

*Office of Undergraduate Education*

TCORE 104: Intro to Humanities ~ Autumn Quarter 2018

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***Introduction to Theatre for Social Change*** 

**Course Description:**

This course will explore the aesthetic principles of theatre to provide a foundation for attending, enjoying, analyzing, and participating in the live theatrical experience. Focus is placed on the specific roles of the playwright, director, actor, designer, and audience; and the critical skills and vocabulary to better appreciate and evaluate theatre. The second half of the course will explore the role of theatre in society with a concentration in theatre for social change. Students will both discuss the principles of this course as well as participate in exercises where they put these principles into action.

The Core program consists of a coordinated series of courses that represent the various disciplines in the university. This course, together with the other Core courses you will take, fulfills the university’s general education requirements in each of the areas of knowledge plus composition. The courses are designed to both support and challenge you to develop the critical thinking, writing, research, and analytical skills you’ll need at UWT while introducing you to relevant topics in the social sciences, humanities, and sciences.

**Learning Objectives for the Core:**

Inquiry and Critical Thinking

 *synthesis & context*: make meaningful connections among assignments and readings in order to develop a sense of the ‘big picture.’

Communication/Self-Expression

 *analysis*: identify, analyze, and summarize/represent the key elements of a text.

 *expression of ideas*: express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it.

Global Perspective – Diversity – Civic Engagement
 *disciplinary perspective*: understand events and processes as ‘disciplinarily’ situated.

 *global perspective*: interact with concepts, ideas, and processes related to the interdependences between personal, local, and global relationships

 *diversity*: think outside of cultural norms and values, including their own perspectives, to critically engage the larger world.

**More specific Objectives for Introduction to Humanities VLPA:**

 Demonstrate an ability to situate one's self in relation to a broader human context

 Demonstrate an ability to critically read an artistic, literary, or historical text or artifact

 Demonstrate an ability to analyze a text or artifact by applying a theoretical or aesthetic framework

**Specific course goals:**

Students will be able to…

 discuss the collaborative process and identify the common roles and duties in a theatrical production.

 utilize basic dramatic vocabulary in order to discuss the theatrical experience; both the “traditional” and Theatre for Social Change

 read and analyze a dramatic text

 attend a theatre production and be able to articulate, both objective and subjective, ideas that pertain to it.

 demonstrate an understanding of the collaborative process by actively participating in group projects

**Texts and Materials:**The following **required** texts are available at the University Bookstore:

*Introduction to the Theatre* 9th edition (8th is okay too)

*Theatre of the Oppressed* by Agusto Boal

Ticket to theatre production

**Policies:**

**Academic Honesty:**

Be sure to give credit where credit is due. If you plan to use the ideas or words of someone else in your schoolwork, then you must cite those sources that you used in a clear and appropriate way. All student work must be free of plagiarism. Plagiarism is defined in the University catalog and in the Student Handbook. Consult your professor if you have any questions.

Further, plagiarism happens when people try to appropriate and pass off the writing of another as their own. Plagiarism is no less of a misconduct violation than vandalism or assault. Ignorance of proper documentation procedures is the usual cause of plagiarism. This ignorance does not excuse the act. Students are responsible for learning how and when to document and attribute resources used in preparing a written or oral presentation. Likewise, it is the responsibility of the faculty to help you in this process and to be certain you learn to credit the work of others upon which you draw. Please be mindful of these matters since a major part of your experience in the class will be reading, synthesizing, and using the knowledge and ideas of others.

For more information, please refer to the “Student Academic Responsibility” document prepared by the Committee on Academic Conduct in the College of Arts and Sciences at the University of Washington http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf

**E mail policy:**

"UW Tacoma employees and students are issued a University of Washington NetID and email account. University email communications will only be sent to their University of Washington email address. Faculty and staff are not obligated to respond to students using non-UW email accounts.Those who choose to forward their emails to a non-UW email address do so at their own risk**.** The University is not responsible for any difficulties that may occur in the proper or timely transmission or access of email forwarded to any email address, and any such problems will not absolve employees and students of their responsibility to know and comply with the content of electronic university communications sent to UW email addresses." For the complete Policy Statement, follow the link in the heading title.

**Electronic Devices:**

Electronic devices (including, but not limited to, cell phones, tablets and laptops) may only be used in the classroom with the permission of the instructor. Activities that are not relevant to the course, such as checking/ sending email, playing games and surfing the web, are considered disruptive activities when class is in session.

**Accommodations for students with Disabilities:**

The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. Disability Resources for Students (DRS), located in MAT 354, functions as the focal point for coordination of services for students with disabilities. If you have a physical, emotional, or mental disability that "substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working]," and will require accommodation in this class, please contact DRS at 253-692-4508, or email at drsuwt@uw.edu for assistance.

**Children in the classroom:**

Mothers who are breastfeeding an infant, or expressing milk, may do so in class without the permission of the instructor. Or if you prefer to breastfeed or breast-pump outside of class, you may take time out of class to use a lactation room (GWP 410 and MAT 204A.   However, in either case, it is a good idea to communicate with the instructor ahead of time. If you want to bring an older infant or child(ren) to class, you must get permission from the instructor ahead of time. If permission is granted, you are responsible for seeing that the child or children are not disruptive to the class and for ensuring that all additional University policies and rules are followed by those that you bring. There are some classes where it may not be safe for an infant, child or children to be present, and in those cases an instructor may restrict an infant, child or children from being present in class. - Approved by the Executive Council on 2/17/17

**Contesting a Grade:**

Students have one week from the date a grade is posted on Canvas to contest a grade.

**Late Assignments:**

*Written assignments* are allowed late one class meeting, for a 20% deduction. For example, if the student misses a written assignment due on Monday, they may turn it in on Wednesday during class. They may not turn in assignments any later.

*Activity/Presentation* assignments may not be made up.

**Components of Grade:**

*Monologue (10%)*

Students will present a one-minute monologue in front of the class.

*Attend Office Hours(2%)*

The student must attend instructor’s office hours at least once during the quarter

*Arts event attendance (3%)*

Students should attend an arts event in the community. Nothing is required to be written on it, but proof of attendance is required. Take a picture of yourself clearly at the event along with ticket stub if possible, for example.

*Group Production Project* (20% )

Groups will consist of 5-6 members each fulfilling roles in the field of theatre: Director, Costume designer, Scenic Designer, and Actors. Group will design and present an assigned scene. More information will be provided on Canvas.

*Midterm* (20%)

Students will be responsible for both readings and lectures.

*Invisible Theatre* *project* (20%)

Groups will create and execute invisible theatre in the community and record it (video) in order to present and lead class discussion. More information will be available on Canvas.

*Production reflection* (10%)

Students are required to attend a production in the broad community. After attending the production, students will write a paper following the prompt as provided by the instructor on canvas.

*Final* (20%)

Students will be responsible for both readings and lectures. The exam is cumulative.

*Grading Criteria:*

*Grades that make up a large % of course grade will be broken down into smaller increments in Canvas with milestone that must be met for full points. This is true of the Group Production Project and Invisible Theatre Project.*

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| --- | --- |
| A | 4.0 – 3.9 / 100-94 |
| A- | 3.8 – 3.5 / 93-90 |
| B+ | 3.4 – 3.2 / 89-88 |
| B | 3.1 – 2.9 / 87-84 |
| B- | 2.8 – 2.5 / 83-80 |
| C+ | 2.4 – 2.2 / 79-78 |
| C | 2.1 – 1.9 / 77-74 |
| C- | 1.8 – 1.5 / 73-70 |
| D+ | 1.4 – 1.2 / 69-68 |
| D | 1.1 – 0.9 / 67-64 |
| D- | 0.8 – 0.7 / 63-60 |
| E | 0.0 / 59- lower (Failure or unofficial withdrawal; no credit earned) |

*Course Schedule:*

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Date Day In Class Assignment

9/26 Wednesday Introductions/Syllabus *Mojada* on Canvas (due 10/1)

9/28 Friday What is Theatre Read Ch. 3

10/1 Monday Reading vs. seeing a play Read Ch. 6

10/3 Wednesday Theatre Spaces Read Ch. 7

10/5 Friday The Playwright Read Ch. 8

10/8 Monday The Actor Monologue work

10/10 Wednesday Monologues

10/12 Friday Monologues Read Ch. 9

10/15 Monday The Director Read Ch. 10

10/17 Wednesday The Designer

10/19 Friday Midterm Review

10/22 Monday Midterm

10/24 Wednesday Production Project Assign & Prep

10/26 Friday Production Project work Project

10/29 Monday Production Project work Project

10/31 Wednesday Production Project work Project

11/2 Friday Production Project presentations Project

11/5 Monday Production Project presentations Boal Foreword- Pg. 13

11/7 Wednesday What is theatre for Social change?? Bring Boal book to class -

11/9 Friday Discussion (view selected readings)

11/12 Monday Veterans Day Observed/No class Pg. 83-95

11/14 Wednesday Brecht and Epic Theatre Pg. 120-156

11/16 Friday The Poetics of the Oppressed

11/19 Monday Continued…

11/21 Wednesday Devising

11/23 Friday Thanksgiving/No Class

11/26 Monday Devising

11/28 Wednesday Assign Invisible Theatre projects Project

11/30 Friday Work Invisible Theatre projects Project

12/3 Monday Work Invisible Theatre projects Project

12/5 Wednesday Present Invisible Theatre projects

12/7 Friday Review

12/12 Wednesday Final