

Orientation: Syllabus



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Course Information

Course Description: Theatre history from ancient times to 1800.

Prerequisites: HIST 201 or equivalent

Meeting Information:

T R 11AM-12:15PM; FOOD SC 2311

Note: The information in this syllabus is subject to change due to extenuating circumstances. Changes to the course syllabus will be announced via course-wide announcements and email.

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Instructor Information and Student Hours

- **Instructor:** Amanda Petefish-Schrag
- **E-mail:** apschrag@iastate.edu
- **Office Location:** 0318 Carver
- **Office Phone:** 515-294-8179
- **Student Hours:** T & R 9:45-10:45AM, 1-2PM; W 11-Noon. Additional hours may be scheduled by appointment.

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Course Format

The plan of study for this course includes reading and analysis activities; games; lectures and discussions; experiments; and observing, analyzing, and critiquing scripts, performances and other theatre activity.

This course is arranged into sequential learning modules that each contain multiple activities/projects. In most modules, you will be able to select from a “menu” of learning activities/projects that will help you reach the course learning outcomes.

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Course Goals and Learning Objectives

Upon completing this course, students will be able to do the following:

- Recognize social, political, religious, and economic contexts and values of theatre performance from its origins through the 18th century.
- Classify and connect theatrical production practices and theories.
- Identify and critique the influence of historical theatre theory and practice on contemporary theatre theory and practice.
- Analyze and theorize the way cultural movements reflect and stimulate creativity and problem solving.

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Course Materials

We will use several texts in the course, which include plays, scholarly articles, and essays. The majority of these texts are accessible online (see below). There is one textbook, which is available in the ISU bookstore.

Required materials

- Assad, Karina. “The Importance of Story” <https://howlround.com/importance-story>
(<https://howlround.com/importance-story>)

- Coleman Wash, Teresa. "A Time of Interrogation" <https://howlround.com/time-interrogation> (<https://howlround.com/time-interrogation>)
- Critical Mass. "A Collective Call Against Critical Bias" <https://howlround.com/collective-call-against-critical-bias> (<https://howlround.com/collective-call-against-critical-bias>)
- Diakhaté, Ousmane and Hansel Ndumbe Eyoh. "The Roots of African Theatre Ritual and Orality in the Pre-Colonial Period" <http://www.afrykanistyka.uw.edu.pl/pliki/files/PDF/The%20Roots%20of%20African%20Theatre%20Ritual%20and%20Orality%20in%20the%20Pre-Colonial%20Period.pdf> (<http://www.afrykanistyka.uw.edu.pl/pliki/files/PDF/The%20Roots%20of%20African%20Theatre%20Ritual%20and%20Orality%20in%20the%20Pre-Colonial%20Period.pdf>)
- Drexel, Kitty and Regina Taylor. "The Responsibility of the Artist-Critic" <https://howlround.com/responsibility-artist-critic> (<https://howlround.com/responsibility-artist-critic>)
- Gainor, J. Ellen, Stanton B. Garner Jr., Martin Puchner (eds.). *The Norton Anthology of Drama, Volume 1* available in the ISU Bookstore

We will use the following plays from this anthology:

- *Lysistrata* (Aristophanes)
 - *Thyestes* (Seneca)
 - *The Little Clay Cart* (Shudraka)
 - *Dulcitius* (Hrotsvit of Gandersheim)
 - *Atsumori* (Zeami Motokiyo)
 - *Life Is a Dream* (Pedro Calderón de la Barca)
 - *The Loa for the Auto Sacramental of the Divine Narcissus* (Sor Juana Inés de la Cruz)
- Karmali, Hafiz. "Performing Arts in the Islamic World: The Divine Spark" <https://howlround.com/performing-arts-islamic-world> (<https://howlround.com/performing-arts-islamic-world>)
 - Moshinsky, Avital and Maya Bar-Hillel. "Where Did 1850 Happen First: In America or in Europe? A Cognitive Account for a Historical Bias" Available through Parks Library Reserves
 - Sesay, Chernoh Jr. "Implicit Bias and American History" <https://www.aaihs.org/implicit-bias-and-american-history/> (<https://www.aaihs.org/implicit-bias-and-american-history/>)
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Learning Activities and Assessments

For the first few weeks of class, everyone will be engaging in the same course learning activities, (for the most part). In the subsequent weeks of class, you will have multiple opportunities to choose your own learning activities and projects from our course "menus" (located in Canvas modules two-four).

You are welcomed and encouraged to consult with me as your course instructor when choosing learning activities. If you have a particular passion or area of interest, let me know so that we can work together to find learning projects that are both relevant and connected to your goals and needs for the semester.

To successfully complete this course, students will do the following:

- Attend and participate in class sessions
- Read assigned articles/essays and plays
- View online lectures
- Complete reading/watching reflections
- Complete assigned and selected individual research projects and learning activities

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Grading Policies

A	Over 929 pts in which at least 100 points have been earned in each of the numbered modules
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A-	900-929 pts in which at least 100 points have been earned in each of the numbered modules
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B+	870-899 pts in which at least 100 points have been earned in each of the numbered modules
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B	830-869 pts in which at least 100 points have been earned in each of the numbered modules
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B-	800-829 pts in which at least 100 points have been earned in each of the numbered modules
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C+	770 pts and above
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C 730-769 pts

C- 700-729 pts

D+ 670-699 pts

D 630-669 pts

D- 600-629 pts

F <600 pts

You can accumulate points by participating in the following way:

Grade Distribution

Participation area	Total Points Possible
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Orientation Module	1-35 pts
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Foundations Module	1-110 pts
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Origin Stories Module	1-155 pts
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Participation area	Total Points Possible
Module I: Early Frameworks and Cases	1-310 pts
Module II: Later Frameworks and Cases	1-355 pts
Module III: The Past Is Present	1-335 pts
<i>Total Points Possible</i>	1300 pts

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Course Policies

Feedback

Graded assessments will be returned with feedback within 10 days of the due date. Personalized feedback will be provided for each learning project with more than 25 pts attached.

Missed and Late Coursework

Late projects will be accepted (unless directly connected to a presentation or group activity), but with a five percent grade reduction per day late. Work submitted more than three weeks past the original due date can no longer count toward your point totals.

Engagement, Attendance, and Participation

Active course engagement is vital to success in this class. One of the most important ways of staying engaged is active class attendance and participation. In addition to earning course points, attendance is an important way to learn and understand critical course content that will be necessary to complete many of the other course learning activities. Likewise, participate every week in your assigned and selected learning activities. Prepare necessary materials in advance of in-class activities such as discussions and explorations; stay active in threaded discussions and other online opportunities to share and reflect on your work and progress.

Note: The course is structured with paths to “make up” missed attendance points due to short-term illness or emergency. Practice care for yourself and your community by staying home if you are ill or potentially contagious. *You do not need to provide a doctor or nurses’s note or other documentation if you need to miss class for illness or emergency.*

Your Name and Identity

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me accordingly early in the semester so that I can make appropriate changes to my records.

This can also be done via the Student Inventory in our [Orientation Module](https://canvas.iastate.edu/courses/93165/modules/592549).
(<https://canvas.iastate.edu/courses/93165/modules/592549>).

Class Climate and Content Warnings

All of us should feel responsible for creating a space that exemplifies the tenets of ISU's Principles of Community: Respect, Purpose, Cooperation, Richness of Diversity, Freedom from discrimination, and the Honest and respectful expression of ideas.

Our course readings, performances, and discussions may sometimes involve mature, and potentially challenging topics. Navigating these topics might trigger strong feelings and responses — anger, discomfort, anxiety, confusion, excitement, humor, laughter, and tears.

In these interactions, be respectful (even when you strongly disagree) and mindful of the ways that our identities position us in the classroom. Likewise, if you have a trigger that you would like me to know so I can help you with a specific warning, please let me know via the Student Inventory or through an individual meeting. You don't have to share details - just what content might be harder for you to engage with during the course.

Inclusive Course Design

I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know so we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact the Student Accessibility Services (515-294-7220) to begin this conversation or to establish accommodations for this or other courses.

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Course Calendar

(This is a schedule overview. Consult our Canvas Modules to get more specific details on weekly schedules, module menus, individual project due dates, as well as changes and updates.)

Week One (8/22-26)	Complete Orientation Module
Week Two (8/29-9/2)	Begin Foundations Module

Week Three (9/6-9)	Complete Foundations Module Begin Origin Stories Module
Week Four (9/12-16)	Continue Origin Stories Module
Week Five (9/19-23)	Complete Module I: Origin Stories Begin Module I: Early Frameworks and Cases
Week Six (9/26-30)	Continue Module I: Early Frameworks and Cases
Week Seven (10/3-7)	Continue Module I: Early Frameworks and Cases
Week Eight (10/10-14)	Continue Module I: Early Frameworks and Cases
Week Nine (10/17-21)	Complete Module I: Early Frameworks and Cases Begin Module II: Later Frameworks and Cases
Week Ten (10/24-28)	Continue Module II: Later Frameworks and Cases Begin Module III: The Past Is Present
Week Eleven (10/31-11/4)	Continue Module II: Later Frameworks and Cases Continue Module III: The Past Is Present
Week Twelve (11/7-11)	Continue Module II: Later Frameworks and Cases Continue Module III: The Past Is Present
Week Thirteen (11/14-18)	Complete Module II: Later Frameworks and Cases Continue Module III: The Past Is Present
Week Fourteen (11/21-25)	Fall Break https://canvas.iastate.edu/courses/72808/modules/386063
Week Fifteen (11/28-12/2)	Continue Module III: The Past Is Present
Week Sixteen (12/5-9)	Complete Module III: The Past Is Present

**Finals Period – Wednesday, 12/14 @ 9:45-11:45AM – Completely Unrehearsed Theatre
History Five-Minute Play Festival**

Other important dates

Friday 8/26 Last day to drop full-semester or first half-semester courses without the drop appearing on the permanent record or counting toward the limit of dropped courses.

Friday 10/23 Last day to add/drop full-semester courses or withdraw without extenuating circumstances.

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Recommended and Required ISU Syllabus Statements

View Required and Recommended ISU Syllabus Statements via the Syllabus Statements option on your left-hand Canvas course navigation. Syllabus statements are developed by Iowa State University to communicate a consistent message to all students about strategic policies that impact their experience and make students aware of available campus resources.

The instructor of this course abides by University policies and regulations concerning attendance, academic honesty (including plagiarism), and all others as stated in the current Undergraduate Academic Catalog.

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Iowa State University is committed to proactively facilitating all students' well-being. We welcome and encourage students to contact the following on-campus services for their physical, intellectual, occupational, spiritual, environmental, financial, social, and/or emotional needs:

Student Wellness call 515-294-1099 or via website (<http://studentwellness.iastate.edu> (<http://studentwellness.iastate.edu>)).

Thielen Student Health Center call 515-294-5801 (24/7 Medical Advice) or via website (<http://www.cyclonehealth.org> (<http://www.cyclonehealth.org>)).

Student Counseling Services call 515-294-5056 or via website (<https://counseling.iastate.edu> (<https://counseling.iastate.edu>)).

Recreation Services call 515-294-4980 or via website (<http://recservices.iastate.edu> (<http://recservices.iastate.edu>)).

Students dealing with heightened feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety may contact the ISU Crisis Text Line (Text ISU to 741-741) or contact ISU Police Department 515-294-4428.