvas: Prefaces to *The Little Clay Cart* & *Snow in Midsummer*
- W 11/7** **Topic:** Japanese Theatre: Nō, Kabuki, Bunraku
Reading: LT 107-120; Canvas: Zeami, *Atsumori*
 ✓ **In-class quiz 3:** Kalidasa, Guan Hanqing, Li Yu, Zeami, Chikamatsu
- WK 11** **M 11/12** **Catch-Up Day and Unit 3 Review**
- W 11/14** **UNIT TEST THREE**

UNIT FOUR: MEDIEVAL THEATRES IN EUROPE

- WK 12 M 11/19** **Topic:** Byzantium and the Renascence of Western Drama and Theatre
Reading: LT 125-136; BD – Hrosvitha, *Dulcitius*
- W 11/21** **Research Project Workday and Conferences** (no formal class meeting)
- WK 13 M 11/26** **Topic:** Religious Vernacular Drama and Popular Theatre Forms
Readings: LT 137-42; 150-54; BD – Wakefield Master, *The Second Shepherds' Pageant*
 ✓ **In-class Quiz 4:** Liturgical Drama, Mysteries, Cycle Plays, Morality Plays
- W 11/28** **Topic:** Staging Medieval Drama and the Decline of Religious Theatre
Reading: LT 142-150; 154-55
- WK 14 M 12/3** **Catch-up Day and Unit 4 Review**
- W 12/5** **Research Project Workday and Conferences** (no formal class meeting)
- WK 15 M 12/10** **Research Project Workday and Conferences** (no formal class meeting)
- W 12/12** **MAJOR ASSIGNMENT DUE: *Research Project 2***
Topic: Final Exam Review & Course Wrap-Up
- WK 16 T 12/18** **FINAL EXAM, 8:00-10:00 AM**