



COURSE OUTLINE

Course Number THR210	Course Title Theatre History: Classical to Elizabethan	Credits 3
Hours: 3 Lecture	Pre-requisite ENG101	Implementation Spring 2017

Catalog description: A study of the evolution of theatre from classical Greek and Roman traditions through the Elizabethan period. Emphasis on the play in performance reflecting the changing physical theatre, as well as the social, political, and artistic currents of each period.

Is course New, Revised, or Modified? Modified

Required texts/other materials:

The Norton Anthology of Drama (VOL 1), 2nd edition, edited by J. Ellen Gainor and Stanton B. Garner Jr.

Revision date: Spring
2019

Course coordinator: Jody P. Gazenbeek-Person

Information resources: *The Norton Anthology of Drama* contains plays that are part of the traditional canon as well as background information on the plays/playwrights and critical/historical contexts.

Other learning resources: Our library and the county system contain a collection of relevant books, videos, recordings, and electronic databases to supplement the students' learning. These are all well-known works of recognized quality, including: *Dramatic Theory and Criticism*, *Greeks to Grotowski* by Bernard F. Dukore; *Restoration Theatre* edited by John Russell Brown and Bernard Harris; and *Theatre and Drama in the Making: Antiquity to the Renaissance* edited by John Gassner and Ralph Allen.

Student Learning Outcomes/Course Goals:

The student will be able to:

1. Describe social, political, and cultural events that have had effects on the various stages of theatre's early development.
2. Describe the evolution of the various parts of the theatrical process including architecture, performance, and dramatic structure.
3. Apply Aristotelian criteria to analysis of texts from each stage of theatres early development and assess its influence on the development of the structure of plays.
4. Develop their communication abilities for performance through greater understanding and appreciation of the art of theatre.
5. Describe how theatre reflects the cultural values of society and how drama played a part in each age's enhancement of its culture's growth.
6. Analyze and compare contemporary productions of theatrical texts from the Classical through the Elizabethan era with their original productions.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

Unit I: Greek, Roman and Medieval Theatre

The student will be able to

- Describe social, political, and cultural events that have had effects on the various stages of theatre's early development. **(Course Competency 1; Gen Ed Goal 1, 5, 7 & 8; Core Skills A & G)**
- Apply Aristotelian criteria to analysis of texts from each stage of theatres early development and assess its influence on the development of the structure of plays. **(Course Competency 3; Gen Ed Goal 6; Core Skills B & G)**
- Describe how theatre reflects the cultural values of society and how drama played a part in each age's enhancement of its culture's growth. **(Course Competency 5; Gen Ed Goal 1, 5, 6, 7 & 8; Core Skills A & G)**
- Develop their communication abilities for performance through greater understanding and appreciation of the art of theatre. **(Course Competency 4; Gen Ed Goal 1 & 6; Core Skill A)**
- Describe the evolution of the various parts of the theatrical process including architecture, performance, and dramatic structure. **(Course Competency 2; Gen Ed Goal 1 & 6; Core Skill A)**

Unit II: Renaissance Theatre in Italy, Spain and England

The student will be able to

- Describe social, political, and cultural events that have had effects on the various stages of theatre's early development. **(Course Competency 1; Gen Ed Goal 1, 5, 7 & 8; Core Skills A & G)**
- Apply Aristotelian criteria to analysis of texts from each stage of theatres early development and assess its influence on the development of the structure of plays. **(Course Competency 3; Gen Ed Goal 6; Core Skills B & G)**
- Describe how theatre reflects the cultural values of society and how drama played a part in each age's enhancement of its culture's growth. **(Course Competency 5; Gen Ed Goal 1, 5, 6, 7 & 8; Core Skills A & G)**
- Develop their communication abilities for performance through greater understanding and appreciation of the art of theatre. **(Course Competency 4; Ged Ed Goal 1 & 7; Core Skill A)**
- Describe the evolution of the various parts of the theatrical process including architecture, performance, and dramatic structure. **(Course Competency 2; Gen Ed Goal 1 & 6; Core Skill A)**

Unit III: Commedia, Renaissance Theatre in France, Restoration and the 18th Century

The student will be able to

- Describe social, political, and cultural effects on the various stages of theatre's early development.
- Describe social, political, and cultural events that have had effects on the various stages of theatre's early development. **(Course Competency 1; Gen Ed Goal 1, 5, 7 & 8; Core Skills A & G)**
- Develop their communication abilities for performance through greater understanding and appreciation of the art of theatre. **(Course Competency 4; Ged Ed Goal 1 & 7; Core Skill A)**
- Apply Aristotelian criteria to analysis of texts from each stage of theatres early development and assess its influence on the development of the structure of plays. **(Course Competency 3; Gen Ed Goal 6; Core Skills B & G)**
- Describe how theatre reflects the cultural values of society and how drama played a part in each age's enhancement of its culture's growth. **(Course Competency 5; Gen Ed Goal 1, 5, 6, 7 & 8; Core Skills A & G)**
- Describe the evolution of the various parts of the theatrical process including architecture, performance, and dramatic structure. **(Course Competency 2; Gen Ed Goal 1 & 6; Core Skill A)**
- Analyze and compare contemporary productions of theatrical texts from the Classical through the Elizabethan era with their original productions. **(Course Competency 6; Ged Ed Goals 1 & 6; Core Skills A, B & G)**

Evaluation of student learning:

1. Assigned reading of plays representative of each period.
2. Participation in classroom discussions and performances from representative plays.
3. Participation in classroom discussions of how Poetics is applied to assigned reading of representative plays and how they compare to those of the previous period.
4. Assessment of comprehension through participation in classroom discussions and performance of representative plays.
5. Written examination covering architecture, performance styles, and dramatic structure, as well as social, political, and cultural effects during Ancient Greek, Roman and Medieval Times, the Italian, Spanish and English Renaissances, and Renaissance Theatre in France, Restoration and the 18th Century.
6. Research Paper: Students will be required to see a professional production of a play from one of the periods covered in class and using notes from class lectures along with additional research performed outside of class will compare and contrast what they have seen with the plays original production.

(Addresses Core Skill D)

Academic Integrity Statement: Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual's work as one's own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).