THE 322: Performance, History & Culture
Syllabus

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Course Description

Performance, History and Culture is a 7.5 week intensive upper-level course devoted to the examination of theatre, music, film as cultural/artistic expression and mechanism of social change. Given the range and diversity the class covers, the class focuses on the role of women as cultural producers in theatre and performance. As a full 3-credit class, the workload of a full semester is condensed into 7.5 weeks. To estimate workload, students are advised to plan readings in advance and to purchase all necessary textbooks immediately. For a full list of materials and where to find them, see “Course Materials”
Note: There are no exams in this class.

Instructor Information

Name: Mary Stephens
Contact: Mary.Stephens@asu.edu
Office Location/Hours: By appointment via email only

Course Objectives

1. Identify, define, and apply key terms and theories
   Assessment: Discussion Posts, Unit Papers (List A)
   Instruction: Video and Introductory Notes, Assigned Readings

2. Interpret a wide spectrum of theatre history including key texts, traditions, events, and influences
   Assessment: All written work
   Instruction: Video and Introductory Notes, Assigned Readings, Moderation of Discussion

3. Assess a range of materials for information, connecting to course themes in and across units
Assessment: Unit Papers, Midterm/Final, Discussion Posts
Instruction: Video and Introductory Notes, Assigned Readings

4. Discuss and debate a range of ideas connected to course content
   Assessment: Discussion Posts
   Instruction: Video and Introductory Notes, Assigned Readings, Moderation of Discussion

5. Locate, identify, and explain outside sources as connected to course materials and central theories
   Assessment: Unit Papers (List B), Midterm/Final
   Instruction: Video and Introductory Notes, Assigned Readings, Moderation of Discussion, Midterm/Final Guidelines

6. Produce independent written work (scholarly and creative) with MLA formatting
   Assessment: Unit Papers (List B) Midterm/Final
   Instruction: Midterm/Final Guidelines, Assigned Readings, Writing Guidelines

Grading Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Overall Course Value</th>
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<tbody>
<tr>
<td>Discussion (10 posts) 1 pt</td>
<td>10</td>
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<tr>
<td>Unit Response Questions (8) 7.5 pts</td>
<td>60</td>
</tr>
<tr>
<td>Final Assignment 20 pts</td>
<td>20</td>
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<tr>
<td>Review 10 pts</td>
<td>10</td>
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<td></td>
<td>100%</td>
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Grading Scale:

A+ 98-100%  B+ 87-89%  C+ 77-79%  D+ 67-69%  E 59% or below
A 93-97%    B 83-86%    C 73-76%    D 63-66%    
A- 90-92%   B- 80-82%   C- 70-72%  D- 60-62%

Classroom Expectations and Course Policies

Students are expected to:

- Complete all assigned readings by the required dates
- Submit all written work on time with the correct file formatting
- Be respectful and professional in all discussion board interactions, emails, etc.
- Contact the instructor immediately if questions or concerns arise regarding content or assignments
- Contact technical assistance for questions or concerns regarding Blackboard
- Follow the rules of ASU’s policy for student conduct: https://eoss.asu.edu/dos/srr/codeofconduct

Students are recommended to:

- Plan in advance for readings, performance attendance, and written assignments
- Purchase texts immediately in order to complete assigned readings on time
- Avoid procrastination

Because this course is entirely delivered via the Internet, you are responsible for making sure that the computer you use to access all course materials meets or exceeds the specified computer minimum qualifications as listed on the course web site. In general, a computer purchased and in the last 3-5 years and continuously updated via updates from the operating system (Mac, Windows) vendor will suffice. Also, due to the high media content of this
course, you will be required to set up and configure a media player that will consistently play the media files delivered via the course web site. Please note: You are highly encouraged not to enroll, or to drop immediately, if you do not have computer experience, or if you are not willing or prepared to assume the added responsibility of a computer-based course. Necessary required skills include downloading mp3s, surfing the net, conferring via email, and other intermediate computer knowledge.

HIGH-SPEED CONNECTION NOTE: A high-speed Internet connection (cable, ISDN, fiber optic, etc.) is strongly advised. It may be possible to complete this course on slower connections, however Herberger Online will not be able to offer support should your connection be too slow to receive the course materials. Due to the nature of the course, the site is very media intensive. All exams and virtually all lessons include several media elements that may be slow or virtually impossible to download on a slower connection. In addition to exams, each lesson contains one or more media components. These require the ability to download or stream and listen to modern audio file types on your computer (mp3, mp4, m4a). You are required to have the Flash plug-in installed on your browser. Most browsers come with a Flash plug-in pre installed, however if your browser does not have it, you will need to download and install it on your system. You can download the Flash plug-in for your browser at: https://get.adobe.com/flashplayer

The computer help FAQ document linked on the course website on the Help Page, is required reading for this course. Read this document for additional technical information.

For technical assistance:

Please do not contact your instructor with technical questions. Herberger Online handles all technical questions and issues that may arise in this course.

Please contact the support team immediately if you encounter technical issues while completing an assignment and you are unable to resolve the problem and reset your work.

The Herberger Online support team is available to assist you 24 hours a day, 365 days a year. You may reach them anytime at:

- holsupport@asu.edu
- https://courses.hol.asu.edu/help/
- 1-888-298-4117
- 480-965-3057 (International)

When contacting support, please provide:

- The full name of this course (ABC 123: Long Name)
- The title(s) of any assignment(s) you’re having trouble with
- A brief description of the problem
- Detailed, step-by-step instructions to reproduce the problem

Access to everyone

To request academic accommodations due to a unique ability or difficulty; please contact the ASU Disability Resource Center (Phone: (480) 965-1234; TDD: (480) 965-9000). This is a very important step, as accommodations cannot be made retroactively. If you have a letter from their office indicating that you have a disability which requires academic accommodations, please present the letter to me no later than the end of the first week of the semester so we can discuss the accommodations that you might need in this class.

Assignment Submission and Late Policy:
All assignments in this course must be submitted as .doc or .docx file. Assignments that are submitted elsewhere or do not comply with the required formatting will not be accepted and will result in a grade of zero for that assignment. Late work will not be accepted with the RARE exception of extenuating circumstances with proof.

**Academic Integrity**

This course has a zero-tolerance policy on plagiarism. “Forgetting” to cite a reference—including the core textbook—is considered plagiarism. All necessary and appropriate sanctions will be issued to all parties involved with plagiarizing any and all course work. Plagiarism and any other form of academic dishonesty that is in violation with the Student Code of Conduct will not be tolerated. [http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.html](http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.html)

Do not share your course ID and password with anyone. Log out of the course website when you are finished with it. Do not allow another student to use the course website under your password, even if s/he is also in the course. Each student is fully responsible for all activity that takes place on the course website under his/her user ID. The minimum consequence of plagiarism is failure in this class, with a designation of Academic Dishonesty.

For information or questions regarding ASU’s policy for academic integrity: [https://provost.asu.edu/academicintegrity](https://provost.asu.edu/academicintegrity)

**Semester at a Glance**

Theatre, History & Culture is a 7.5 week intensive upper-level course, divided into four units, devoted to the examination of theatre as both a cultural/artistic expression and mechanism of social change. Over the 7.5 weeks of the course, Students will complete:

- 8 Unit Response Questions (4 from List A, 4 from List B)
- 10 Discussion Board Posts
- 1 Final Assignment
- 1 Production Review

**Unit Overviews**

**Unit 1**

Unit 1 in THE 322 (weeks 1 & 2) corresponds to Part 1 of *Theatre Histories: An Introduction* which emphasizes performances in oral and manuscript cultures up until (approximately 1600 CE).

**Unit 2**

Unit 2 in THE 322 (weeks 3 & 4) corresponds to Part 2 of *Theatre Histories: An Introduction* which emphasizes theatre and performance in early print cultures, ranging approximately from 1500 CE to mid 1700 CE.

**Unit 3**

Unit 3 in THE 322 (weeks 5 & 6) corresponds to Part 3 of *Theatre Histories: An Introduction* which emphasizes theatre and performance in periodical print cultures, ranging approximately from 1700 CE to the early 1900s CE.

**Unit 4**

Unit 4 in THE 322 (weeks 7 & 8) corresponds to Part 4 of *Theatre Histories: An Introduction* that emphasizes theatre and performance in electric and electronic communication culture, ranging approximately from the mid 1800s CE to today.
Discussion Board
Over the course students will write ten (10) Discussion Board responses (roughly 1.5 each week), students will write 100 word responses to a provided prompt. This works out to one post and one reply per week. Prompts for discussion may be short written prompts, videos, articles, etc. and may be adapted by the instructor of record. Discussion responses and replies may be more conversational in tone than Unit or Assignment responses. Posts and replies are counted, though their content is not graded; however: failure to adhere to the academic code of conduct within these responses/replies will be met with zero tolerance.

Unit Response Papers
The semester is broken into four central units corresponding with the four main Parts of the Theatre Histories textbook. At the end of each unit, students are required to complete and submit via Blackboard a total of two written responses to a range of provided prompts. Each response should be at least 250 words (approximately 4 paragraphs). Prompts are divided into List A and List B, where List A emphasizes close understanding of the central textbook and List B requires additional readings or sources. Students will complete one (1) List A prompts and one (1) List B prompt for each Unit. Students should submit all responses in the same document, post the questions above the response that they have selected to respond to.

List A
Picking from a range of prompts, students will select one (1) to respond to. Responses will be written with appropriate MLA formatting and be academic in language. Failure to use appropriate formatting or language will result in a decreased grade. Approximate length of a successful response is 4 paragraphs, with topic sentences and fully developed thoughts.

List B
Picking from a range of prompts, students will select one (1) to respond to. To complete the prompt students will conduct any additional reading or watching required. Responses will be written with appropriate MLA formatting and be academic in language. Failure to use appropriate formatting or language will result in a decreased grade. Approximate length of a successful response is 4 paragraphs.

Final Assignment
Final Assignment require students to recognize, recall and retrieve (remember) information across Units and produce a creative response using dramatic forms. This will require students to use factual knowledge from the units and readings, conceptual knowledge in relating the unit information and ideas to specific in depth topic, and procedural knowledge in terms of writing and research skills and techniques. The Final Assignment will expand your understanding of lesser known theatre and art forms. Both require additional sources and readings. Final Assignments is 6 pages each, title page and bibliography do NOT count toward page requirement. MLA formatting is required. (See MLA Review Section for guidance)

Production Review
Students will complete one production/film review of either “Reel Injun” or “Moonlight”. Review assignment will require students using a racial, gendered, sexuality, or class lens to review the work. Review formatting should follow MLA guidelines as well as address all components of a good review (details of which will be provided as supplemental material). The approximate length of a successful review is 2 pages (Double Spaced). Detailed guidelines appear in the “Production Review Guidelines” section.
Course Materials and Where to Find Them

Texts or screenings that may require purchase to access are in **bold**. Students should know that while these texts may be available for purchase at the ASU Bookstore, they might also be available elsewhere with different pricing.

**Core Required Textbook:** *Theatre Histories: An Introduction, Third Edition*, Tobin Nelhaus general editor. (Amazon is the least expensive and cheapest option)

*Please note that students MUST have the third edition in order to complete the readings for this class*

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<thead>
<tr>
<th>Unit 1</th>
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<tbody>
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<td><strong>Title</strong></td>
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<tr>
<td><strong>Location</strong></td>
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<tr>
<td><strong>Notes</strong></td>
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<tr>
<td>1-66; 67-137 <em>Theatre Histories: An Introduction, Third Edition</em>, Tobin Nelhaus, general editor</td>
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<tr>
<td>13-27; 55-93 from <em>Unthinking Eurocentrism</em> by Ella Shohat and Robert Stam</td>
</tr>
<tr>
<td><em>Lysistrata</em> by Aristophanes</td>
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<tr>
<td>UNESCO Video of <em>The Rabinal Achi</em></td>
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<th>Unit 2</th>
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<td><strong>Location</strong></td>
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<td><strong>Notes</strong></td>
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<tr>
<td>143-184;185-246 <em>Theatre Histories: An Introduction, Third Edition</em>, Tobin Nelhaus, general editor</td>
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<tr>
<td><em>Tartuffe; Or, The Hypocrite</em> by Molière</td>
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<tr>
<td><em>The Rover</em> by Aphra Behn</td>
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<tr>
<td><em>The Loa to the Divine Narcissus</em> by Sor Juana Inés De La Cruz</td>
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<tr>
<td>Television shows (various)</td>
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### Unit 3

<table>
<thead>
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<tr>
<td>251-324; 325-392 <em>Theatre Histories: An Introduction, Third Edition</em>, Tobin Nelhaus, general editor</td>
<td>Available for purchase at the ASU Bookstore or online</td>
<td>Required Reading</td>
</tr>
<tr>
<td><em>Sacred Blood</em> by Zinaida Gippius</td>
<td>THE 322 Course Reserve via ASU Library</td>
<td>Unit Response Paper Option</td>
</tr>
<tr>
<td><em>Richard III</em> by William Shakespeare</td>
<td>Project Gutenberg Online</td>
<td>Unit Response Paper Option</td>
</tr>
<tr>
<td><em>Phèdre</em> by Jean Racine</td>
<td>Project Gutenberg Online</td>
<td>Unit Response Paper Option</td>
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<tr>
<td>“Here’s to the Girls” Ziegfeld Follies with Lucille Ball, Fred Astaire, and Cyd Charisse</td>
<td>YouTube Link TBA</td>
<td>Discussion Board Option</td>
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### Unit 4

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<th>Notes</th>
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<tbody>
<tr>
<td>397-510; 511-582 <em>Theatre Histories: An Introduction, Third Edition</em>, Tobin Nelhaus, general editor</td>
<td>Available for purchase at the ASU Bookstore or online</td>
<td>Required Reading</td>
</tr>
<tr>
<td>“Couple in a Cage”</td>
<td><a href="https://vimeo.com/79363320">https://vimeo.com/79363320</a></td>
<td>Unit Response Paper Option</td>
</tr>
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<td>“Aristotle’s Coercive System of Tragedy” from <em>Theatre of the</em></td>
<td>ASU Library Online</td>
<td>Unit Response Paper Option</td>
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<td>Oppressed by Augusto Boal</td>
<td>THE 322 Course Reserve via ASU Library</td>
<td>Unit Response Paper Option</td>
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<tr>
<td>Details Cannot Body Wants by Chin Woon Ping</td>
<td>Mythic Being (1973)</td>
<td>Youtube: <a href="https://www.youtube.com/watch?v=jVcXb8En_Tw">https://www.youtube.com/watch?v=jVcXb8En_Tw</a></td>
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<tr>
<td>Adrian Piper</td>
<td>Mythic Being (1973)</td>
<td>Youtube: <a href="https://www.youtube.com/watch?v=KI25easQs2k">https://www.youtube.com/watch?v=KI25easQs2k</a></td>
</tr>
<tr>
<td>“Why Shouldn’t We Commit Suicide? (Donkey Kong &amp; The Myth of Sisyphus)” by 8-Bit Philosophy</td>
<td>National Humanities Center</td>
<td>Click Here for Document</td>
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**Final Assignment**

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<thead>
<tr>
<th>Title</th>
<th>Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making theatre matter</td>
<td>Write 6 pages about the history of women in the Black Arts Movement: Sonia Sanchez Adrian Piper</td>
<td>This topic will require additional readings outside of your textbook. MLA format</td>
</tr>
</tbody>
</table>
Adrienne Kennedy

AND
At Least Three Secondary Sources


Book: Visionary Women Writers of Chicago’s Black Arts Movement

Production Review Assignment
In this assignment, watch the film and in 2 pages pick one of the lens (race, gender, sexuality) to analyze the film’s contributions. Ask yourself:

- What is unique and different about what this film is trying to convey?
- Who do they highlight and center in the narrative?
- What is new to me, or important in the broader conversation on the topic addressed?

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<thead>
<tr>
<th>Title</th>
<th>Location</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Moonlight (Film)</td>
<td>Itunes/Amazon/Youtube</td>
<td>For Rent</td>
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<tr>
<td>Reel Injun (Film)</td>
<td>Amazon, Itunes, Youtube</td>
<td>For rent</td>
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Unit Themes, Materials, Discussion Prompts, Paper Prompts

Unit 1

Main Unit themes:
“History” as a construction
Impact of writing on theatre and performance as well as on society
What role(s) theatre serves in society
Non-western understandings of performance
The presence of women in theatre as actors or characters

Outside Materials:
13-27; 55-93 from Unthinking Eurocentrism
Lysistrata by Aristophanes
UNESCO video of The Rabinal Achi

Discussion Prompts: (Due: Weds, Jan 15)
1. What is a “Zombie Idea” and how does this impact the role of the historian?
2. Watch and respond to: UNESCO video of the Rabinal Achi

Unit Paper Prompts: (Due: Friday, Jan 24)
List A (CHOOSE 1):
Questions are about assigned textbook readings, and your responses should be about restating, identifying, explaining, and/or comparing core materials and themes (i.e., demonstrate your understanding)

1. In the general introduction, the authors identify “history” as a construction of the truth. That is, the history they write is determined by the ways in which historians select, interpret, and organize evidence into an intelligible narrative, where plausibility does not necessarily equate to “the whole truth and nothing but the truth.” Using either an example from the textbook or a historical event/performance/object you know of, explain how the process of selection, interpretation and organization around the contributions of women constructs history according to systems of power.
2. Identify, using specific examples, what social, cultural or political changes the use of writing produced and how these changes impacted the development and dissemination of theatre specifically.
3. Women are frequently made absent from dominant narratives of history but as is shown in the case study on Dojoji we know there are female origins to Japanese Nō theatre and other theatrical practices. Reflecting back on the author’s argument of “history” as a construction of the truth, how can we understand the erasure and transformation of women in history? You may expand on the Dojoji example or use one of your own.

List B (CHOOSE ONE):
Questions incorporate additional readings/viewings, and you are encouraged to connect, interpret, determine, illustrate, integrate, and use core ideas and themes across materials (i.e. apply your learning to provide an analysis).

1. Having read the excerpts from Unthinking Eurocentrism, identify how narratives of theatre or civilization “beginning” in Greece may be linked to the tenants of eurocentrism and integrate how studying performances like the Rabinal Achi work to disrupt Eurocentric notions of history. In your answer you may use an alternative example from your own community or cultural context instead of the Rabinal Achi as long as you are specific and detailed in your example and analysis.
2. 

Unit 2

Main themes:
Absolutism’s positive and negative effects on theatre
The impact of printing on society and theatre
Performances of gender and sexuality in the theatre
Stock characters and their uses in comedy and the carnivalesque
The Americas’ contributions to theatre history

Outside Materials:
Tartuffe; Or, The Hypocrite by Molière
Loa to The Divine Narcissus by Sor Juana Inés De La Cruz
Television shows (various, available via Netflix, YouTube)

Discussion Prompts (Due: Weds, Jan. 22)
1. Discuss the following quote in relation to the readings and your own knowledge of theatre and performance: “After print, performance was never the same” (151)
2. Commedia dell’arte and stock characters have been influential to this day! Watch an episode of Futurama, Frasier, or The Simpsons and identify at least three commedia dell’arte inspired characters and discuss at least one in detail. How does the television show’s interpretation differ from the commedia character?

Unit Paper Prompts (Due: Weds, Feb. 5)
List A (CHOOSE 1):
Questions are about assigned textbook readings, and your responses should be about restating, identifying, explaining, and/or comparing core materials and themes (i.e., demonstrate your understanding)
1. King Louis XIV famously boasted, “I am the state” (Theatre Histories 214). His claim is indicative of a rule of absolutism in France that produced a monopoly by monarchs and religious institutions to control the populace. Absolutism in the theatre led the censorship of theatrical expression, which in turn prompted theatrical innovation since only what was approved by the state could be produced. Using a specific example of your choice, identify and explain how absolutism contributed to either limiting or expanding theatrical expression or innovation, and connect this example to practices of limiting and/or expanding innovation found today. You do not have to limit your response to absolutism in France.
2. Chikamatsu is quoted on page 182 as stating, “Art is something that lies in the slender margin between the real and the unreal.” Using this quotation and a case study from Chapter 4, 5, or 6, restate how balancing between the real and the unreal is achieved and to what affect this impacts performances of gender or sexuality.

List B (CHOOSE 1):
Questions incorporate additional readings/viewings, and you are encouraged to connect, interpret, determine, illustrate, integrate, and use core ideas and themes across materials (i.e. apply your learning to provide an analysis).
1. Having read the Loa to The Divine Narcissus by Sor Juana Ines de la Cruz, analyze (using specific examples) how it functions as a commentary on the success of Spanish religious conquest of indigenous Americans and why this play, and its author, remain important to the Americas and theatre studies today.
2. In November/December of 2019, a feminist performance movement started in Santiago de Chile. The performance, “El Violador En Tu Camino” with the hashtag #elvioladorerestu swept Latin America and Europe. Within a few day,
thousands of women across the world performed the street performance in protest. See the attachment for more information and to view the performance. Please write about how performance, feminism(s), and protest are working to create a space for women’s voices worldwide. You may do additional research, please cite your sources. https://www.wbur.org/hereandnow/2019/12/11/chilean-feminist-anthem-goes-global

3.

Unit 3

Main Themes:

Nations as imagined communities
Intercultural exchange and appropriation in theatre and media as a product of imperialism
Impact of media (telephones, photography, etc.) on theatre and social ideas of “reality”
Sentimentalism and melodrama as major theatre genres, and the objectification of women within them
Realism, Naturalism, avant-garde genres of theatre which attempt to distinguish between the objective and subjective
The actor as an emerging popular cultural icon

Outside Materials:

Sacred Blood by Zinaida Gippius
Richard III by William Shakespeare
Phèdre by Jean Racine
“Here’s to the Girls” Ziegfeld Follies with Lucille Ball, Fred Astaire, and Cyd Charisse

Discussion Prompts: (Due. Weds, Jan 29 )

1. “One method for circumventing the law was to substitute the facts and character names in a contemporary event with those from a well-known historical or legendary “world.” Such a substitution is called *mitate.*” (270-271). Do we still do this today? Why or why not?
2. Watch and respond: “Here’s to the Girls” Ziegfeld Follies with Lucille Ball, Fred Astaire, and Cyd Charisse

Unit Paper Prompts: (Due: Friday, Feb. 14)

List A (CHOOSE 1):

Questions are about assigned textbook readings, and your responses should be about restating, identifying, explaining, and/or comparing core materials and themes (i.e., demonstrate your understanding)

1. Benedict Anderson coined the phrase “imagined communities” in reference to nations and nationhood. In particular, he identifies printed media as building these imagined communities. Using one of the three different kinds of nationalism cited in the textbook, explore how theatre participated in the building of imaginary communities for women of color in theatre. Be specific in the kind of nationalism and the kind of theatre you are referencing.
2. Using an example from chapters 7, 8, 9, or 10, explain what “the other” means and how it is constructed according to imperial agendas. You may use Edward Said’s theory of orientalism in your response.

List B (CHOOSE 1):
Questions incorporate additional readings/viewings, and you are encouraged to connect, interpret, determine, illustrate, integrate, and use core ideas and themes across materials (i.e. apply your learning to provide an analysis).

1. In the social context of the United States, one of the most important social movements in decades has changed the conversation around race in the US. The Movement for Black Lives utilized performance and performative techniques to raise awareness about what the founders (and many followers) believe is a political crisis of police shooting unarmed Black men and women. Read the following article (you may do additional research) and write about the use of public space and disruption to raise political awareness. Why is the disruption public spaces and important tactical tool for protest art and performance? [https://www.latimes.com/entertainment/arts/miranda/la-ca-cm-year-end-black-lives-matter-artists-20161218-story.html](https://www.latimes.com/entertainment/arts/miranda/la-ca-cm-year-end-black-lives-matter-artists-20161218-story.html)

2. Zinaida Gippius, seen as the co-founder of Russian symbolism, wrote Sacred Blood in 1901—four years before Bloody Sunday and the following Russian Revolutions. In her play, a divide between pagan and Christian worlds emerges as a young rusalka quests to gain an immortal soul through a relationship with a priest. Identify how and why the themes of gender, religion, and symbolism intertwine in this play to produce an avant-garde exploration of contact with “the other”. You will be expected to define symbolism as a movement.

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**Unit 4**

**Main Themes:**
- Industrialization of electricity creating new mediums and modes of communication, the aftermath of the World Wars, other wars, revolutions, genocides, etc.
- Systems of theatre (and their manifestos)
- Theatre as a means of activism and protest
- Theatre as a zone of contact and of cultural differentiation
- Glocal theatre (and the effects of globalization on theatre, and vice versa) and “authenticity”
- The creation of the Internet and its effect on performance and communication
- Networked culture – the presence/absence of bodies

**Outside Materials:**
- *Couple in a Cage* Video by Guillermo Gómez-Peña and Coco Fusco’s
- “Why Shouldn’t We Commit Suicide? (Donkey Kong & The Myth of Sisyphus)” by 8-Bit Philosophy
- “10 Game-Changing Art Manifestos” by Harriet Baker
- Guerilla Girls’ 2016 Videos
- “Aristotle’s Coercive System of Tragedy” from Theatre of the Oppressed by Augusto Boal
**Discussion Prompts:** (Due: Weds, Feb. 19)

1. Imagine you’re on Twitter. Using 140 characters, create a nanodrama. The only rule is that it must involve a puppy.
2. Watch “Why Shouldn’t We Commit Suicide? (Donkey Kong & The Myth of Sisyphus)” by 8-Bit Philosophy on the Albert Camus’ ideas on absurdity. How does this video connect to theatre of the absurd?
3. Watch and respond to the “Alexander Hamilton Rap (Whitehouse version with subtitles)”. While mega musicals are often considered to be ‘purely for entertainment’, *Hamilton* is gaining a reputation for resisting this norm. How is this musical re-imagining history and why might it be particularly important in this venue?

**Unit Paper Prompts:** (Due: Weds, Feb. 26)

List A (CHOOSE 1):

*Questions are about assigned textbook readings, and your responses should be about restating, identifying, explaining, and/or comparing core materials and themes (i.e., demonstrate your understanding)*

1. Una Chaudhuri uses the word “geopathology” to discuss how ideas of nationality, selfhood, and place are identified as somewhat nebulous (or not fixed) since their physical and ideological boundaries shift over time. Define the term “glocal,” and using at least one example from the textbook, demonstrate how the “problem of place” is addressed in networked culture.
2. Using an example from chapters 11, 12, 13, 14, or 15 discuss the ways in which “authenticity” is leveraged in theatre and performance and assess what ethical implications arise from this process. It is suggested (though not required) that you watch Guillermo Gómez-Peña and Coco Fusco’s *Couple in a Cage* video to aid in your response.
3. Theatre is described in the final section of the textbook as functioning as a zone of contact, including multicultural, intercultural, and hybrid theatre. Define each of these kinds of “contact” and compare their results using your own examples (not the examples featured in the textbook).
4. In Part IV of the textbook, bodies have become increasingly important in performance art and yet simultaneously absent due to networked culture. Select two ways theatres have adapted to networked culture and argue either for or against the need of present bodies to make theatre.

List B (Choose 1)

*Questions incorporate additional readings/viewings, and you are encouraged to connect, interpret, determine, illustrate, integrate, and use core ideas and themes across materials (i.e. apply your learning to provide an analysis).*

1. Many different theatre companies, playwrights, and actors discussed in the textbook have sought to design new strategies for theatre, reconsidering and reinventing the limitations and expectations of what theatre or art is or is not supposed to do/be. The Guerilla Girls have been working since the mid 1980’s to make space for women in the contemporary art world with a manifesto to “reveal the understory, the subtext, the overlooked, and the downright unfair” ([guerillagirls.com](http://guerillagirls.com)) and break down the illusion of history as being complete. Having read “Aristotle’s Coercive System of Tragedy” from Augusto Boal’s *Theatre of the Oppressed* and watched the two videos from the Guerilla Girls, discuss (using specific examples) how the Guerilla Girl’s tactics disrupt the art world’s coercive system.
2. Choose one of the following plays to read and connect back to the textbook:
   a. *Anowa* by Ama Ata Aidoo
   b. *Details Cannot Body Wants* by Chin Woon Ping

Using specific passages or examples from both the play and the textbook to support your argument, discuss how the central women negotiate identities that are caught between the worlds of power. You may focus your argument on themes such as tradition, consumerism, nationhood, patriarchy, etc.

Assignment Prompts and Instructions

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**Final Assignment**

**Final: (Thursday, March 5)**

*Objectives: recognize, recall, and retrieve information across Units 3 and 4, utilize secondary sources and exercise research skills, to produce a creative response and justification of a specific topic*  

*Instructions: Using support from Theatre Histories: An Introduction (Parts 3 and 4) as well as at least two secondary sources, write a 6 page creative response to the following prompt.*

*Prompt:*

Throughout history, theatre has been used to grapple with social and political themes. In this paper, pick one of the following prompts and write 6 pages about the history and contribution of one of the following theatre/arts movements:

- Women or non-binary person of the Black Arts Movement
- Women or non-binary person of the Chicanx Arts Movement

Outline the history of the movement (1.5 pages), key female leaders (1 page), and focus on the work of one woman/non-binary person and their unique contributions to the movement (2.5 pages), conclusion (1 page). Total of 6 content pages. (Title page and bibliography are separate)

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**Production Review**

**Review: (Friday, Feb. 28)**

*Objectives: recognize theatrical structures and conventions, incorporate and apply textbook readings to a specific performance, follow conventions for reviews.*

*Instructions: Write 2-page (Double Space) review of a live performance. See Production Review Guidelines for details.*

If you are unable to attend a live performance, you may complete a 2 page review of either: Hamilton by Lin Manuel Miranda
OR

Spiderwoman Theatre’s *Reverb-Ber-Ber-Rations*
Both are available on the Hemispheric Institute’s Digital Video Library.

You must use MLA formatting and have a works cited page.

Important: Be specific about the “liveness” of the event (or, if completing the review of *Zoot Suit* or *Reverb-Ber-Ber-Rations*, the fact that it is not live).

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**THE 322: Theatre, History & Culture - Course Checklist**

Use the following list to keep on top of assignments and readings over the course of the semester. Colors reflect part colors.

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### Unit 1

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<th>Readings</th>
<th>Assignments</th>
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</thead>
</table>
□ Discussion Reply |
*Lysistrata* by Aristophanes  
OR  
13-27; 55-93 from *Unthinking Eurocentrism* by Ella Shohat and Robert Stam | □ Discussion Reply  
□ 1 List A Responses  
□ 1 List B Responses |

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### Unit 2

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<th>Week 3</th>
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□ Discussion Reply |
| Week 4 | 185-246 from *Theatre Histories: An Introduction, Third Edition*, Tobin Nelhaus, general editor  
*The Loa to the Divine Narcissus* by Sor Juana Inés De La Cruz  
OR  
*Tartuffe; or The Hypocrite* by Molière  
OR  
*The Rover* by Aphra Behn | □ Discussion Reply  
□ 1 List A Responses  
□ 1 List B Responses |
### Unit 3

<table>
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<tr>
<th>Week</th>
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*Sacred Blood* by Zinaida Gippius  
*Richard III* by William Shakespeare  
*Phèdre* by Jean Racine | □ Discussion Reply  □ 1 List A Responses □ 1 List B Responses |

### Unit 4

<table>
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<th>Week</th>
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</table>
| Week 8 | 511-582 from *Theatre Histories: An Introduction, Third Edition*, Tobin Nelhaus, general editor  
Guerilla Girls’ 2016 videos AND “Aristotle’s Coercive System of Tragedy” from Augusto Boal’s *Theatre of the Oppressed*  
*Anowa* by Ama Ata Aidoo  
*Details Cannot Body Wants* by Chin Woon Ping | □ Discussion Reply  □ 1 List A Responses □ 1 List B Responses |

### Final Assignment

□ DUE: Oct. 8

### Production Review

□ DUE: Oct. 2
THE 322: Theatre, History & Culture - MLA Review

Below are important links on MLA formatting for academic writing. Please note that MLA formatting is required for ALL written assignments in this course.

MLA Style: https://owl.english.purdue.edu/owl/section/2/11/
MLA Works Cited Page: Basic Format: https://owl.english.purdue.edu/owl/resource/747/01/
MLA In-Text Citations: The Basics: https://owl.english.purdue.edu/owl/resource/747/02/
MLA Formatting Quotations: https://owl.english.purdue.edu/owl/resource/747/03/
MLA Endnotes and Footnotes: https://owl.english.purdue.edu/owl/resource/747/03/
MLA Sample Paper: https://owl.english.purdue.edu/owl/resource/747/13/

THE 322: Theatre, History & Culture - Production Review Guidelines

Below are important components to a successful Production Review. Please note that MLA formatting is required for this assignment.

Basic Information

- Name of production, location, date, and director.
- Give a brief overview of the performance—overall plot, theme, or key idea but NOT a summary.
- Key elements of the production/unusual elements such as media, audience relationship etc.
- If you discuss characters, list the actor’s name that played the character.
- If you discuss design, name the designers.
- Cite specific examples from the performance to support your argument.

Dramaturgical Research
• Information about the playwright/screenwriter.
• Information about the genre.
• Information about the historical time period.

Preparing to Write
To become a critical observer, try the following:

• Take notes (during intermission/after the show).
• Take notes regarding set, costumes, lights, acting, and directing choices.
• Look at program notes – did the director achieve their intentions?
• What moments/images do you recall?

Methods of Analysis

1. Gather (gather information/images/ideas).
2. Interpret (analyze what the information means).
3. Evaluate (why is it important? What is the value?).
4. Communicate (critically and clearly share these observations with others).

Changes to the syllabus

The syllabus is an implied contract between the instructor and the student. Consequently, it will not change in any significant way over the duration of the course. However, there are times when minor modifications need to be made. This being the case, the instructor will do everything in his power to keep changes to a minimum. If and when there are changes, students will be advised by email.

SEMESTER CHECKLIST

10 DISCUSSION BOARD POSTS
4 UNIT REVIEW ASSIGNMENTS @ 2 QUESTIONS EACH FOR TOTAL OF 8 UNIT REVIEW QUESTIONS
1 MID-TERM ASSIGNMENT
1 FINAL ASSIGNMENT
1 PRODUCTION REVIEW ASSIGNMENT

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

Course policies are subject to change. It is the student’s responsibility to check HOLMS for corrections or updates to the syllabus. Any changes will be posted in HOLMS.