



## THEA 1031

**Division:** Fine Arts

**Department:** Theater Arts

**Course:** THEA 1031

**Title:** Theatre History and Literature: Classical

**Catalog Description:**

This course is an exploration of the principal literary periods and styles of drama from the ancient Greeks through the Renaissance. Course may be taken out of sequence.

**General Education Requirements:** Fine Arts

**Semesters Offered:** Fall

**Credit/Time Requirement:** Credit: 3; Lecture: 3; Lab: 0

**Clock/Hour Requirements:** 3

**Offered for Non-Credit:** No

**Prerequisites:** None

**Corequisites:** None

**Justification:**

This course satisfies a core requirement for undergraduate theatre majors with equivalent courses at all four-year institutions in Utah and elsewhere. It fills a major requirement for theatre arts majors, meets FA General Education outcomes and otherwise satisfies elective credit criteria.

**Student Learning Outcomes:**

As a result of the course, students will be able to:

1. Identify the forces--cultural, political, religious--which influenced the form, style and production of drama from ancient times through the high Renaissance.
2. Identify representative examples of classical dramatic literature and describe the era from which it came.
3. Identify the Aristotelian elements of: a. Plot; b. Character; c. Thought; d. Diction; e. Music; f. Spectacle; and apply them to representative dramatic texts.
4. Identify major classical playwrights and their dramatic styles.
5. Describe the contemporary milieu from which period examples of classical drama arose.
6. Describe the production practices and conventions unique to each period.
7. Recognize universal human experiences revealed in dramatic literature that link humankind.
8. Appreciate drama from a sensory, intellectual and personal point-of-view.

1. Pagan and Christian Religious Traditions: Influence on dominant thought and values.
2. Political and Economic Systems: Cultural implications.
3. Science and Exploration: Effect upon intellectual evolution
4. Classical Art Forms: Music, visual, literary.
5. Aristotle's Poetics .
6. Western Dramatic Theories.
7. Rational (objective) and Irrational (subjective) points-of-view and effect on form and style.
8. Representationalism and Presentationalism.
9. Greek Theatrical Traditions:

a. Plays, Playwrights, Practices b. Western Civilization c. Mythology

10. Roman Theatrical Traditions:

a. Plays, Playwrights, Practices b. Literary Bridges c. Circuses and Spectacles

11. Medieval Theatrical Traditions:

a. Plays, Playwrights, Practices b. Liturgical drama--Mystery, Miracle, Morality c. Secular drama--Folk plays

12. Renaissance Theatrical Traditions:

a. Plays, Playwrights, Practices b. Italy--Design and Opera c. England--Shakespeare

### **General Education Outcomes:**

- 1) Read effectively, constructively, and critically.

Each student will be required to read the textbook and selected plays. Quizzes and exams will be given to test their knowledge and understanding of the subject matter.

- 2) Write clearly, informatively, and persuasively.

Students will be asked to evaluate plays read in class through a series of written responses. They will also be required to write critiques of live performances produced by the theatre department. These responses are based on criteria that will be examined in class lectures and textbook reading. These papers will be read, graded and written comments and suggestions provided back to the students.

- 3) Speak effectively in a variety of contexts.

Students will be expected to participate in oral group presentations on specific selected topics. These presentations will be graded and written suggestions for improvement on subsequent presentations will be provided to the students.

- 5) Apply a cultural and historical awareness to a variety of phenomena.

One of the objectives of this course is to provide historical context to a variety of theatrical genres and styles. Students should be able to understand the historical context in which various periods of theatre developed.

9) Respond with informed sensitivity to an artistic work or experience.

All students should be able to respond to any work of art in an articulate manner. In particular, students should be able to respond to a theatrical piece both as art and as entertainment.

### **Key Performance Indicators:**

(Percentage values are approximate)

1. Attendance at and contribution to regular class discussion (5% of Total Grade)
2. Written analysis of each play read (minimum of eight). Subjective assessment of the universal human experiences reflected in each play; a theoretical and critical analysis of the script. (15% of Total Grade)
3. One objective quiz per each play read (minimum of eight). Objective assessment of time, place, character and character relationships pertaining to the script. (15% of Total Grade)
4. Midterm examination: Objective assessment of the cultural, political and religious influences upon the form, style and production of drama from era to era. (15% of Total Grade)
5. Term paper: Research a major period, subject or figure in theatre history or dramatic literature. (15% of Total Grade)
6. Project/Presentation (practical--proposed by student and approved by instructor) (12% of Total Grade)
7. Final examination: Subjective assessment of the cultural, political and religious influences upon the form, style and production of drama from era to era; a theoretical and critical analysis of the body of dramatic literature examined in the course. (15% of Total Grade)
8. Attendance and written critiques of on and off campus theatrical productions during semester. (5% of Total Grade)
9. Subsequent attendance at theater, dance, music and opera productions. (3% of Total Grade)

### **Representative Text and/or Supplies:**

Masterpieces of the Drama, by Allison, Carr, and Eastman. (5th ed.)

**Optimum Class Size: 25**

**Maximum Class Size: 30**

**Signatures:**

I hereby submit this course syllabus:

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I hereby find this course consistent with the goals and resources of the Theater Arts Department:

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Kim Christison, PhD, Professor, Chair

I hereby find this course consistent with the goals and resources of the Fine Arts Division:

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Vance Larsen, MM, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)