

CEDAR CREST COLLEGE
Spring 2008 - THS 232 – M-W-F 10-10:50
THEATRE HISTORY – French Neoclassical to 1960

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Office Hours: by appointment

Course Description:

THS 232- A survey of dramatic literature and historical influences from the French Neo-classical period to 1960 including a major writing component. A major % of the coursework involves the writing process as is required for a WRI-2 course. This course fulfills the following requirements: WRI-2, ARTS, AS, IHE (3 credits- no prerequisite)

Course Objective:

Students become familiar with a large body of dramatic literature from the history of theatre from the French Neoclassical period to 1960 and able to identify, analyze and write about major societal influences on drama, play structures and genres in each period. Dramatic literature is a mirror of society and reflects not only the history, but also the cultural and social mores that have influenced our beliefs and truths in the Western world.

Paperbacks: *Eighteenth Century Plays* – anthology
The Cherry Orchard
Desire Under the Elms
Cat on a Hot Tin Roof
Major Barbara
Hedda Gabler
Mother Courage and Her Children
The Way of the World
Fashion

Format: The format of the class is primarily lecture/discussion. Students read the plays assigned for class and make oral contributions.
Students are tested regularly on their understanding of the historical periods, influence and play structures. The course supports the WRI-2 requirement through major writing assignments.

Course Outcomes and Assessment

OUTCOME #1

Students will demonstrate their basic understanding of the themes and content of 14 assigned plays representative of important and influential works from dramatic literature from 17th Century France to American drama through 1960.

ASSESSMENT

Students will be quizzed on each play
Students will participate in class discussion.

OUTCOME #2

Students will demonstrate an understanding of the historical and cultural significance of the works through readings and discussion

ASSESSMENT

Students will have three unit tests on objective material covered in class . Students will present a PPT on an important actor or actress from one of the periods studied.

OUTCOME #3

Students will demonstrate good analytical writing skills

ASSESSMENT

Students will write three 3-4 page papers on an assigned theme from plays read this semester in this class utilizing material from research and play scripts . Students will also write two play reviews.

THS 232 Evaluation and Assignments

Evaluation:

- 40% 3- three-four page research papers with bibliographies
- 20% Quizzes (NO MAKEUPS- drop the 4 lowest grades)
- 15% 3 Objective Tests
- 5% Short PPT presentation on a famous actor or actress
- 10% Final exam(essay)
- 10% (3)Play reviews must be 2-3 typed- pages
(see **Leader of the Pack** , the **Sparks project** and **One Act Festival**)

Grading:

All quizzes will require an objective short answer.
First drafts of research papers will be graded on the following elements: introduction, thesis, development and research, organization, grammar, style, mechanics.
Second drafts will be graded on incorporation of changes and editing.
Third drafts: this draft should only represent some fine-tuning and should not include extensive revisions. The revision grade will replace the draft grade.

Research Papers (3-4 pages not including bibliography)

Writing guidelines should be referenced. Use your freshman *Wadsworth Handbook* .
The paper must be typed in 12pt font and double-spaced with 1” margins and stapled and have your name on every page.
Each paper must have at least additional **TWO** sources beside the play or plays being analyzed. The paper **must include an analysis of a play read in class not a synopsis**. Wikipedia will not count as one of the two sources, but you can use it to get yourself started. Any dictionary, whether online or hardcopy, will also not count as one of the sources. Cite all sources within the context of the paper and also in a bibliography. Submit **HARD COPIES** to me directly. **No emailed papers will be accepted.**
There are no penalties for a few days lateness with papers, but you are strongly encouraged to avoid falling behind.
Papers more than a week late will not be given a final grade higher than a B.
All rewrites must be accompanied by the original draft versions or they may not be submitted.

Play Review (2 pages each)

The play review must address the following elements to receive full credit: acting choices, design elements including scenery, costumes, sound and lighting, directing and interpretation of the script, overall impact and effectiveness of the production.

Actor/ Actress Report (4-5 minutes)

Present a short PPT presentation on the life and contribution of an assigned actor or actress. Be sure to include important contributions to the field of performing arts, how they were perceived in their lifetime and reviews and comments about their performances. Include pictures of the actor or actress. Do not wait until the night before to search for information.

Final Exam

The final will require you to be familiar with all the plays and periods studied this term. You may use your notes and other PPT notes from class. The exam will be in essay format.

Extra Credit

Up to 5% extra credit will be awarded to students who present a 2-3 minute rehearsed scene from a play we are reading in class. This must be arranged with the instructor in advance and will occur on the same day the play is being discussed and read for class.

Student Responsibilities

Attendance Policy

Attendance is expected as the class moves through a large amount of material each week. Quizzes are given at the start of each class period. No make-up quizzes are allowed. You may drop the four lowest grades.

Honor Code

You are required to abide by the Cedar Crest Honor Code, the Classroom Protocol Statement and the rules governing plagiarism. This information can be found in the *Student Handbook*.

Please understand the rules regarding plagiarism. You may not submit a paper which has been submitted for another class at any time. You may not cite and string together the words or ideas of another author with little of your own analysis. You may not submit work which does not credit the words or ideas of another author. The timely submission of your paper will ensure that you have time to make adequate revisions in subsequent drafts.

Documentation of Disabilities

Students with disabilities who wish to request accommodations should contact the Advising Center. See the *Student Handbook* for complete information.

Daily Assignments for THS 232 – Spring 2009

You are expected to have read the assigned play for the date listed below.

Bring your play scripts to class everyday.

- Jan. 19 Introduction; Review of writing assignments; What other plays have you read?
21 Reading a play- handout ; French Neo-classical theatre ; video clip- *Cyrano De Bergerac*
23 Moliere; Read and discuss **The Misanthrope**; QUIZ 1;
- Jan. 26 video of *The Misanthrope*;
28 Corneille; Read and discuss **Phaedra**; QUIZ 2; actress/actor report 1;
30 video scenes from *Restoration*(*clip*;)Restoration theatre; actress/actor report2 ;
- Feb 2 video *Tis Pity She's a Whore*
4 Wycherley; Read and discuss **The Way of the World**; QUIZ 3;
6 video- *The Way of the World*
- Feb 9 **Test I** French Neoclassical Theatre and the Restoration
11 18th C Theatre in England ; actress/ actor report 3;
13 18th C Theatre in Europe; actress/ actor report 4
- Feb 16 actress/ actor report 5 Read **The Conscious Lovers**; QUIZ 4
18 Read and discuss **The London Merchant**; QUIZ 5;
20 video *The Beggar's Opera* (bring play script to class); **Paper 1 DUE (Fr. Neo. & Rest.)**
- Feb 23 Read and discuss **She Stoops to Conquer**; QUIZ 6; actress/actor report 6
25 video- *She Stoops to Conquer* (live scene in class??)
27 **Test II** 18thC Theatre;
- Mar 2 Discuss *Leader of the Pack*- and American Musical Theatre
4 Read **Fashion**; QUIZ 7; American Theatre 18-19th C
6 Video *Hedda Gabler* ; see video on reserve in library
- Spring Break
16 19th C Theatre in Europe;; actress/actor 7Read **Hedda Gabler**; QUIZ 8
18 video *Cherry Orchard*
20 video *Cherry Orchard*
- Mar 23 actress/ actor report 9;actress/actor report 8;Read **The Cherry Orchard**; QUIZ 9; **Paper 2 DUE**
25 Read and discuss **Major Barbara**; QUIZ 10 ; actress/ actor report 10; video clips *Major Barbara*;
27 **Test III** 19th C Theatre
- Apr 30 Early 20th C Theatre; actress/or report 11
1 Read and discuss **Desire Under the Elms**; QUIZ 11; actress/actor report 12
3 video *Desire Under the Elms*;
6 video *Desire Under the Elms*;
8 Read and discuss **Mother Courage and Her Children** QUIZ 12;
10 break- no class
13 break- no class
15 Bertoldt Brecht – video; actress/actor report 13
17 20th C Theatre; actor /actress report 14
20 Read and discuss **Cat on a Hot Tin Roof**; QUIZ 13; actress/ actor report 15
22 video *Cat on a Hot Tin Roof*; **Paper 3 DUE**
24 video *Cat on a Hot Tin Roof*

- Apr 27 Read and discuss **Endgame**; QUIZ 14 ; video (clip) *Endgame*;
 29 actress/ actor report 16
 May 1 actress/ actor report 17,-18 ;
- 4 Discuss One Act Plays (all rewrites due- in class reading of papers)
 5 Review for Final exam (20th C . Theatre) (Tues is a Friday schedule)

General Format for Paper (3-4 pages)

Lengths are all approximate.

1. Opening ½ page
 Interesting opening paragraph (not a definition of terms or a dictionary reference)
 Thesis statement- clear, but debatable. Not a fact. You are trying to prove something in this paper.
2. Transition (¼ page)
3. First point(¾ page)
 Research-evidence to prove the point.
 Quotation directly from the play script
4. Transition (¼ page)
5. Second Point(¾ page)
 Research-evidence to prove the point.
 Quotation directly from the play script
6. Transition(¼ page)
7. Third Point(¾ page)
 Research-evidence to prove the point.
 Quotation directly from the play script
8. Conclusion (½ page)
 Cite the exciting proof you have demonstrated.

Things that I cross out and waste red ink on:

Rhetorical questions
 Dictionary definitions
 Undocumented citations
 Play titles that are not in italics or underlined
 Use of the first person instead of third person.