

# THA M04: HISTORY OF THE THEATRE

**Originator**

jloprieno

**Co-Contributor(s)**
**Name(s)**

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**College**

Moorpark College

**Discipline (CB01A)**

THA - Theatre Arts

**Course Number (CB01B)**

M04

**Course Title (CB02)**

History of the Theatre

**Banner/Short Title**

History of the Theatre

**Credit Type**

Credit

**Start Term**

Fall 2023

**Catalog Course Description**

Explores the major innovations, trends, works, and playwrights in historical theatrical movements from classical Greek and Roman theatre through the 17th century. Examines the social, cultural, political and diverse context of specific dramatic movements and the influences of theatre on society.

Course Credit Limitations: Students cannot complete both the honors and regular versions of a course. Credit will be awarded only for the first course completed with a grade of "C" or better or "P". Moorpark College Honors Program requires a letter grade.

**Taxonomy of Programs (TOP) Code (CB03)**

1007.00 - Dramatic Arts

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Faculty notes on field trips; include possible destinations or other pertinent information**

theatres, studios, outdoor theatres, places for site-specific theatres

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity****Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class****Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | observe theatrical performances in an informed and critical manner to analyze the historical, social and political relevance of the piece.         |
| 2 | demonstrate an understanding of the history of theatre and its cultural, social and political influences from the Greeks to the twentieth century. |

**Course Objectives****Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | demonstrate basic knowledge of the physical theatre, dramatic literature, and dramatic theory of the major periods of theatrical history, and theatre's relationship to other cultures and parts of society.  |
| 2 | discern the relationship of historical, artistic, social, and philosophical environments as they relate to major changes in the form and content of theatre and evaluate their impact on culture and society. |
| 3 | utilize dramatic criticism from various sources to analyze exemplary pieces of diverse dramatic literature to explore the world view presented by the playwrights in each play.                               |
| 4 | identify and differentiate between the characteristics of the major theatrical movements from the Greeks through the 17th century.  |

- 5 compile evidence illustrating how the relationship between the audience and theatre artist has changed over time.
- 6 demonstrate the ability to define basic terms of theatre history and dramatic criticism and apply these to analysis of a live production.
- 7 name influential and diverse plays and playwrights from the Golden Age of Greek Drama to the 17th century.

## Course Content

### Lecture/Course Content

10% - The Origins of the Theatre as Ritual

--The Ritual and Mythology of Ancient Egypt and Asia

10% - The Restoration Theatre: Theatrical Traditions of Seventeenth and Eighteenth Century England

--Analysis of texts

--Development of the theatrical space

--Cultural development of specific theatrical practices

15% - Neo-classicism, 18th Century British Drama, and French Theatre

--Analysis of texts

--Development of the theatrical space

--Cultural development of specific theatrical practices

20% - The Italian Renaissance, Elizabethan Drama, and Early Humanism (including Shakespeare)

--Analysis of texts

--Development of the theatrical space

--Cultural development of specific theatrical practices

10% - Drama of the Middle Ages

--Liturgical Drama and Morality Plays

25% - Greek, Roman and Byzantine Drama

--The Evolution of Theatrical Art from Ritual

10% - World Drama

--Exploration of theatre from around the globe both past, present and future

### Laboratory or Activity Content

N/A

## Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams

Film/video productions

Graphic/architectural designs

Group projects

Individual projects

Journals

Monologues

Objective exams

Oral analysis/critiques

Oral presentations

Performances

Portfolios

Quizzes

Recitations

Reports/papers

Research papers

Role playing

Simulations

Skills tests or practical examinations

Written analyses

Written compositions

Written creation (poem, screenplay, song)

Written homework

Classroom Discussion

Projects  
Participation  
Reports/Papers/Journals

## Instructional Methodology

### Specify the methods of instruction that may be employed in this course

Audio-visual presentations  
Class activities  
Class discussions  
Collaborative group work  
Demonstrations  
Dialog  
Distance Education  
Field trips  
Group discussions  
Guest speakers  
Instructor-guided interpretation and analysis  
Instructor-guided use of technology  
Internet research  
Large group activities  
Lecture  
Observation  
One-on-one conference  
Oral Drills  
Readings  
Role-playing  
Small group activities  
Web-based presentations

### Describe specific examples of the methods the instructor will use:

critique live performances at the college both in written form, class discussions and online discussions  
explain and differentiate the origins and influences of Western theatre and theatre of the East on theatres from various different cultures and societies  
recognize and define the different elements in realism, naturalism, surrealism and expressionism

## Representative Course Assignments

### Writing Assignments

one research paper based on topics such as but not limited to, the characteristics of the major theatrical movements from the Greeks through the 17th century and/or the characteristics of Latin American theatre from the post-colonial era to the present.  
one research paper based on diverse topics discussed prior to the mid-term.  
critique of a live performance based on dramatic criticisms covered in class.

### Critical Thinking Assignments

participate in group or individual oral presentations on historical eras of theatre, social and/or political movements started in the theatre, culturally significant moments in the theatre and/or significant social justice moments in theatre from around the globe  
research and write a paper on a major movement in classical theatre (e.g., the Golden Age of Greek Drama and/or The Spanish Golden Age).  
compare/contrast modern productions of classic plays with a culturally or sub-culturally unique take on the classic script

### Reading Assignments

read articles regarding historical theatre practices  
read articles online and at the library for research on the history and practices theatre from all over the globe  
read plays from but not limited to diverse backgrounds, time periods, cultures and playwrights

## Outside Assignments

### Representative Outside Assignments

complete reading assignments in the required text and in recommended culturally diverse books, plays written by diverse playwrights and articles.

attend a professional, live theatre event in order to analyze the production using the basic terms of theatre history and dramatic criticism.

## Articulation

### C-ID Descriptor Number

THTR 113

### Status

Approved

### Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Northridge	TH 222	Mapping World Theatre and Drama	3
CSU Long Beach	THEA 221	History of Theatre and Drama to 1660	3
Sonoma State University	THAR 202	Introduction to the History of Drama and Dance: Origins to 1800	4
CSU Channel Islands	PATH 238	Early Theater History	3

### Comparable Courses within the VCCCD

THA M04H - Honors: History of Theatre

### Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Shasta College	THTR 8 & THTR 9	History of World Theatre I & II	3; 3
Hartnell College	TAC 3	History of Theatre	3

## District General Education

### A. Natural Sciences

### B. Social and Behavioral Sciences

### C. Humanities

#### C1. Fine/Performing Arts

Approved

### D. Language and Rationality

### E. Health and Physical Education/Kinesiology

### F. Ethnic Studies/Gender Studies

### Course is CSU transferable

Yes

### CSU Baccalaureate List effective term:

F2000

**CSU GE-Breadth**

**Area A: English Language Communication and Critical Thinking**

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

**C1 Arts: Arts, Cinema, Dance, Music, Theater**

Approved

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

**Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**UC TCA**

UC TCA

Approved

**IGETC**

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 3A: Arts**

Approved

**Area 4: Social and Behavioral Sciences**

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

**Textbooks and Lab Manuals**

**Resource Type**

Textbook

**Description**

Pizzato, Mark. *Mapping Global Theatre Histories*. Palgrave Macmillan, 2019.

**Resource Type**

Textbook

**Description**

Gaines, Caseen. *Footnotes: The Black Artists Who Rewrote the Rules of the Great White Way*. Sourcebooks, 2021.

**Resource Type**

Textbook

**Description**

Wilson, Edwin, and Alvin Goldfarb. *Living Theatre: A History of the Theatre*. 7th ed., Norton, 2018.

**Library Resources****Assignments requiring library resources**

research, using the library's print and online resources, for papers and other writings on such topics as explain the development of the Golden Age of Greek drama

view diverse filmed theatrical productions found in the library's vast online theatre databases such as plays written, performed and directed by BIPOC and/or LGBTQIA+ individuals about BIPOC and/or LGBTQIA+ lifestyles and cultures.

locate critiques of dramatic literature and use of the Library's special Theatre Arts collection of scripts to locate plays from diverse lifestyles, cultures and periods.

**Sufficient Library Resources exist**

Yes

**Example of Assignments Requiring Library Resources**

author a 2-3 page scene that uses elements of theatre from a specific era or genre (e.g., commedia del'arte, Asian theatre, Indian Sanskrit drama and postwar American)

discuss and differentiate between different interpretations of a classic text using the library's vast online database (e.g. Compare and Contrast Hamlet in Act 4 Scene 4 as compiled by Digital Theatre Plus)

view and discuss various documentaries about theatre history provided by the vast online database at the library

**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (1%–50% online)

Hybrid (51%–99% online)

100% online

**Faculty Certifications**

**Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.**

Yes

**Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.**

Yes

**Regular Effective/Substantive Contact****Hybrid (1%–50% online) Modality:****Method of Instruction****Document typical activities or assignments for each method of instruction**

Asynchronous Dialog (e.g., discussion board)

Welcome! Who Are You Discussion  
Theatre of the People Discussion  
Discovering Theatre Around You Discussion  
Play Discussion  
Theatre History Project Discussion  
Final Project Discussion



<p>E-mail</p>	<p>Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.</p>
<p>Other DE (e.g., recorded lectures)</p>	<p>Faculty will use a variety of tools and media integrated within the LMS to help students reach SLO such as:          * Recorded Lectures, Narrated Slides, Screencasts          * Instructor created content          * MC Online Library Resources          * Canvas Student Groups (Assignments, Discussions)          * Websites and Blogs          * Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)</p>
<p>Synchronous Dialog (e.g., online chat)</p>	<p>Online office hours &amp; Online group discussions</p>
<p>Video Conferencing</p>	<p>Video tools such as ConferZoom can be used to provide live synchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.</p>
<p><b>Hybrid (51%–99% online) Modality:</b></p>	
<p><b>Method of Instruction</b></p>	<p><b>Document typical activities or assignments for each method of instruction</b></p>
<p>Asynchronous Dialog (e.g., discussion board)</p>	<p>Welcome! Who Are You Discussion          Theatre of the People Discussion          Discovering Theatre Around You Discussion          Play Discussion          Theatre History Project Discussion          Final Project Discussion</p>
<p>E-mail</p>	<p>Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.</p>
<p>Other DE (e.g., recorded lectures)</p>	<p>Faculty will use a variety of tools and media integrated within the LMS to help students reach SLO such as:          * Recorded Lectures, Narrated Slides, Screencasts          * Instructor created content          * MC Online Library Resources          * Canvas Student Groups (Assignments, Discussions)          * Websites and Blogs          * Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)</p>
<p>Synchronous Dialog (e.g., online chat)</p>	<p>Online office hours &amp; Online group discussions</p>
<p>Video Conferencing</p>	<p>Video tools such as ConferZoom can be used to provide live synchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.</p>

**100% online Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Welcome! Who Are You Discussion Theatre of the People Discussion Discovering Theatre Around You Discussion Play Discussion Theatre History Project Discussion Final Project Discussion
E-mail	Email, class announcements and tools such as "Message Students Who" and "Assignment Comments" in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
Other DE (e.g., recorded lectures)	Faculty will use a variety of tools and media integrated within the LMS to help students reach SLO such as: * Recorded Lectures, Narrated Slides, Screencasts * Instructor created content * MC Online Library Resources * Canvas Student Groups (Assignments, Discussions) * Websites and Blogs * Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Online office hours & Online group discussions
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

**Examinations****Hybrid (1%–50% online) Modality**

On campus  
Online

**Hybrid (51%–99% online) Modality**

On campus  
Online

**Primary Minimum Qualification**

THEATER ARTS

**Additional Minimum Qualifications****Minimum Qualifications**

Drama/Theater Arts

**Review and Approval Dates****Department Chair**

10/24/2022

**Dean**

10/25/2022

**Technical Review**

11/17/2022

**Curriculum Committee**

12/06/2022

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

MM/DD/YYYY

**Board**

MM/DD/YYYY

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000432535

**DOE/accreditation approval date**

MM/DD/YYYY