

THEATRE-5- Theatre History: 1700-present

01/14/2019-05/22/2019

Lecture/Discussion

Monday, Wednesday 2:00 p.m. - 3:20 p.m.

Center for the Arts-Bldg. A., Room 215

Instructor: Sheila Malone, MFA, PhD,  
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Office Hours: Room CA-A 347

Tues., Wed., Thurs. 11 :00 a.m. - 12:30 p.m.

Sundays (9 p.m.-10 p.m.- online- Canvas)

www.professormalone.com

### **Important Deadlines:**

**\*\*\*The last day to add the course is Monday, January 28th\*\*\***

January 28th – Refund Deadline for Full-term courses

Feb 3rd- Deadline to drop Full-term courses **without** a “W” grade

April 9th- Deadline to drop Full-term courses **with** a “W” grade

Final Exam- Monday, May 20th – 2:15-4:45 p.m- CA-A 215

### **Course Description**

The study of theatre history from the late 17th century through the present. Emphasis on historical, philosophical, and sociological influences on the development of the theatre. Plays are read for analysis of structure, plot, character and historical relevance.

### **Course objectives**

1. Explain the role of theatre in history and its relationship to the historical development of society.
2. Develop a working vocabulary and knowledge of the physical theatre and its development.
3. Evaluate major works of dramatic literature and their influence and contribution to the development of theatre history.
4. Develop an understanding of the chronological order of dramatic periods and the economic, political, and social forces that give rise to each of these periods.
5. Outline contemporary techniques in acting, staging, and theatre construction as it relates to each dramatic period in the development of the theatre.
6. As a theatre patron, analyze dramatic literature and performance.
7. Critique and evaluate the historical, artistic, social and philosophical environments in which theatre exists.

### **Student Learning Outcomes**

Upon the successful completion of THEATRE 5 (grade C or higher), students will be able to

**SLO 1:** analyze the historical, philosophical, and sociological influences on the development of Western theatre continuing with 17th century European theatre through to contemporary American theatre.

**SLO 2:** demonstrate an understanding of the chronological order of dramatic periods and the economic, political and social forces that give rise to each of these periods.

**SLO 3:** conceive, develop, and deliver a focused, memorized, and clear oral presentation.

**Methods**

May include small group or directed class discussion; homework; demonstrations and exercises; practicum; observations; role-playing; outside research; assignments; field trips; audio-visual aids such as films, dvds, podcasts, YouTube videos, and websites.

**Required Text Book**

Wilson, Edwin, and Alvin Goldfarb. *Living Theatre: A History*. 5th ed. McGraw-Hill, 2006. (this is an older edition- available in the bookstore or on Amazon.com – for a much lower price than the current edition).

**Required Plays** (excerpts from assigned plays will be provided - some plays in their entirety are available on <http://www.gutenberg.org/ebooks/> - or available for purchase in the bookstore.

*The School For Scandal*\* by Richard Sheridan (supplied by instructor)

*A Doll's House*\* by Henrik Ibsen (supplied by instructor)

*Mother Courage* by Bertolt Brecht (available in the bookstore)

*The Balcony* by Jean Genet (excerpt supplied by instructor)

*Marat/Sade* by Peter Weiss (available in the bookstore)

*Cloud 9* by Caryl Churchill (excerpt supplied by the instructor)

*Angels in America* by Tony Kushner (available in the bookstore)

*The America Play* by Suzan-Lori Parks (available in the bookstore)

**Course Requirements**

1) **Research Project** - Three parts: #1- an annotated scholarly article with summary, #2- an abstract with analysis/focus of/on a primary source, #3- a critical essay (developed from the abstract) (5-7 pages). Guidelines will be handed out in advance. (3-total, each at 10%) = **30%**

2) **PERFORMANCE CRITIQUE** - One critical review (written response to the Chaffey College theatrical production of – *As You Like It* by William Shakespeare or an approved performance at another venue - see Instructor) \*\*\*Students will be required to attend a live theatrical production and to write a 3-4 page critical response about the production. Admission to plays can run from \$10 - \$50 or more. There are several productions in the area that fall more towards the lower end of that spectrum, including *As You Like It* on the main campus. All reviews must be turned in by May 13th.

(1- total) = **10%**

3) **MIDTERM** - One Midterm Exam = **20%**

4) **FINAL** - One Final Exam = **20%**

5) **PARTICIPATION** – Active in discussions, group project, and other activities in class = **20%**  
You may earn 10 points per class for participation – a total of 320 points.

**GRADING SCALE** – A+ = 97 – 100% , A = 93 – 96.9% , A- = 90 – 92.9% , B+ = 87 – 89.9% ,  
B = 83 – 86.9% , B- = 80 – 82.9% , C+ = 77 – 79.9% , C = 70 – 76.9% , D+ = 67 – 69.9% , D = 63 – 66.9% ,  
D- = 60 – 62.9% , F = 0 – 59.9%

Course Outline (subject to change)**Week 1: Intro, Course Overview, History vs. Historiography, review NeoClassical Theatre**

Monday, January 14 – Introductions, Syllabus, Historiography-18th century, 19<sup>th</sup> century, 20<sup>th</sup> century

Wednesday, January 16 – Neoclassicism, Baroque, Rococo, The Age of Enlightenment

**Week 2: 18<sup>th</sup> Century Theatre**

Monday, January 21– Martin Luther King, Jr. Holiday- No Class

Wednesday, January 23– Course Text Book Chapter 10- Pp. 288-305, Read, Discuss,  
View *The School For Scandal* -1777

**Week 3: 18<sup>th</sup> & 19<sup>th</sup> Century- School For Scandal (cont.) & 1800-1875**

Monday, January 28– Read, Discuss, View *The School For Scandal* -1777

Wednesday, January 30 – Course text Book Pp. 306-325 (due)

**Week 4: The Well Made Play /The Actor/Acting Styles/Rise of the Star**

Monday, February 4 – Course Text Book Chapter 11- Pp. 328-343

Wednesday, February 6 – Course Text Book Chapter 11 – Pp. 344-367

**Week 5: Modern Theatre (1875-1915)**

Monday, February 11 – Chapter 12- Realism & Anti-realism (Ibsen) Pp. 371-381

Wednesday, February 13– Read & Discuss *A Doll's House* by Henrik Ibsen

**Week 6: Realism, Truth, The Actor, The Method (Russia)**

Monday, February 18 – Washington Holiday (President's Day)- No Class

Wednesday, February 20 –Mabou Mines's *Dollhouse*,

**Week 7: Asian Theatre, American Theatre, African-American Theatre,**

Monday, February 25 – Realism: Stanislavski and The Moscow Art Theatre - Pp. 381-403

Wednesday, February 27– Course Text Book Chapter 12- Pp. 404-411

**Week 8: Europe 1915-1945**

Monday, March 4 –**Research Project #1 due**, Course Text Book Chapter 13- Pp. 414-434 (due)

Wednesday, March 6 – **GROUP PROJECT IN CLASS- Dadaism, Futurism**

**Week 9: Epic Theatre- Brecht**

Monday, March 11 – Read and Discuss Brecht's *Mother Courage, & Theatre of War* (film)

Wednesday, March 13 –**MIDTERM EXAM**

**Week 10: SPRING BREAK**

Monday, March 18 – Spring Break

Wednesday, March 20 –Spring Break

**Week 11: International Theatre, Commercial Theatre, National Theatre**

Monday, March 25 – Pp. 434- 449

Wednesday, March 27 –Read and Discuss Brecht's *Mother Courage, & Theatre of War* (film)

**Week 12: Theatre After World War II**

Monday, April 1 – Chapter 14 Pp. 452-470 (due), Theatre of The Absurd, Existentialism- Read &  
Discuss : *Genet's The Balcony*

Wednesday, April 3 – Beckett, Albee, Pinter, Genet, Ionesco -  
Read & Discuss : *Genet's The Balcony*

**Week 13: Alternative Theatre**

Monday, April 8 – Chapter 14 Pp. 471-477 -Happenings, Environmental

Theatre, Performance Art, Multi-media, Documentary Theatre & Read, Discuss,

View - Peter Weiss's *Marat/Sade*, directed by Peter Brook

Wednesday, April 10 – Due & Read, Discuss, View - Peter Weiss's *Marat/Sade*

Course Outline (continued, subject to change)

**Week 14: Musical Theatre**

Monday, April 15 – Read, Discuss, *View - Peter Weiss's Marat/Sade, directed by Peter Brook*-  
Course Text Book Chapter 14- Pp. 477-489 (due)

Wednesday, April 17 – Read & Discuss *Cloud 9* by Caryl Churchill, **Research Project #2 due**

**Week 15: Contemporary Theatre**

Monday, April 22 – View – *Angels in America* by Tony Kushner -  
Course Text Book Ch.15- Pp. 490-512 (due),

Wednesday, April 24 – View – *Angels in America* by Tony Kushner -  
Course Text Book Ch.15- Pp. 490-512 (due),

**Week 16: Contemporary Theatre**

Monday, April 29 – *Angels in America* by Tony Kushner

Wednesday, May 1 – *Angels in America* by Tony Kushner

**Week 17: Global Theatre & Beyond**

Monday, May 6 – Read, Discuss Suzan Lori Parks – *The America Play* -in class reading  
Course Text Book Chapter 16- Pp. 539-561 (due)

Wednesday, May 8 – Read, Discuss Suzan Lori Parks – *The America Play* – *Research Project #3*  
Course Text Book Ch.16- end (due)

**Week 18: Beyond Theatre**

Monday, May 13 – Due & Suzan Lori Parks – *The America Play* *Performance REVIEW DUE*

Wednesday, May 15 – Final Exam Study Guide/Prep

**FINAL EXAM:**

Monday, May 20 – *FINAL EXAM (time change from class meeting time) - 2:15 p.m. – 4:45 p.m*

**CLASSROOM CONDUCT:**

Theatre is an exciting and energetic environment, however, students are asked to treat all assignments and activities with respect and focus of attention. If you are unsure or unclear about how to do something, stop, and ask your instructor for clarification and demonstration. Students are expected to arrive to class on time and meet the deadlines of the syllabus.

**PLAGIARISM POLICY:**

Violations of the Student Academic Integrity Code, including plagiarism, will not be tolerated in Chaffey College English courses. Plagiarism is defined as the misrepresentation of the published ideas or words of another as one's own. At the discretion of the professor, plagiarism or other violations may result in zero points for the assignment and/or failing the course. Additionally, the professor may file a Student Academic Integrity Form documenting the violation and may seek other sanctions. The complete Student Academic Integrity Code appears in the Chaffey College Student Handbook.

**STUDENT RESOURCES:**

**DISABLED STUDENTS PROGRAMS AND SERVICES:**

DPS serves students with physical, learning, and psychological/psychiatric disabilities by providing accommodations based on the type of disability and verifying documentation. Services include academic counseling, disability related counseling and referral for community resources, test accommodations, tram services, adapted computer lab, assistive technology training, assessment, and equipment loan. For more information please call (909) 652-6379.

**STUDENT HEALTH SERVICES:**

Student Health Services is dedicated to assisting students to achieve and maintain optimum physical, mental and emotional health. The center is committed to providing quality healthcare at a reasonable cost. All currently enrolled full and part-time Chaffey College students may utilize the services of the Student Health Office:

Rancho Campus, MACC-202, (909) 652-6331 Chino Campus, CHMB-105, (909) 652-8190.

**EOPS and CARE:** Extended Opportunity Programs and Services (EOPS) is designed to ensure student retention and success through academic support and financial assistance for eligible students. Cooperative Agencies Resources for Education (CARE) is a program that serves a limited number of EOPS students who are single heads of household parents. It provides additional support services beyond those available through EOPS. The ultimate goal is completion of a certificate program, an associate degree, and/or transfer to a four-year college. Call (909) 652-6345 for more information.

**CAREER CENTER:**

The Career Center helps Chaffey College students find meaningful careers. The program offers career counseling, career assessments, résumé assistance, interviewing skills preparation, job referrals, student employment, and career related workshops. The Career Center is located on the Rancho Cucamonga Campus in MACC-203. Please call (909) 652-6511 for more information.

**VETERANS' RESOURCE CENTER:**

Chaffey College's Veterans' Resource Center (VRC) is dedicated to assisting veterans and eligible family members in achieving their educational goals efficiently and without impediments. If you are a veteran or eligible family member, please contact the Veterans Resource Center at (909) 652-6235 or [vrc.staff@chaffey.edu](mailto:vrc.staff@chaffey.edu) for information regarding educational benefits and opportunities. The Veterans Resource Center (VRC) is located in building AD-125 on Chaffey College's Rancho Cucamonga campus.

**STUDENT SUCCESS CENTERS:**

Chaffey College has created Student Success Centers, which offer free tutorials, workshops, study groups, directed learning activities, and computers/resources to assist students in their academic development and success:

- Rancho Language Success Center: BEB-101 - (909) 652-6820 / 652-6907

make appointments at <https://chaffey.mywconline.com>

- Rancho Multi-Disciplinary Success Center: Library - (909) 652-6932
- Rancho Math Success Center: Math-121 - (909) 652-6452
- Chino Success Center: CHMB-145 - (909) 652-8150
- Fontana Success Center: FNFC-122 - (909) 652-7408

Call each center or visit <http://libguides.chaffey.edu/successcenters> for more information.

**GPS CENTERS:**

The Guiding Panthers to Success centers (GPS) provide new and returning Chaffey College students with assistance in registration, unit load planning, logging in and utilization of MyChaffeyView, campus resources, as well as the development and creation of Abbreviated Education Plans (first year course recommendations). Our current Chaffey College students can also visit the GPS center to check progress on academic goals through an online tool known as "Degree Audit." Many services are provided on a walk-in basis.

Rancho GPS: VSS-111 Chino GPS: CHMB-240 Fontana GPS: FNFC-121

**HONORS PROGRAM:**

The Honors Program provides an intellectual and cultural community for students at Chaffey College. Program benefits include smaller classes, creative and challenging coursework, academic enrichment activities, and scholarships. Students also have opportunities to present research at scholarly conferences, build social responsibility through community service, and receive ongoing personalized academic advisement as well as support during the transfer process. Students who complete the Honors Program may take advantage of our transfer agreements with prestigious institutions like UCLA. Visit <http://www.chaffey.edu/honors> or SSA-122 for more information and admission requirements.

**ONE BOOK, ONE COLLEGE:**

The One Book, One College Committee strives to create a community of readers across the curriculum at Chaffey College and within the communities it serves. Each year, the committee selects a college book and creates a diverse series of related events. Students are encouraged to participate in these activities to enrich their educational experience at Chaffey. <http://www.chaffey.edu/collegebook/index.shtml>