



MONMOUTH COLLEGE
THEA-272: Classical Theatre History
 1 credit.

Spring 2021
 T/TH 12:30PM – 1:45PM, McMichael Academic 313

INSTRUCTOR INFORMATION



Vanessa Campagna, Ph.D
 Assistant Professor
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 Cell Phone: (816) 820-0749
 Office: 310 McMichael Academic

*To the extent possible, please communicate via email.
 If your needs or concerns are urgent, you are welcome to call or text my cell.*

OFFICE HOURS



Monday:	By appointment: 4:30pm – 5:30pm
Tuesday:	By appointment: 2:30pm – 4:00pm
Wednesday:	By appointment: 2:00pm – 3:00pm
Thursday:	By appointment: 2:30pm – 4:00pm
Friday:	N/A

Office hours will be conducted via Zoom (details below). To protect student privacy, please set an appointment via email. If my office hours do not accommodate your schedule, simply request an alternate day/time. Thanks!

Join Zoom Meeting

<https://monmouthcollege.zoom.us/j/3054376878>

Meeting ID: 305 437 6878

COURSE DESCRIPTION



Aligned with the Monmouth College course catalogue, Classical Theatre offers students “A survey of Theatre from the ancient Greeks to Restoration, emphasizing the evolution of dramatic literature, production elements, theatre architecture, and audience composition.” In addition, Classical Theatre is motivated by the New Historicist perspective that all documents and cultural texts (to include plays and theatrical performances) are products of particular times and places, reflecting the values and circumstances of their creators. This in mind, the course nests plays, theatrical enterprises, and theatrical practices in conversation with their respective social/culture contexts in order to illuminate meaning.

The course is conducted through a variety of mediums to include the following: required readings; lectures; group discussions; in-class formative assessments; informal and formal writing assignments; quizzes; exams;

projects; scholarly presentation; performative exercises and experiential learning; and the viewing of live performances and/or films.

COURSE ALIGNMENT WITH NAST COMPETENCIES

Theatre major:

Item 1

a.

(1)(3)(6)

Item 2

a.

(1)(2)(3)

Theatre Education major:

Item 1

b.

Item 3.

(1)(3)(6)

KEY ASSESMENT ARTIFACT

The key assessment artifact is the research essay, which will be assessed against NAST competencies, in addition to course-related expectations and learning outcomes.

Students *must* preserve this document for their website! Additionally, students must preserve their highest-scoring exam for their website.

COURSE LEARNING GOALS



- 1) Aligned with the view expressed in the Monmouth College Academic Catalogue that “The Fine Arts contain some of the greatest accomplishments of the human imagination and spirit,”¹ students will be familiar with important works of dramatic literature and theoretical writings from ancient Greece through the English Commonwealth.
- 2) Students will develop and hone disciplinary research and writing methodologies and skills.
- 3) Given the subjective nature of art, students will develop the ability to engage in spirited and informed conversation, bringing to class discussions their own interpretations of play’s and a collegial willingness to listen to the interpretations of others.
- 4) Students will develop an understanding of classical theatre traditions in both eastern and western countries, as well as be able to think carefully and critically about westernization and the canon’s Eurocentric, male focus.

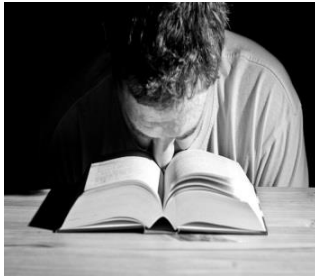
COURSE LEARNING OUTCOMES

- 1) Students will be able to identify representative works from various aesthetic movements and the movements’ defining characteristics.
- 2) Students will be able to effectively conduct research on a classical play, reading and interpreting it vis-à-vis contemporary adaptation/production conceit/theory.

¹ Monmouth College, “Academic Catalogue,” *Monmouth College*, accessed August 18, 2015, <http://ou.monmouthcollege.edu/resources/pdf/academics/advising/2015-2016.pdf>.

3) Students will demonstrate competency in gender theory and critical race theory as modes for thinking carefully and critically about history.

REQUIRED TEXTS



From the Bookstore:

Aeschylus. *The Oresteia Trilogy: Agamemnon, The Libation-Bearers, and The Furies*. Dover Thrift, 1996.

Anonymous. *Everyman and the Second Shepherd's Play*. Prestwick House, 2007.

Brockett, Oscar, and Franklin J. Hildy, *The History of the Theatre (9th edition)*. Allyn & Bacon, 2003.

Calderón de la Barca, *Life Is a Dream*. Dover Thrift, 2002.

Goldoni, Carlo. *The Servant of Two Masters*. Nick Hern Books, 2014.

Molière. *Tartuffe*. Dover Thrift, 2000.

Plautus. *Four Comedies*. Oxford University Press, 2008.

Racine, Jean. *Phèdre*. Dover Thrift, 2017.

Rebeck, Theresa. *Bernhardt/Hamlet*. Samuel French, 2019.

Shakespeare, William. *Hamlet*. Arden, nd.

Tydemann, ed. *Three Restoration Comedies*. Penguin Classics, 1976.

****Additional readings will be POSTED TO MOODLE for you to access electronically.***

Danjūrū family. *Sukeroku: Flower of Erdu*.

Kalidāsa, *The Recognition of Sakuntala*.

Ma chih-yüan. *Autumn at the Palace of Han*.

Various supplemental readings (non-plays).

NOTICES FROM THE COLLEGE



ACCOMMODATIONS

Students in need of special accommodations related to the curriculum, instruction and/or assessment methods should not hesitate to contact the instructor. Your learning is valued, and every effort will be made to ensure that you are able to fully engage with course readings and other audio/visual materials, as well as participate in class discussions and activities. Please be assured that the instructor maintains a strict confidentiality agreement.

DISABILITY SUPPORT SERVICES

Monmouth College (MC) wants to help all students be as academically successful as possible. It is the goal of MC to accommodate students with disabilities pursuant to federal law, state law, and the college's commitment to equal educational opportunity. Any student with a disability who needs an accommodation should speak with the Teaching and Learning Center located on the 2nd floor of Poling Hall, 309-457-2257, or <http://www.monmouthcollege.edu/life/disability-services>.

**If you have not been diagnosed with a learning disability but believe that you would benefit from disability screening, please contact Counseling Services.*

**The professor will be notified of students with accommodations; however, it is the student's responsibility to activate her/his accommodations. Please meet with me ASAP if this applies to you!*

Updated COVID Statement:

Student Success at Monmouth College:

Student Success & Accessibility Services offers FREE resources to assist Monmouth College students with their academic success. Programs include Supplemental Instruction for difficult classes as well as Drop-In tutoring. Our office is here to help all students excel academically, so everyone can work toward better grades, practice stronger study skills, and manage their time better.

COUNSELING SERVICES

Monmouth College provides cost-free, professional and confidential counseling sessions to support you and to help you manage challenges that may impact your personal and academic success. The center is located in the upper level of Poling Hall, offices 204 and 216. Hours are Monday-Friday, 8:30am to 5:00pm. To request a confidential appointment online, click on this link <https://titanium.monmouthcollege.edu/> or email counselingcenter@monmouthcollege.edu, Cindy Beadles at (cbeadles@monmouthcollege.edu) or Tom Caudill at (tcaudill@monmouthcollege.edu).

SYLLABUS CHANGES

This syllabus is subject to change. Occasional modifications related to the content of the course and schedule may be made in order to ensure that the learning environment is student-centered. In the event of changes, an updated syllabus will be posted to Moodle. It is your responsibility to print any/all revisions.

ACADEMIC SUPPORT SERVICES

The Teaching and Learning Center offers various resources to assist MC students with their academic success. All programs are FREE to MC student and are here to help you excel academically. These services are not just for struggling students, but are designed to assist ALL STUDENTS to get better grades, learn stronger study skills, and be able to academically manage their time. The Teaching and Learning Center is

located on the 2nd floor of Poling Hall with staff available from 8:00am—4:30pm, 309-457-2257, or <http://www.monmouthcollege.edu/academic/support/tlc>.

The MC Writing Center offers unlimited, FREE peer tutoring sessions for students. Peer writing tutors work with writers from any major, of any writing ability, on any type of writing assignment, and at any stage in the writing process, from planning to drafting to revising to editing. The MC writing center is located on the 3rd floor of the Mellinger Teaching and Learning Center, and is open Sunday-Thursday 7:00-10:00pm and Monday-Thursday 3:00-5:00pm on a first-come, first-served basis. No appointment is necessary! Visit <http://writingatmc.wordpress.com/writing-center/> for more information.

Updated COVID Statement (below):

Writing Tutoring: Available in-person as well as online. No appointments are necessary for in-person tutoring. Email Dr. Shweta Arpit Srivastava (ssrivastava@monmouthcollege.edu) for online appointments. Scheduling online appointments may take up to 48 hours.

Hewes Library is staffed with knowledgeable librarians who are available to help you with your research essays and other research-based projects. Their assistance ranges from initial exploration of a topic, to finding particular types of scholarly sources, to assisting with proper citation of sources. Visit the Hewes Library reference desk, or contact the library staff by email at reference@monmouthcollege.edu, or by phone at (309)457-2301.

Reference Desk Schedule

Sunday – 1pm. to 4:30pm. and 6pm to 9pm

Monday – 9am to noon, 1:30pm to 4:30pm, and 6:00pm to 9:00pm

Tuesday - 9am to noon, 1:30pm to 4:30pm, and 6:00pm to 9:00pm

Wednesday - 9am to noon, 1:30pm to 4:30pm, and 6:00pm to 9:00pm

Thursday - 9am to noon, 1:30pm to 4:30pm, and 6:00pm to 9:00pm

Friday - 9am to noon, 1:30 pm to 4:30 pm

Saturday – Closed

Updated COVID Statement:

Librarians can help you find appropriate sources for a speech, research paper, or project. #JustAsk!

Library Hours: library.monmouthcollege.edu/home/hours

How to contact a Hewes librarian:

* Visit the Information Desk and ask for the librarian on duty

* Chat on our website: library.monmouthcollege.edu

* Text (309)204-9275 **Save this number!**

* Email a question or set up a virtual consultation appointment: reference@monmouthcollege.edu

* Call (309)457-2190

ACADEMIC DISHONESTY POLICY

We believe that academic honesty is of the utmost importance for the maintenance and growth of our intellectual community. At Monmouth College, the faculty and staff strive to create positive and transformational learning experiences. One step in our mission to provide excellent teaching involves our emphasis on the promotion of free inquiry, original thinking and the holistic development of our students. Monmouth College strives to offer a learning environment which stresses a vigorous work ethic and stringent moral codes of behavior. We believe that one of our core commitments is the fostering of personal and academic integrity. Our students are encouraged to think of the campus as an educational community with ties to the local, national and global society. Honesty in one's academic work is of the utmost importance for the maintenance and growth of the individual and of our intellectual community. We therefore require all our students to contribute to this community of learners and to make a vigorous commitment to academic honesty.

We view academic dishonesty as a threat to the integrity and intellectual mission of our institution. Any breach of the academic honesty policy – either intentionally or unintentionally - will be taken seriously and may result not only in failure in the course, but in suspension or expulsion from the college. It is each student’s responsibility to read, understand and comply with the general academic honesty policy at Monmouth College, as defined here in the Scots Guide, and to the specific guidelines for each course, as elaborated on the professor’s syllabus.

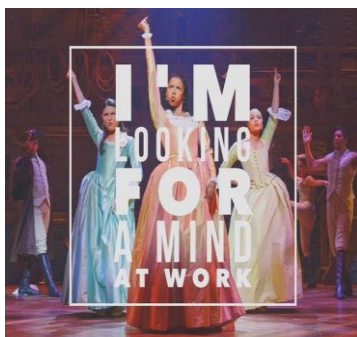
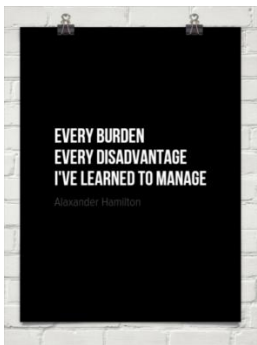
The following areas are examples of violations of the academic honesty policy:

1. Cheating on tests, labs, etc;
2. Plagiarism, i.e., using the words, ideas, writing, or work of another without giving appropriate credit;
3. Improper collaboration between students, i.e., not doing one’s own work on outside assignments specified as group projects by the instructor;
4. Submitting work previously submitted in another course, without previous authorization by the instructor.

Please note that the listing above is not exhaustive. The complete Monmouth College Academic Honesty Policy can be found on the College web page by clicking on “Student Life” then on “Scot’s Guide” in the navigation bar to the left, then “Academic Regulations” in the navigation bar at the left. Or you can visit the web page directly by typing in this URL: <http://department.monm.edu/stuserv/student-handbook/academic.htm>. **It is assumed that students will educate themselves regarding what is considered to be academic dishonesty, so excuses or claims of ignorance will not mitigate the consequences of any violations. Consult the instructor immediately if you have any questions, concerns, or even the slightest hesitation related to academic honesty.**

Violation of the academic honesty policy has varying consequences; these consequences correspond to the severity of the infraction, as judged by the instructor. Minimally, a violation will result in 0 points earned on the assignment in question. Severe infractions will result in the student’s dismissal from the class and a resulting grade of “F.” **All cases of academic dishonesty will be reported to the Associate Dean, who may recommend to the Admissions and Academic Status Committee further action, including suspension or dismissal from Monmouth College.** It is assumed that students will educate themselves regarding what is considered to be academic dishonesty, so **excuses or claims of ignorance will not mitigate the consequences of any violations.**

COURSEWORK & POINT ALLOCATIONS



In accordance with Monmouth College policy, students should expect to work an average of 10 to 12 hours per week *outside* of class meeting times. **40%** of those hours should be devoted to completing all required readings prior to the class period on which they are due. Reading the texts should be supplemented with annotations (this entails: highlighting, notes in margins, notes on notebook paper). **35%** of those hours should be devoted to studying your annotations and class notes in preparation for upcoming class discussions, quizzes, and examinations. The final **25%** of those hours should be devoted to ongoing work on essays and projects.

Required Readings

Your success in this class is **dependent upon** having completed all assigned readings prior to the class period at which they are due. Having completed the reading ensures that you are familiar with major ideas and are able to productively contribute to in-class conversations. Quizzes will be administered regularly to keep students accountable; **additionally, for each class period on which assigned readings are due students are expected to email the instructor a completed Annotation Worksheet prior to the start of class.** Don't forget, however, that intrinsic motivation is critical to collegiate and professional success. Hold yourself to high standards and take your coursework seriously—it will pay off!

In-class Discussions and Annotations

The professor values academic pluralism and favors an environment in which knowledge is co-constructed. In other words, your ideas matter and I don't want to lecture at you. I want to know your scholarly interpretations of plays, and our engagement with the historical information will transpire through the Socratic Method. **It is imperative that all members of the learning community come to class prepared to contribute their opinions and questions. To assist with this, students are required to bring their textbook and scripts to class with thoroughly completed annotations.**

NOTE: Active listening is a part of participating in discussions. It is not only about talking.

*Contributing regularly and productively to discussion and completing all annotations = up to 100 points (awarded on quarterly installments of 25 points each).

Quizzes

Eight times throughout the semester, students will take a quiz. The quizzes are returned in the following class meeting so that students can quickly assess their mastery of course material, and overall progress.

*8 quizzes X 10 points each = 80 points possible.

Examinations

Students will take four examinations throughout the course of the semester. The exams will be formatted to cater to a variety of learning styles and can include any of the following: true/false, multiple choice, matching, fill in the blanks, short answer, and essay questions.

*4 examinations X 100 points each = 400 points possible.

Research and Response Short Essays

Throughout the semester, students will write four 3-page essays that bring course material from a particular unit of study into conversation with scholarship that seeks to diversify the canon, or at least bring contemporary, critical insight to canonical works. A supplemental reading will accompany each essay, the scope of which may be explicit or may ask students to explore a line of inquiry that appeals to their own interests and sensibilities. In all cases, the essays will require students to conduct additional research, bringing this material and assigned readings from class into an integrated discussion that may or may not be argumentative. The essays will be thesis-driven in all cases, and must follow MLA precisely.

*4 essays X 100 points = 400 points possible

Research Project Presentation

Salient research findings will be displayed on a research poster, which will be presented at Scholar's Day.

*1 poster and presentation at Scholar's Day X 50 points = 50 points possible

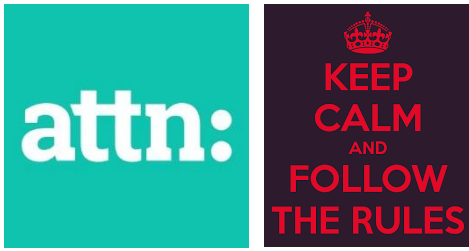
NOT APPLICABLE DURING COVID-19.

TOTAL POINTS POSSIBLE: 980

GRADING SCALE

	B+ 87% - 89%	C+ 77% - 79%	D+ 67% - 69%	F ≤ 59% F
A 94% - 100%	B 84% - 86%	C 74% - 76%	D 64% - 66%	
A- 90% - 93%	B- 80% - 83%	C- 70% - 73%	D- 60% - 63%	

COURSE POLICIES



1) Formal papers (in this case, the critical response essays) must conform to **MLA style manual**. Consult *The Bedford Handbook*, the Purdue Online Writing Lab, and the template posted to Moodle to ensure that this is properly done.

- Essays that meet the length requirement but do not conform to MLA in terms of formatting (margins, line spacing, paragraph spacing, heading, and/or title) will receive an automatic grade of 65%. You have written an essay, so you pass; however, you have not followed the instructions or leveraged the provided resources, so your essay is ineligible for full consideration.
- Essays that do not meet the length requirement and do not conform to MLA in terms of formatting (margins, line spacing, paragraph spacing, heading, and title) will receive an automatic grade of 50%. You have written a portion of the essay and therefore you receive a portion of credit; however, you have not written the full essay, nor have you followed the instructions or leveraged the provided resources, so your essay is ineligible for a passing grade.
- Essays that meet the length requirement but do not conform to MLA in terms of the formatting of the bibliography and/or of in-text citations will receive an automatic grade of 50%. You have written an essay, so will earn half credit; however, incorrect bibliographies move into the territory of academic dishonesty. The essay will therefore not pass, and it may be reported to Dean Willhardt.
- Essays that do not include quotation marks for quoted material and/or do not conform to MLA in terms of including in-text citations for quoted and/or paraphrased material will receive an automatic grade of 0%. These infractions are serious instances of academic dishonesty and will be reported to Dean Willhardt.

2) In the event of an emergency, students may submit papers via email prior to the start of class on the due date. *NOTE: the paper will only be graded if a hard copy is presented at the next class.*

3) **Late work is not accepted.** One extension per assignment will be granted, but it is the student's responsibility to request the extension at least 48 hours in advance.

4) Absence on the day of a quiz or examination will forfeit the student's opportunity to earn points *unless the student has previously consulted with the instructor and requested alternate arrangements.*

5) **Class attendance is mandatory.** It is disadvantageous to your learning, and to that of your colleagues, when lectures are missed and/or you are absent from in-class discussions. **Each student is allotted one week of unexcused absences; in this case, two class periods.** Beginning with the third unexcused absence, each absence will result in a half letter grade deduction from the student's overall standing in the course. *NOTE: Repeated tardiness (more than 5 minutes past start time) will also have consequences; being tardy 3 times is equal to missing one class. Arriving to class more than 15 minutes late constitutes an absence.*

6) Attendance at live theatre productions is required. Consider the money spent on this ticket as the equivalent of purchasing additional (very cheap) textbooks. Plan accordingly! Further, your failure to secure a ticket in advance does not excuse you, should the production be sold out. Again, plan accordingly!

7) Additional course readings *will* be posted to Moodle. *It is crucial that you check this site regularly.*

8) There will be no discrimination based upon race, ethnicity, sexual orientation, religion, gender, age, or physical handicap. **Inflammatory speech and behavior of any kind will not be tolerated.**

9) Grade disputes on general coursework, assignments, and exams should be brought to the instructor's attention within 48 hours. Grade disputes on the final grade must come to the professor within 24 hours of grades being posted to Moodle.

10) Cellphones should be silenced during class meeting times. Laptops can be used for note-taking, but please refrain from navigating social media sites, as it is distracting to the instructor and those around you...and it really does get in the way of your learning. If you need to keep your cell phone on because you are expecting an important call, please simply give me a head's up.

11) Email is to be regarded as professional communication. Helpful tips:

- Include a subject line.
- Include a greeting that addresses me with a title (Dr. or Professor).
- Use complete sentences in the body of the email, and spell out all words.
- Include a closing salutation and your name

NOTE: Once we have established a thread, you don't need to keep doing this. It is only the first message in a thread that requires this formality.

13) The classroom is to be regarded as a professional environment in which all community members exhibit professional courtesies. Helpful tips:

- Arrive on time
- Exchange welcomes/greetings/pleasantries
- Arrive prepared: physically, mentally, and emotionally
- Engage: physically, mentally, and emotionally
- Engage respectfully with all persons.

Disrespectful behavior will result in your dismissal from the classroom and an absence. Continued disrespectful behavior will result in failure of the class.

SCHEDULE OF COURSE MATERIAL AND DUE DATES

NOTE: To best accommodate students' needs and to best support the learning environment, this schedule is subject to revision. Students will be informed of changes in advance, and will be provided with the revisions.

In accordance with Monmouth College policy, students should expect to work an average of 10 to 12 hours per week outside of class meeting times. 40% of those hours should be devoted to completing all required readings prior to the class period on which they are due. Reading the texts should be supplemented with annotations (this entails: highlighting, notes in margins, notes on notebook paper). 35% of those hours should be devoted to studying your annotations and class notes in preparation for upcoming class discussions, quizzes, and examinations. The final 25% of those hours should be devoted to ongoing work on essays and projects.

WEEK ONE

T 26 JANUARY: **DUE → N/A.**

MATERIAL COVERED → Introductions. Review syllabus. Review MLA template. Demonstration of Purdue Owl: MLA website. Decolonizing the Canon.

TH 28 JANUARY: **DUE** → Brockett and Hildy (henceforth B&H), pages 1-27 (stop at “Theatre Architecture”).

MATERIAL COVERED → Ritual and the origins of theatre: Egypt, Mesopotamia, Crete, and the rise of classical Athens. Start Golden Age on Mainland Greece.

WEEK TWO:

T 2 FEBRUARY: **DUE** → B&H 27 (start at “Theatre Architecture”) -34 (stop at “Looking at Theatre History”), and *Agamemnon* by Aeschylus, and review all THEA-275 notes/quizzes/exams covering Aristotle’s *Poetics*.

IMPORTANT EVENT → Quiz #1.

MATERIAL COVERED → Golden Age, Mainland Greece. Begin Hellenistic period.

TH 4 FEBRUARY: **DUE** → “Black Skin, Greek Masks: Classical Receptions, Race Reception, and African-American Identity on the Tragic Stage” by Wetmore (posted to Moodle), and B&H 36-52.

MATERIAL COVERED → Discuss Wetmore reading. Assign Short Essay #1. Start classical Rome.

F 5 FEBRUARY DURING 119: Virtual Reality embodied knowledge lab.

WEEK THREE

T 9 FEBRUARY: **DUE** → B&H 54-65, and *The Brothers Menaechmus* by Plautus.

IMPORTANT EVENT → Quiz #2.

MATERIAL COVERED → Continue studies on ancient Rome.

TH 11 FEBRUARY: **DUE** → B&H 65- 80 (stop at “The Late Middle Ages”).

MATERIAL COVERED → Byzantine Empire and Dark Ages. Start Medieval period.

An optional, but encouraged, study session for EXAM #1 will be held over the weekend. Details T.B.D.

WEEK FOUR

T 16 FEBRUARY: **DUE** → Short Essay #1.

IMPORTANT EVENTS → EXAM #1

TH 18 FEBRUARY: **DUE** → B&H 613-620.

MATERIAL COVERED → Begin studies of Eastern theatre traditions: classical India.

WEEK FIVE

This is tech. week for *Gruesome Playground Injuries*. Fortunately, it is an easier week, but still be mindful that you’re keeping up with your work. Eastern theatre traditions tend to be more difficult for students than the Western theatre traditions.

T 23 FEBRUARY: **DUE** → *The Recognition of Sakuntala* by Kalidāsa (posted to Moodle).
IMPORTANT EVENT → “Mini” Guest Lecture, Noah Harshbarger.
MATERIAL COVERED → Continued study of classical India. *Kathakali King Lear*.

TH 25 FEBRUARY: **DUE** → B&H 620-631.
MATERIAL COVERED → Begin studies of classical China.

F 26 FEBRUARY DURING 119: Mudras and Zen meditation embodied knowledge lab.

WEEK SIX:

T 2 MARCH: **DUE** → *Autumn at the Palace of Han* by Ma chih-yüan (posted to Moodle).
IMPORTANT EVENTS → Quiz #3 (India only). “Mini” Guest Lecture, Noah Harshbarger.
MATERIAL COVERED → Continued study of classical China. *Yueju Twelfth Night*.

TH 4 MARCH: **DUE** → B&H 631- 647, and *Komachi at Sekidera* by Zeami (posted to Moodle).
MATERIAL COVERED → Begin studies of Eastern theatre traditions: Japan.

F 5 MARCH DURING 119: Pear Garden “works-in-progress” showcase embodied knowledge lab.

WEEK SEVEN

T 9 MARCH: **DUE** → Pages 55-66 of *Sukeroku: Flower of Erdu*, associated with Danjūrū family (posted to Moodle), and Introductory chapter to *The Use of Asian Theatre for Western Theatre: The Displaced Mirror* by Min Tian (posted to Moodle), and “Keep Your Hands Off My Kimono, White People” by Diep Tran (posted to Moodle).
IMPORTANT EVENTS → Quiz #4 (China only). “Mini” Guest Lecture, Noah Harshbarger.
MATERIAL COVERED → Discuss Tian reading. Continued study of Japan. *Kabuki Othello*. Assign Short Essay #2.

TH 11 MARCH: **DUE** → B&H 80 (start at “The Late Middle Ages-105 (stop at “Secular Dramatic Forms”).
MATERIAL COVERED → Start the Medieval period and liturgical drama.

F 12 MARCH: Kabuki makeup embodied knowledge lab.

WEEK EIGHT

T 16 MARCH: **DUE** → Short Essay #2.
IMPORTANT EVENTS → Quiz #5 (Japan only).
MATERIAL COVERED → T.B.D. Catch-up day. Begin reviewing for Exam.

An optional, but encouraged, study session for EXAM #2 will be held on Tuesday. Details T.B.D.

TH 18 MARCH: **DUE** → N/A
IMPORTANT EVENT → EXAM #2

WEEK NINE

- T 23 MARCH: **DUE** → B&H 80 (start at “The Late Middle Ages-105 (stop at “Secular Dramatic Forms”), and *The Second Shepherd’s Play*.
MATERIAL COVERED → Continue studies of Medieval period and liturgical drama.
- TH 25 MARCH: **DUE** → Assigned portion of *Everyman*, and B&H 157-158 (stop at “Renaissance Drama”), and again review your materials on Aristotle’s *Poetics*.
MATERIAL COVERED → Finish studies of Medieval period. Begin studies of the Renaissance: Italy.
- F 26 MARCH DURING 119: Liturgical Drama embodied knowledge lab. Location: Weather permitting, we will meet at Immaculate Conception Catholic Church.

WEEK TEN

- T 30 MARCH: **DUE** → B&H 158 (start at “Renaissance Drama”)-164 (stop at “The Development of New Scenic Practices”), and *The Servant of Two Masters* by Goldoni.
IMPORTANT EVENT → Quiz #6.
MATERIAL COVERED → Begin studies of the Renaissance: Italy.
- TH 1 APRIL: **DUE** → “Representations of Poverty in the Commedia dell’Arte” by Robert Henke (posted to Moodle). B&H 164 (start at “The Development of New Scenic Practices”) - 183 (stop at “Looking at Theatre History”).
MATERIAL COVERED → Discuss Henke reading. Continued study of Italian Renaissance.

F 2 APRIL DURING 119: Perspective drawing embodied knowledge lab.

Yes, there is an exam during tech. week for *Little Women*. I do apologize, but there’s simply no way around it. I strongly urge you to start studying the material up to this point over the weekend!

WEEK ELEVEN

- T 6 APRIL: **DUE** → B&H 139-145 (stop at “Acting Companies”), and *Life is a Dream* by Calderón de la Barca.
IMPORTANT EVENT → Quiz #7
MATERIAL COVERED → Begin studies of the Renaissance: Spain.
- TH 8 APRIL: **DUE** → Introduction to *Diversifying Greek Tragedy on the Contemporary US Stage* by Melinda Powers (posted to Moodle), and B&H 145 (start at “Acting Companies”)-154.
MATERIAL COVERED → Discuss Powers reading. Assign Short Essay #3. Continued study of El Siglo del Oro.

Yes, there is an exam during tech. week for *Little Women*. I do apologize, but there’s simply no way around it. There will be an optional, but encouraged, study session for EXAM #3 on Sunday. Time T.B.D.

WEEK TWLEVE

T 13 APRIL: DUE → N/A.
IMPORTANT EVENT → EXAM #3.
MATERIAL COVERED → N/A.

TH 15 APRIL: DUE → N/A
MATERIAL COVERED → NO CLASS. OPENING NIGHT!

WEEK THIRTEEN

T 20 APRIL: DUE → Full draft of Short Essay #3, and B&H 185-190 (stop at “The Triumph of the Neoclassical Ideal”), and 195-196 (stop at “The Triumph of the Italian Ideal in Scenery, 1640-1660”).
MATERIAL COVERED → Begin studies of the Renaissance: France.

TH 22 APRIL: DUE → B&H 196 (start at “The Triumph of the Italian Ideal in Scenery, 1640-1660)-200 (stop at “The Triumph of the Neoclassical Ideal”), and 206 (stop at “Theatre Architecture and Scenic Practices, 1660-1700)-209 (stop at “Looking at Theatre History”).
MATERIAL COVERED → Continue studies of the French Renaissance.

F 23 APRIL DURING 119: Final draft of Short Essay #3.

WEEK FOURTEEN

T 27 APRIL: DUE → *Tartuffe* by Molière, and B&H 190 (start at “The Triumph of the Neoclassical Ideal”)-all of 194, and 200 (start at “French Drama, 1660-1700”)-206 (stop at “Theatre Architecture and Scenic Practices, 1660-1700”).
MATERIAL COVERED → Finish studies of the French Renaissance.

TH 29 APRIL: DUE → B&H 108-134 (stop at “Looking at Theatre History”).
MATERIAL COVERED → Begin studies of the Renaissance: England.

F 30 APRIL DURING 119: Comedy of Doors/Acting Molière embodied knowledge lab.

WEEK FIFTEEN

T 4 MAY: DUE → *Hamlet* by William Shakespeare, and B&H 211-213 (stop at “The Reestablishment of the Theatre”).
IMPORTANT EVENT → Quiz #8.
MATERIAL COVERED → Continue studies of the English Renaissance. Commonwealth. Assign Short Essay #4 (which requires you to read *Bernhardt/Hamlet*).

TH 6 MAY: DUE → N/A.
MATERIAL COVERED → NO CLASS. READING DAY.

F 7 MAY: Movie and pizza night: *Anonymous*.

An optional, but encouraged, study session for EXAM #4 will be held on Sunday. Details T.B.D.

SEE FOLLOWING PAGE FOR INFORMATION ABOUT THE FINAL!

WEEK SIXTEEN: FINALS WEEK

THE FINAL IS SCHEDULED FOR TUESDAY, 11 MAY @ 6:30PM in the classroom.

DUE AT THE FINAL IS THE FOLLOWING:

- **Have read and annotated *Bernhardt/Hamlet*. Bring annotations with you.**
- **You may submit Short Essay #4 at the final if you have it prepared.**

DURING THE FINAL, YOU WILL TAKE EXAM #4.

DUE VIA EMAIL NO LATER THAN 12:00PM ON FRIDAY, 14 MAY:

- **Short Essay #4**

BRING YOUR LAPTOP, TABLET, OR SMARTPHONE TO THE FINAL.

THANKS IN ADVANCE FOR WHAT I KNOW WILL BE A GREAT SEMESTER!!