

THEATRE HISTORY: 19th Century - Present

Theatre 466, 3 Credits
Course Syllabus, Spring 2021
Iowa State University

"The great force of history comes from the fact that we carry it within us, are unconsciously controlled by it in many ways, and history is literally present in all that we do."

James Baldwin

Course Description: Theatre history from 19th century to present.

Prerequisites: HIST 201 or equivalent

Instructor Information:

Instructor: Amanda Petefish-Schrag

Student Hours: M & W 9:30-11:15 AM, T 2-3:30PM Additional hours may be scheduled by appointment.

(This semester, all student office hours will be via Zoom or phone.)

Office Phone: 515-294-8179

Office Location: 0318 Carver

E-mail: apschrag@iastate.edu

Meeting Information: T R 12:40-1:55PM.

Synchronous Online Learning Activities will occur using Zoom.

Face to Face Learning Activities will be in Carver 232.

Your Name and Identity Matters

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 (Canvas).

Course Objectives:

- Recognize social, political, religious, and economic contexts and values of theatre performance from the 19th century through the present.
- Classify and connect theatrical production practices and theories.
- Identify and critique the influence of historical theatre theory and practice on contemporary production practice and theory.
- Analyze and theorize the way cultural movements reflect and stimulate creativity and problem solving.

Methods of Instruction:

The plan of study for this course includes reading and analysis activities; games; lectures and discussions; experiments; and observing, analyzing, and critiquing productions and other theatre activity. Both online and face-to-face learning activities will be used in this hybrid course.

Text Information:

- Gainor, J. Ellen, Stanton B. Garner Jr., Martin Puchner (eds.). *The Norton Anthology of Drama, Volume 2*

We will use the following plays from this anthology:

A Doll's House (Ibsen)
Ubu the King (Jarry)
The Good Woman of Setzuan (Brecht)
Machinal (Treadwell)
Soul Gone Home (Hughes)
Death and the King's Horseman (Soyinka)
Cloud Nine (Churchill)
Mud (Fornes)
The America Play (Parks)

- Mueller, Heiner. *Hamletmachine*.
- Stowe, Harriet Beecher. George Aikin (Adaptor). *Uncle Tom's Cabin*.

Throughout the semester we will also be using several podcasts and other audio-visual materials available through Howlround Theatre Commons. Specific links can be found in our Canvas site.

Course Organization and Evaluation:

This course is arranged into learning modules that each contain multiple activities/projects, (see Canvas). 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.

The first four modules (Orientation – Module C) are sequential, meaning you must complete activities in one module before moving on to the next. Module D involves independent theatre history research activities, and these activities will be ongoing throughout the semester.

Orientation Module	1-35 pts possible
Module A:	
Building Your Theatre History Toolkit - The Federal Theatre Project	1-250 pts possible
Module B:	
Frameworks and Cases in the "ISMS"	1-350 pts possible
Module C:	
Frameworks and Cases in U.S. Theatre	1-350 pts possible
Module D:	
The Past Is Present	1-400 pts possible

Grading Scale:

A Over 929 pts in which at least 100 points have been earned in each of the A-D Modules

A- 900-929 pts in which at least 100 points have been earned in each of the A-D Modules

B+ 870 pts and above B 830-869 pts B- 800-829 pts

C+ 770-799 pts C 730-769 pts C- 700-729 pts

D+ 670-699 pts D 630-669 pts D- 600-629 pts

F 599 and below

Engagement and Participation: Active course engagement is vital to success in this class. Engagement can happen in a variety of ways, and you will have multiple opportunities to choose your own learning activities and projects from various "menus" (located in our Canvas modules) within this course. These options will include synchronous online learning activities, face-to-face learning activities, and asynchronous learning

activities. Participate every week in your assigned and selected activities (both asynchronous and synchronous). Prepare necessary materials in advance of synchronous online and face-to-face learning activities such as discussions, explorations, and performances; stay active in threaded discussions and other online opportunities to share and reflect on your work and progress.

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.

When participating in face-to-face activities, you must wear a mask at all times. Some of our face-to-face activities in the latter part of the semester will happen outside, so please dress for whatever weather conditions happen to be occurring that day. If you are feeling ill, (even a little ill) it is important that you stay home.

Class Climate and Content Warning

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, discussions, and performances sometimes focus on 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 share if you feel comfortable. You don't have to share details - just what content might be harder for you to engage with during the course.

Learning Projects: Consider your own schedule and needs and interests when choosing projects. Late projects will be accepted (unless directly connected to a performance 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.

**If you miss a due date because of illness, let me know so I can help you determine an alternative performance opportunity, or amendment to the project.*

Course Schedule: Overview

(This is a *very* broad overview. Consult **Canvas** to get specific details on weekly schedule, module menus, individual project due dates, online and face-to-face activity dates, as well as any changes and updates.)

Week One (1/25-29)	Complete Orientation Module in Canvas/Begin Module A
<i>Friday 1/29 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.</i>	
Week Two (2/1-5)	Module A: Building Your Toolkit/Federal Theatre Project (Cont.)
Week Three (2/8-12)	Module A: Building Your Toolkit/Federal Theatre Project
Week Four (2/15-19)	Complete Module A: Building Your Toolkit/Federal Theatre Project Begin Module B: Frameworks and Cases in the "ISMS"
Week Five (2/22-26)	Module B: Frameworks and Cases in the "ISMS" (Cont.)
Week Six (3/1-5)	Module B: Frameworks and Cases in the "ISMS" (Cont.)
Week Seven (3/8-12)	Module B: Frameworks and Cases in the "ISMS" (Cont.)
Week Eight (3/15-19)	Module B: Frameworks and Cases in the "ISMS" (Cont.)
<i>March 18 and 19 - Theatre Reading Days</i>	
Week Nine (3/22-26)	Complete Module B: Frameworks and Cases in the "ISMS" Begin Module C: Frameworks and Cases in U.S. Theatre
Week Ten (3/29-4/2)	Module C: Frameworks and Cases in U.S. Theatre (Cont.)
<i>Friday 4/2 Last day to add/drop full-semester courses or withdraw without extenuating circumstances.</i>	
Week Eleven (4/5-9)	Module C: Frameworks and Cases in U.S. Theatre (Cont.)
Week Twelve (4/12-16)	Module C: Frameworks and Cases in U.S. Theatre (Cont.) Module D: The Past Is Present
Week Thirteen (4/19-23)	Complete Module C: Frameworks and Cases in U.S. Theatre Module D: The Past Is Present (Cont.)
Week Fourteen (4/26-30)	Module D: The Past Is Present (Cont.)

Finals Period – Tuesday, May 4th @ 2:15 PM
Share and Discuss Module D Learning Projects

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.

University Policy Statements: 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.

COVID-19 health and safety requirements: Students are responsible for abiding by the university's COVID-19 health and safety expectations. All students attending this class in-person are required to follow university policy regarding health, safety, and face coverings:

- wear a cloth face covering in all university classrooms, laboratories, studios, and other in-person instructional settings and learning spaces. Cloth face coverings are additionally required to be worn indoors in all university buildings, and outdoors when other people are or may be present where physical distancing of at least 6 feet from others is not possible. Students with a documented health or medical condition that prevents them from wearing a cloth face covering should consult with Student Accessibility Services in the Dean of Students Office.
- ensure that the cloth face covering completely covers the nose and mouth and fits snugly against the side of the face.
- practice physical distancing to the extent possible.
- assist in maintaining a clean and sanitary environment.
- not attend class if you are sick or experiencing symptoms of COVID-19.
- not attend class if you have been told to self-isolate or quarantine by a health official.
- follow the instructor's guidance with respect to these requirements.
- Failure to comply constitutes disruptive classroom conduct. Faculty and teaching assistants have the authority to deny a non-compliant student entry into a classroom, laboratory, studio, conference room, office, or other learning space.

These requirements extend outside of scheduled class time, including coursework in laboratories, studios, and other learning spaces, and to field trips. These requirements may be revised by the university at any time during the semester.

In accordance with university policy, instructors may use a face shield while they are teaching as long as they are able to maintain 8 feet of physical distance between themselves and students during the entire instructional period. Some form of face covering must be worn at all times in learning spaces regardless of the amount of physical distancing.

Faculty may refer matters of non-compliance to the Dean of Students Office for disciplinary action, which can include restrictions on access to, or use of, university facilities; removal from university housing; required transition to remote-only instruction; involuntary disenrollment from one or more in-person courses; and other such measures as necessary to promote the health and safety of campus. It is important for students to recognize their responsibility in promoting the health and safety of the Iowa State University community, through actions both on- and off-campus. The university's faculty asks that you personally demonstrate a commitment to our Cyclones Care campaign. Iowa State University's

faculty support the Cyclones Care campaign and ask you personally to demonstrate a commitment to our campaign. Your dedication and contribution to the campaign will also protect your family, classmates, and friends, as well as their friends and families. Our best opportunity for a successful fall semester with in-person learning and extramural activities requires all of us to collaborate and fully participate in the Cyclones Care campaign.

Academic Dishonesty: The class will follow Iowa State University's policy on academic dishonesty. Anyone suspected of academic dishonesty will be reported to the Dean of Students Office.

Access Statement for Students with Documented Disabilities: Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. Students requesting accommodations for a documented disability are required to work directly with staff in Student Accessibility Services (SAS) to establish eligibility and learn about related processes before accommodations will be identified. After eligibility is established, SAS staff will create and issue a Notification Letter for each course listing approved reasonable accommodations. This document will be made available to the student and instructor either electronically or in hard-copy every semester. Students and instructors are encouraged to review contents of the Notification Letters as early in the semester as possible to identify a specific, timely plan to deliver/receive the indicated accommodations. Reasonable accommodations are not retroactive in nature and are not intended to be an unfair advantage. Additional information or assistance is available online at www.sas.dso.iastate.edu, by contacting SAS staff via email at accessibility@iastate.edu, or by calling 515-294-7220. Student Accessibility Services is a unit of the Dean of Students Office located at 1076 Student Services Building.

Prep Week: This class follows the Iowa State University Prep Week policy as noted in section 10.6.4 of the Faculty Handbook.

Harassment and Discrimination: Iowa State University does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. Veteran. Inquiries regarding non-discrimination policies may be directed to Office of Equal Opportunity, 3410 Beardshear Hall, 515 Morrill Road, Ames, Iowa 50011, Tel. 515-294-7612, Hotline 515-294-1222, email eooffice@iastate.edu

Religious Accommodation: Iowa State University welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request the reasonable accommodation for religious practices. In all cases, you must put your request in writing. The instructor will review the situation in an effort to provide a reasonable accommodation when possible to do so without fundamentally altering a course. For students, you should first discuss the conflict and your requested accommodation with your professor at the earliest possible time. You or your instructor may also seek assistance from the Dean of Students Office at 515-294-1020 or the Office of Equal Opportunity at 515-294-7612.

Free Expression: Iowa State University supports and upholds the First Amendment protection of freedom of speech and the principle of academic freedom in order to foster a learning environment where open inquiry and the vigorous debate of a diversity of ideas are encouraged. Students will not be penalized for the content or viewpoints of their speech as long as student expression in a class context is germane to the subject matter of the class and conveyed in an appropriate manner.

Contact Information: If you are experiencing, or have experienced, a problem with any of the above issues, email academicissues@iastate.edu

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>).

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

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

Recreation Services call 515-294-4980 or via website (<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.