
TERM:	Autumn 2018	INSTRUCTOR:	Tom Dugdale
CREDITS:	3	OFFICE:	Drake 1108
LEVEL:	U	OFFICE EMAIL:	dugdale.3@osu.edu
CLASS TIME:	T/TH 3:55-5:15PM	DEPT PHONE:	(614) 292-5821
LOCATION:	Drake 2038	OFFICE HOURS:	T & W 2:30-3:30PM, or by appointment

COURSE DESCRIPTION

This honors seminar seeks to enhance your knowledge, understanding, and appreciation of arts and culture through a broad introduction to the art of theatre. We will investigate the theater-making process by considering the responsibilities of some of its key players: the actor, the director, the designer, the dramaturg, the stage manager, and of course, the playwright. We will also explore specialized areas of theatre, including site-specific, devised, and documentary theatre. Through reading, discussion, and projects, students will exercise their creativity while contemplating the role of theatre in the 21st Century.

TEACHING METHOD

Discussion, laboratory, and lecture

COURSE LEARNING GOALS

- To understand the roles of the actor, director, designer, dramaturg, stage manager, and playwright in the theatre-making process
- To increase awareness of theatre's relationship to society and community today
- To speak and write critically about play texts and theatre performances
- To make creative, artistically-inspired choices
- To gain appreciation for the collaborative potential of theatre

GENERAL EDUCATION:

Visual and Performing Arts

GOALS: Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Expected Learning Outcomes:

1. Students analyze, appreciate, and interpret significant works of art.
2. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

Social Diversity in the United States

GOALS: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

REQUIRED TEXTS

Ferris, Lesley. *The Art of the Now: Introduction to the Theatre and Performance*. Autumn 2018 ed.

Purchase the digital textbook here: <https://affordablelearning.osu.edu/catalog/bookshelf/art-now-theatre-2100>

Auburn, David. *Proof*

Euripides. *The Bacchae*, trans. Paul Woodruff

Hudes, Quiara Alegria. *Eliot, A Soldier's Fugue*

Kaufman, Moises. *The Laramie Project*

Nottage, Lynn. *Intimate Apparel*

Ruhl, Sarah. *Eurydice*

Shakespeare. *Twelfth Night*

Wilder, Thornton. *Our Town*

Additional required readings will be posted on Carmen.

ATTENDANCE:

Attendance is crucial. The attendance policy is as follows:

- You are allowed TWO unexcused absences without penalty.
- Please always arrive on time, prepared for class.
- Arriving more than 10 minutes late for any class is considered a lateness and will result in 3 points being deducted (per incidence) from your overall points total.
- Arriving more than 30 minutes late for any class is considered an absence.
- Your 3rd unexcused absence will result in the loss of a half-letter grade from your final grade (A to A-, A- to B+, etc.). Your 4th and 5th unexcused absences will result in additional half-letter grade deductions.
- **Six or more unexcused absences will result in a grade of I (incomplete) for the course.**
- I do understand that life happens and things come up. Absences may be excused for extremely extenuating life events, or for illness. For illness to be excusable, you must provide a signed note from the appropriate medical authority within one week of the absence. Notes provided more than one week after the absence in question will not be accepted.

PARTICIPATION:

Participation is also crucial, since this is a seminar fueled by discussion. The class suffers when any of us is missing, or when any of us fails to prepare to the best of our abilities. Participation includes listening. In each class session, we are striving to create an environment in which everyone feels comfortable contributing, and where there is space for all ideas, voices, and perspectives. Your participation is expected in all class sessions, and participation will figure into the grading rubric for many assignments.

ASSIGNMENTS:

Reading – We will read several plays for this course. Additional reading will be assigned from *The Art of Now*, or posted on Carmen.

Viewings – You will watch videos of performances. These will be available online, and I will provide links and instructions for accessing them.

Talking Points (10)* - On the day we are discussing a reading or viewing assignment in class, you must come to class with at least two Talking Points prepared. They must be typed or written neatly on a piece of paper. You will use these to support your contributions to the class discussion, and they will be collected at the end of class.

See Performances (3) – You are required to see three Department of Theatre performances: *Twelfth Night*, *Michael von Siebenburg Melts Through the Floorboards*, and *Legally Blonde, the Musical*. Performance dates and times are listed on the last page of this syllabus, as well as here: <https://theatre.osu.edu/productions/2018-2019-productions>. Student tickets can be purchased directly from the OSU Theatre Box Office located in the lobby of the [Drake Center](#).

Performance Responses (3)* – You will write a short paper in response to each of the three Department of Theatre performances you see. You will be provided specific topic guidelines for each paper. **Formatting requirements: 2-3 pages, 12 point Times New Roman, double-spaced.**

Mini-Projects (8)* – Small creative assignments that allow you to engage practically with class concepts. Most of these projects will be shared or presented in class. Detailed guidelines for each mini-project will be provided.

Adaptation Project* – You will develop a production concept for a new hypothetical production of *The Bacchae* by Euripides. Your concept will address aspects of casting, design, directing, and producing. You will share your concept with the class in a Powerpoint-style presentation at the end of the semester.

Final Reflection* – Drawing upon what you've learned throughout the semester, a final opportunity to reflect on our relationship to theatre in 2018—socially, culturally, politically. Why does theater matter today; what opportunities does it provide our world? **Formatting requirements: 2-3 pages, 12 point Times New Roman, double-spaced.**

Quizzes (5) – Intended to confirm you have completed the reading and/or viewing assignments. Quizzes may not be taken late except in the case of an excused absence (see Attendance above).

Exams (2) – Each exam covers roughly half of the semester's content. In-class review sessions will assist you in studying for the exams. Exams will include matching, true/false, fill-in-the-blank, and short answer questions. Exams may not be taken late except in the case of an excused absence (see Attendance above).

**Grading rubrics will be provided for these assignments.*

COURSE GRADING:

Talking Points (10)	50
See Performances (3).....	30
Performance Response Papers (3).....	45
Mini-Projects (8)	80
Quizzes (5).....	25
Adaptation Project	30
Final Reflection Paper	20
Exams (2)	80
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Total Possible	360

Grading Scale:

334 - 360	A
324 - 333	A-
316 - 323	B+
297 - 315	B
287 - 296	B-
279 - 286	C+
262 - 278	C
251 - 261	C-
243 - 250	D+
225 - 242	D
216 - 224	D-
0 - 215	F

ASSIGNMENTS TURNED IN LATE:

- If an assignment is due in class, it must be turned in in class. It will be considered late if turned in anytime after the class in which it was due.
- Assignments turned in **up to 7 days late** will automatically receive a **20% point reduction**.
- Assignments will not be accepted more than 7 days after their due date.
- Many assignments include an in-class sharing/presentation component. These components cannot be made up or rescheduled to a later class. (For example, let's say Mini-Project #1 awards 5 points for writing a monologue and 5 points for sharing it in class. If you were to hand it in one day late, your grade would fall to 3/10: -2 points for lateness, and -5 points for not sharing it in class on the day it was due.)
- Technical or computing problems, including email and printer problems, are not acceptable excuses for work being late. Plan to submit your work early so you can address any technical difficulties that might arise.

ACADEMIC MISCONDUCT:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentconduct.osu.edu/>).

CONTENT WARNING:

Some content of this course may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed please take care of yourself while watching/reading this material by leaving classroom to take a water or bathroom break; debriefing with a friend; contacting Counseling and Consultation Services at (614) 292-5766; contacting Student Life Disability Services at (614) 292-3307; and contacting the instructor if needed.

Like many college courses, this one may include new and unfamiliar perspectives, experiences, and ideas. We may feel challenged, troubled, or even offended by this content. Our responsibility as a university community is to be gently curious and courageous both about the content itself and our personal responses to it. We do not have to like or agree with what we read or see to consider and explore its place

in culture and art-making.

While it is inherently impossible to make any public space completely “safe,” there are things we can commit to in order to best care for our classroom and campus communities. Working towards safety does *not* mean that we aren’t interested in engaging with difficult, complex material; it does not mean we are afraid to talk with depth and authenticity about tough topics. Working towards safety *does* mean we create an environment in which we’ve made it possible to be intellectually and creatively daring because we’ve committed to looking out for one another. A “safe” classroom won’t always be an easy classroom, but it should be a place where we model respect, generosity of spirit, and curiosity about different perspectives and experiences.

TITLE IX POLICY:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an Ohio State employee. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University’s Title IX Office. If I can be of assistance in helping you to make a report and in finding campus and community resources, please let me know. If you would like to access resources directly, please feel free to contact the Title IX office (see above). Students may speak to someone confidentially by contacting Counseling & Consultation Services at (614) 292-5766 or SARNCO’s [Sexual Assault Response Network of Central Ohio] 24-hour helpline at (614) 267-7020.

FOR YOUR SAFETY, the OSU Safe Ride Program is available after 7 p.m. by dialing (614) 292-3322. Call ahead when possible to ensure quickest pick-up time.

STUDENTS WITH DISABILITIES that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; (614) 292-3307; <http://slds.osu.edu/>.

COURSE CALENDAR

(subject to change by instructor if necessary)

Week 1	INTRODUCTIONS	ASSIGNMENTS DUE
T 8/21	Course Introduction	
TH 8/23	Share <i>You Monologues</i>	Mini-Project #1: <i>You Monologues</i> R: AOTN: pp. 3-26, 41-50
Week 2	READING & WATCHING THEATRE	
T 8/28	How We Read Theatre: Introduction to Text Analysis Discuss <i>Proof</i>	R: <i>Proof</i> R: AOTN pp. 51-64; R: Text Analysis Handout (Carmen)
TH 8/30	How We Watch Theatre Quiz #1	W: <i>Memphis</i> , dir. Christopher Ashley Prep Talking Points R: AOTN pp. 33-35, 91-97
Week 3	ACTORS & DIRECTORS	
T 9/4	What Actors Do Share Mini-Project #2	W: <i>Buried Child</i> , dir. Scott Elliott W: Actors on Acting short video Prep Mini-Project #2: Acting Moments R: AOTN pp. 69-90
TH 9/6	What Directors Do Discuss <i>Intimate Apparel</i> Quiz #2	R: <i>Intimate Apparel</i> Prep Talking Points R: AOTN pp. 123-127 R: Directing Handout (Carmen)
Week 4	WORLD OF THE PLAY	
T 9/11	Share Mini-Project #3	Prep Mini-Project #3: The World of the Play
TH 9/13	Tour of Drake Facilities	R: AOTN: 107-122
Week 5	DESIGNERS	
T 9/18	What Designers Do Discuss <i>Twelfth Night</i> Quiz #3	R: <i>Twelfth Night</i> Prep Talking Points R: AOTN pp. 173-227
TH 9/20	Share Mini-Project #4	Prep Mini-Project #4: Realism/Non-realism
Week 6	DRAMATURGS	
T 9/25	What Dramaturgs Do Discuss <i>Eurydice</i>	R: <i>Eurydice</i> Prep Talking Points R: AOTN pp. 167-172 R: Dramaturgy Handout (Carmen)

TH 9/27 Share Mini-Project #5

Prep Mini-Project #5: Dramaturgical Research

Week 7 STAGE MANAGERS

T 10/2 What Stage Managers Do
Discuss *Twelfth Night*

See: *Twelfth Night*
Production Response Essay Due
R: *AOTN* pp. 160-167

TH 10/4 EXAM #1 Review Session

Week 8

T 10/9 EXAM #1

Study for Exam

TH 10/11 NO CLASS: AUTUMN BREAK

Week 9 DOCUMENTARY THEATRE

T 10/16 Discuss *The Laramie Project*

R: *The Laramie Project*
Prep Talking Points
R: Documentary Theatre Handout (Carmen)

TH 10/18 Share Mini-Project #6

Mini-Project #6: Documentary Theatre Piece

Week 10 DEvised THEATRE

T 10/23 Devised Theatre
Quiz #4

W: Devised Theatre Performance Excerpts
Prep Talking Points
R: Devised Theatre Handout (Carmen)

TH 10/25 Do Mini-Project #7

Prep Mini Project #7: Devised Theatre Piece

Week 11 PRODUCTION CONCEPT

T 10/30 Discuss *Michael von Siebenburg*

See: *Michael von Siebenburg*
Production Response Essay Due

TH 11/1 Discuss *The Bacchae*
Introduce Adaptation Project

R: *The Bacchae*
Prep Talking Points

Week 12 OUTSIDE-THE-BOX THEATRE

T 11/6 Site-Specific, Immersive, Applied Theater
Quiz #5

R: *AOTN* pp.66-68
R: Site-Specific, Immersive, Applied Handout (Carmen)
Prep Talking Points

TH 11/8 Share Mini-Project #8

Prep Mini-Project #8: Site-specific *Twelfth Night*

Week 13 LIMITS AND TRANSFORMATION (ANYTHING IS POSSIBLE)

T 11/13 Discuss *Our Town*

R: *Our Town*
W: *Our Town*, dir. Gregory Mosher
Prep Talking Points

TH 11/15 Discuss *A Soldier's Fugue*

R: *A Soldier's Fugue*
Prep Talking Points

**** Additionally, during Week 13, we will hold out-of-class conferences to discuss your progress on your Final Adaptation Projects. These will be scheduled at times convenient to you. ****

Week 14

T 11/20 EXAM #2 Review Session Attend *Legally Blonde*
Discuss *Legally Blonde* Production Response Essay due

TH 11/22 NO CLASS – HAPPY THANKSGIVING!

Week 15

T 11/27 EXAM #2

TH 11/29 Adaptation Presentations (Group A) Prepare presentations

Week 16

T 12/4 Adaptation Presentations (Group B) Prepare presentations

TH 12/6 Final Reflection due @ 12:00PM. Papers may be submitted as hard copies or emailed directly to me (dugdale.3@osu.edu). Absolutely no papers will be accepted after December 6th at 12:00PM.

*****This course will not meet in the Final Exam Period.*****

Performance Dates and Times

Twelfth Night

Friday, September 28, 2018 - 10:00am
Friday, September 28, 2018 - 7:30pm
Saturday, September 29, 2018 - 3:00pm
Saturday, September 29, 2018 - 7:30pm
Sunday, September 30, 2018 - 3:00pm

Thurber Theatre

Michael von Siebenburg Melts Through the Floorboards

Wednesday, October 17, 2018 - 7:30pm
Thursday, October 18, 2018 - 7:30pm
Friday, October 19, 2018 - 7:30pm
Saturday, October 20, 2018 - 7:30pm
Sunday, October 21, 2018 - 3:00pm
Tuesday, October 23, 2018 - 7:30pm
Wednesday, October 24, 2018 - 7:30pm
Thursday, October 25, 2018 - 7:30pm
Friday, October 26, 2018 - 7:30pm
Saturday, October 27, 2018 - 7:30pm

Roy Bowen Theatre

Legally Blonde, the Musical

Thursday, November 8, 2018 - 7:30pm
Friday, November 9, 2018 - 7:30pm
Saturday, November 10, 2018 - 7:30pm
Tuesday, November 13, 2018 - 7:30pm
Wednesday, November 14, 2018 - 7:30pm
Thursday, November 15, 2018 - 7:30pm
Friday, November 16, 2018 - 7:30pm
Saturday, November 17, 2018 - 7:30pm
Sunday, November 18, 2018 - 3:00pm

Thurber Theatre

Student tickets can be purchased from the OSU Theatre box office located in the lobby of the [Drake Center](#).