

## **THE 4110: History of Theatre on Stage I**

Fall 2018

MWF 4 (10:40-11:30am)

Newins-Ziegler Hall 112

**Dr. Sean Bartley**

Office Hours: W 5-7 (11:45-2:45) and By Appointment

Office: Maguire 213B

Email: [sean.bartley@ufl.edu](mailto:sean.bartley@ufl.edu)

Phone: TBD

Website: [www.seanbartley.net](http://www.seanbartley.net)

**Course Description (from Schedule of Courses):** “Surveys the history of dramatic literature and stage performance from Greek and Roman times to the Restoration, including Japan and India. Concentrating on plays, theatrical spaces and performance practices of each era in the context of social and artistic movements. Prerequisites: THE 2000 or THE 2020.”

**Course Explanation:** Studying theatre history offers actors, directors, designers, stage managers, technicians, dramaturgs, marketers, arts managers, and others a shared language from the moment they enter a theatre building or rehearsal space. When they understand how plays, artists, theoreticians, and performance conventions relate to and build upon their precedents, these practitioners gain the ability to situate their own work in historical and cultural context. This class offers a crash course of over two millennia in theatre history, beginning in Ancient Egypt, Greece, and Rome and ending at the English Restoration with stops in continental Europe, Japan, India, China, and Southeast Asia. In roughly chronological order, it explores plays, theoretical texts, theatre spaces, cultural artifacts, and embodied performance practices.

In this class, we’ll consider:

- How do plays and practitioners relate to their cultures and civilizations? Do they reproduce cultural values or challenge them?
- Why do societies make and attend live theatre? What do they seek in performance?
- How are performances and theatre artists accepted and rejected by their cultures? What is the relationship between performance and political power?
- What do the performance spaces built and repurposed by different societies say about those cultures and their theatre?

By the end of this course, students will be able to:

- Identify a wide range of major plays, practitioners, theatre spaces, traditions, and theories historically, explaining their significance in their own eras and to subsequent theatrical practice.
- Situate plays and theatre practices within both culturally specific and cross-cultural artistic movements.
- Read and connect plays to multiple theoretical and cultural frames, analyzing both form and context.
- Conduct beginning research on theatrical movements, plays, and practitioners.
- Share their research both in oral presentations and clear written analysis.

**Required Texts:**

- Gainor, Garner, Puchner eds. *Norton Anthology of Drama, Shorter Edition*. Third Edition. 2017. ISBN: 9780393283501 [Note: On the Course Calendar, readings from this anthology are marked with the page number in parentheses]
- Supplemental texts posted to Canvas. These may be either .pdf attachments or direct links to UF Library databases. [Note: On the Course Calendar, readings from this anthology are marked with a “C” in parentheses]

**Course Fees:** Information about course fees can be found at <https://one.ufl.edu/soc/2188>.

**Course Schedule:** Students will collaborate on some aspects of the course schedule with the professor on the first day of class (8/22/18). The finalized course schedule will be posted on Canvas by 5:00pm that evening and distributed in hard copy at the following class meeting (8/24/18).

**Canvas and Email:** Students will need to access Canvas frequently in this course. Because of state and federal laws, all emails related to course content or delivery *must* come from students’ UF accounts rather than personal accounts (like Gmail and Yahoo).

**Grade Breakdown:**

- Attendance and Participation: 15%
- Quizzes: 20%
- Facilitation: 15%
- Research Paper: 20%
- Exam I: 10%
- Exam II: 10%
- Exam III: 10%

**Grading Scale (UF does not award an A+ grade):**

A = 93-100    A- = 90-92    B+ = 87-89    B = 83-86    B- = 80-82    C+ = 77-79  
C = 73-76    C- = 70-72    D+ = 67-69    D = 63-66    D- = 60-62    F = <59

(For more information: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>)

**Course Expectations:**

**1.) To attend class.** This course will rely on discussion, class exercises, and group work. For this format to succeed, you must be present and on time. You will receive points for participation and attendance in this course. You may miss **THREE** unexcused class sessions without penalty to your grade. After this, 10 percentage points will be deducted from your Attendance and Participation grade for each absence beyond the allotted two. Tardiness is not acceptable. Three late arrivals and/or early exits will equal one absence. **If you know you will be absent from class, it is your responsibility to notify the instructor prior to the absence and turn in any work prior to the start of class time.** Excused absences, which are defined in the University Attendance Policy (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencetext>), must be documented. *Only absences covered in the University Attendance Policy* may be documented and considered

as excused. Athletes must submit official, written documentation for *every* absence. Students who miss class due to an excused absence must contact the instructor to make up missed work (including quizzes) **within one week of your return to class**. All students are responsible for providing their own documentation – I cannot track it down for you.

**2.) To read the assigned materials.** The material we read will provide us with the common ground upon which we will base our conversations. Without that common ground, our conversations will lose much of their richness. We will have quizzes and in-class writing exercises to ensure that you are keeping up with the reading and to help stimulate class discussion. Bringing the textbook to class on each day a reading is due is essential.

**3.) To be attentive and participate in class.** Participation does not simply mean speaking aloud in class, although that is essential. Students should participate by actively following discussion and by contributing to our semester-long conversation through the insights they present in their papers and assignments. Other examples of participation include coming prepared to class, asking questions that help to clarify the assigned readings, and making thoughtful comments that link the readings to outside material (perhaps even from other courses). Examples of activities that detract from that atmosphere include arriving late or leaving early, cell phone use, distracting behavior during lectures or student presentations, speaking unkindly or disrespectfully to or about anyone in the classroom, or expecting special treatment. These activities will not be tolerated, and offenders may be asked to leave class or face other disciplinary measures.

**4.) To complete the required assignments in a timely fashion.** The assignments provide you with both informal and formal opportunities to articulate your responses to the issues we'll be discussing. You will get the most out of the course if you turn in your work on time. **If you know you will be absent due to school related functions, family events, etc. it is your responsibility to make prior arrangements with the instructor. Late assignments are subject to a 10% deduction per day.** Some assignments, such as the Facilitation, cannot be made up except in the case of unanticipated, excused absences. While I appreciate that computer problems happen, they are not an acceptable reason for submitting work late and will result in the same 10% per day late penalty. All deductions are calculated based upon the possible points for each assignment.

**Course Technology Policy:** Each class meeting will be either “tech-exclusive” or “tech-inclusive” and these classifications will be clearly marked on the Course Calendar.

1. On tech-exclusive days, such as when we are discussing a play in the textbook or working in a lecture format, **The use of any and all digital technology (cell phones, laptops, tablets, PDAs, music devices, etc.) is prohibited in the classroom at all times.** Texting, Facebooking, or otherwise using digital technology in class will result in an immediate and automatic ten percentage point deduction from the student's Attendance and Participation grade. If you have any concerns with the digital technology policy, see the instructor during the add/drop period.
2. Tech-inclusive days, typically occurring when an assigned reading has been posted to Canvas, are marked on the Course Calendar with a “(I)”. On these days, students are permitted to use digital devices to access the reading, but restrictions on social media, texting, web browsing, and completing outside work still apply.

**Course Hashtag (#the4110):** Outside of class, students are welcomed and encouraged to use the #the4110 hashtag to discuss the material and concepts with each other and the professor. One particularly productive way to use the hashtag is to tweet questions, responses, and ideas that come from a reading assignment immediately after reading it. The professor (@seanmbartley) will often read these tweets and, when appropriate, incorporate them into class discussions and lesson plans. The course hashtag is a great way for students who feel less comfortable speaking in front of the class to contribute to the conversation.

**Quizzes:** There will be at least 10 quizzes during the course of the semester which are graded on a pass/fail system and designed both to ensure that students keep up with the assigned reading and to reward students for being attentive during class. Quizzes will typically cover the reading due in class that day. On days when reading is due the quiz will take place prior to our class discussion. Thus, students should come to class with the reading completed and be prepared to be quizzed on the material. Students with unexcused absences are not afforded the opportunity to make up a quiz at a later date, though each student will be awarded one quiz drop at the end of the semester. **Students who miss a quiz due to an excused absence must arrange to complete their make up quiz within one week of the date it was originally administered in class; those who do not make this deadline forfeit the opportunity to make up missed work.**

**Facilitation:** Students will choose partners and select one of the questions posed by the instructor on the sign-up sheet (for example, “Why didn’t many scholars think Seneca’s tragedies were performed in his lifetime?” or “What important role did tennis courts play in French theatre history?”). **No later than week before the presentation,** partners must meet with the instructor to present their annotated bibliography and plans for the presentation. Presentations must be three to five minutes and, if they use PowerPoint, are limited to three slides. Detailed instructions and a grading rubric are posted to Canvas.

**Research Paper:** The Research Paper should grow out of the Facilitation, though students may change their topics with prior approval. Using outside research, students will develop an original thesis on a topic related to course materials. Papers will be 1,800-2,000 words and utilize MLA formatting. By Friday, November 2<sup>nd</sup>, students must meet individually with the professor to present their annotated bibliography and thesis statement. Detailed instructions and a grading rubric are posted to Canvas. *Students are encouraged to speak with the instructor throughout the process of conceptualizing and writing their papers for support.*

**Extra Credit:** The professor will offer extra credit opportunities at his own discretion throughout the semester. These may include writing prompts, reading assignments, attendance at local performances and events, screenings, and/or other formats. *No extra credit will be offered, accepted, or graded after Wednesday, December 5<sup>th</sup>.*

### **University and School of Theatre and Dance Policies:**

**University Honestly Policy:** UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The

Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies several behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the professor.

**Accommodations:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**Attendance at Performances:** By decision of the faculty in the School of Theatre and Dance, the following statement is included on all departmental syllabi: *“Since production is the laboratory for all theatre courses, attendance at all mainstage School of Theatre and Dance productions is required of students enrolled in classes with the following prefix designations: THE, TPA, TPP, ORI. Critiques of and/or responses to these productions may be required. Attendance at all related events is encouraged.”*

**Course Evaluation:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

### Student Resources:

#### Health and Wellness

1. U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1575 so that a team member can reach out to the student.
2. Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
3. Student Health Care Center, 392-1161.
4. University Police Department, 392-1111 (or 9-1-1 for emergencies).  
<http://www.police.ufl.edu/>

#### Academic Resources

1. E-learning technical support, 352-392-4357 (select option 2), e-mail to [learningsupport@ufl.edu](mailto:learningsupport@ufl.edu), or <https://lss.at.ufl.edu/help.shtml>.
2. Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.  
<http://www.crc.ufl.edu/>
3. Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
4. Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.  
<http://teachingcenter.ufl.edu/>
5. Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>