



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit: New College, Department: School of Humanities, Arts & Cultural Studies, Subject: THE, Number: 420, Title: History of American Theatre, Units: 3, Is this a cross-listed course? No, Is this a shared course? No, Course description: n/a

Catalog description: Examines the major movements and pivotal moments in the history of American theatre from the 1700s to its current state, particularly its efforts to establish an identity that reflects the unique and changing citizenry of the United States.

In-depth description: The History of American Theatre examines the major movements and pivotal moments in the history of American theatre from the 1700s to its current state, particularly its efforts to establish an identity that reflects the unique and changing citizenry of the United States.

Requested designation: Humanities, Arts and Design-HU
Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
Criteria Checklist for the area
Course Catalog description
Course Syllabus
Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one



ARIZONA STATE UNIVERSITY

PDF. If necessary, a hard copy of the proposal will be accepted.


Contact information:

Name Jeffery Kennedy Phone 605-543-6025

Mail code 2151 E-mail: jtkennedy@asu.edu
(cc: tracy.encizo@asu.edu)

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Louis Mendoza Date: 12/11/14

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input type="checkbox"/>	<input checked="" type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	Syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, FINE ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
THE/IAP/AMS	420	History of American Theatre	HU

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
3	This course examines the major movements and pivotal moments in the history of American theatre from the 1700s to its current state, particularly its efforts to establish an identity that reflects the unique and changing citizenry of the United States. After some introductory ideas on the essentials of theatre and the dramatic structure of plays, the course will examine key moments in the development of theatre in America from its beginnings to the present. Contextualizing within historical, political and cultural events of each period will be a primary consideration for analysis. This work will be accomplished by reading and analyzing significant plays and researching historical events that shaped the landscape of American drama.	See "Learning Outcomes" and "Assignments": Student should be able to identify major historical theatrical events, names of plays, playwrights, significant theatre personnel and stylistic periods of American Theatre in their appropriate chronology. Students should be able to trace the development and evolution of American Theatre from the 1700s to the present Papers Course Assignments Quiz Exam Final Group Research Presentation
4C	While reading the texts of these plays will be a primary vehicle for discussion and analysis, researching acting styles, as well as theatrical producing and design styles, of each historical period will also be important to the study of the vital theatrical experience of audiences beyond the written text.	See "Learning Outcomes" and "Assignments": Students will be asked to observe live as well as taped theatrical performances and write critical reviews of these experiences, utilizing vocabulary and concepts learned in the course as well as giving their personal opinion of what they observe. Writing Critical Reviews

**Arizona State University
New College of Interdisciplinary Arts and Sciences
Division of Humanities, Arts and Cultural Studies**

THE/IAP/AMS 420: History of American Theatre (3 credits)

Course Syllabus

Instructor: Dr. Jeffery Kennedy, Office is N230L, located SE on the 2nd floor of FAB.
Phone: 602-543-6025 Email: jtkennedy@asu.edu
Office Hours: Mondays and Wednesdays from 1:30-2:45pm. When these times are not available for students, they should approach the instructor and an appointment time will be scheduled.

Course Objectives: This course examines the major movements and pivotal moments in the history of American theatre from the 1700s to its current state, particularly its efforts to establish an identity that reflects the unique and changing citizenry of the United States. After some introductory ideas on the essentials of theatre and the dramatic structure of plays, the course will examine key moments in the development of theatre in America from its beginnings to the present. Contextualizing within historical, political and cultural events of each period will be a primary consideration for analysis. This work will be accomplished by reading and analyzing significant plays and researching historical events that shaped the landscape of American drama. While reading the texts of these plays will be a primary vehicle for discussion and analysis, researching acting styles, as well as theatrical producing and design styles, of each historical period will also be important to the study of the vital theatrical experience of audiences beyond the written text.

Learning Outcomes:

- Students will be asked to observe live as well as taped theatrical performances and write critical reviews of these experiences, utilizing vocabulary and concepts learned in the course as well as giving their personal opinion of what they observe.
- Student should be able to identify major historical theatrical events, names of plays, playwrights, significant theatre personnel and stylistic periods of American Theatre in their appropriate chronology.
- Students should be able to trace the development and evolution of American Theatre from the 1700s to the present

Learning Assessments:

- How well students comprehend the Learning Outcomes in the course listed above will be assessed through class discussion, a quiz, an exam, short research projects, research paper, critical review, and group presentation.

Grade Policies: Students will be graded on a 100-point scale per assignment (or 100% possible scale in exams), 100 (or 100%) being the highest achievable on any individual assignment or exam. See the percentages for each section of the assignments in terms of the weight they carry in the grade. The breakdown of grading scale is as follows: 100%=A+, 91-99=A, 90=A-, 89=B+, 81-88=B, 80=B-, 79=C+, 71-78=C, 70=C-, 69=D+, 61-68=D, 60=D-, 59 or lower is E/failing grade.

Absence Policies:

- General Policy: Students must call instructor's office and leave a message *prior* to being absent for *any* reason. Grading penalty begins after one (1) unexcused absence. Three tardies are counted as one absence. Students may submit late work, but the overall grade will be penalized. No late work will be accepted after the last in-class session.
- Excused absences related to religious observances/practices: The university is sensitive to the religious practices of the various religious faiths represented. Students should notify faculty at the beginning of the semester about the need to be absent from class due to religious observances.
- Missed Classes Due to University-Sanctioned Activities: Students who participate in university-sanctioned activities that require classes to be missed, are given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.

Required Texts: *On Stage, America*, Walter Meserve, editor. Feedback Theatrebook and Prospero Press, 1996.
Drama: A Pocket Anthology (Fifth Edition), R. S. Gywnn, editor. Pearson-Longman (Penguin Academics), 2012.
A list of the plays that need to be read is in the reading schedule. Some of the plays and many other readings will be scanned and posted in PDF form on Blackboard. You are responsible to obtain the play in whatever way you need, though the instructor will do his best to help in this process.

Modern Language Association Style Manual (MLA), Seventh Edition, is required as the style manual for all papers in the class. There are copies in the university bookstore or you can typically purchase this at retail and online bookstores. It is highly recommended you purchase a copy. Other required uses of resources could include the viewing of videotapes/DVDs and/or listening to recordings on reserve in the library.

Assignments: Due dates for assignments and exams/quizzes will be given in an appropriate amount of time so that students can long-term plan for these (generally given in the course schedule at the first class session). Any work missed due to absences caused by religious observances and/or practices must be submitted by the next class session after the observance; this is also true of any University-Sanctioned activities. Students must inform the instructor *in advance* that they are participating in these to be afforded this privilege. Though it is strongly encouraged that all

assignment be turned in at the assigned due date, the instructor will accept late work, but it will be graded down for being late.

Students who request accommodation for a disability must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC.

Papers and Critical Reviews: 40%

Topics of papers and due dates will be given in class. Papers may always be submitted early for review and comment by the instructor and will be returned so students may fix and improve their final submissions. Formats, including how many pages are required, will be specifically given as each paper is assigned.

Course Assignments: 10%

This may include summaries or responses to reading assignments, audio/video viewings, the results of group work done in class, or short essay questions posed as a result of lecture or discussion.

Quiz: 5%

This will be a short quiz to gauge student reading and lecture intake in the early part of the semester.

Exam: 15%

Mid-term only. This will be an objective exam, dealing mostly with definitions of terms and concepts covered in the first half of the course.

Final Group Project/Presentation: 20%

This group project will be a culminating experience to the course, integrating as much information studied as possible in a final presentation to the class. Instructor will assign the groups. *A one-page description of your participation in preparation for the project is due on the day of the presentation.* All presentations will be made during the final exam session.

Attendance, Participation and Teacher Evaluation: 10%

Students must call instructor's office and leave a message *prior* to being absent for any reason. Grading penalty begins after one (1) unexcused absence. Three tardies are counted as one absence. This part of your grade includes an evaluation of your participation in the class.

Computer Requirement: Students are required to utilize and access the BLACKBOARD computer system throughout the semester by logging onto "my.asu.edu." This system can be accessed from any computer that connects to the Internet. Students must first activate their ASU email account to use this system and obtain their ASURITE logo and password. This system allows both students and the instructor the opportunity to post assignments, announcements or questions, initiate discussions distribute readings or

draw attention to web information that can be sent to an individual or read by the entire class. Blackboard items will include exam reviews and lists of performance opportunities for reviewing. Students must successfully access this site during the first week of class. Final submissions of papers are never accepted via email, but early submissions for review by the instructor may be sent via email.

Course/Instructor Evaluation: The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL:
<http://www.asu.edu/epouupdate/>.

Classroom Behavior: No cell phone calling, receiving calls, texting or reading of emails is allowed during class sessions at any time. Cell phone ringers should be turned off before each class session begins. For students using computers to take notes, emailing during the class session is not allowed and students found to be using the computers for other activities or other courses than this course will have the privilege to use computers revoked. Any recording during a class session must be given permission by the instructor in advance.

Academic Integrity: Students are expected to observe the academic standards set by the university for all students, which can be found in detail at
<https://provost.asu.edu/sites/default/files/AcademicIntegrityPolicyPDF.pdf>

No form of plagiarism in assignments will be tolerated and students found to be doing so will fail the course and be reported to the college's Dean's office.

Students should also be aware that all incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been

completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. This policy can be read in detail at

<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

Course Reading and Topics:

Session 1:	Introduction to Course
Session 2:	Dramatic Structure and Aristotle
Session 3-4:	Ballad Opera and <i>The Disappointment</i> Read <i>The Disappointment</i> and view clips of <i>The Beggar's Opera</i>
Session 5:	Colonial America and <i>The Contrast</i> Read <i>The Contrast</i> and <i>Fashion</i>
Session 6-7	American Archetypes Read "The Yankee On Stage"
Session 8-9	19 th Century Entertainment and Minstrelsy Articles on Minstrelsy
Session 10:	The Astor Place Riot Article on Astor Place Riot
Session 11-12:	Slavery, Abolition and <i>Uncle Tom's Cabin</i> Read <i>Uncle Tom's Cabin</i>
Session 13:	Melodrama and changes in European Theatre Read articles about melodrama, Ibsen and Chekov
Session 14-16:	The Provincetown Players Read <i>Trifles</i> , <i>Bound East for Cardiff</i> and <i>The Emperor Jones</i>
Session 17:	Read <i>Machinal</i> and <i>The Adding Machine</i> Read articles on Expressionism
Session 18:	Read <i>Awake and Sing</i> Read material on Actor's Theatre and Clifford Odets
Session 19-20:	View/Read <i>A Streetcar Named Desire</i> Material on Tennessee Williams
Session 21-22:	View/Read <i>Death of a Salesman</i> Material on Arthur Miller

Session 23-24: View/Read *Long Day's Journey into Night*
Material on Eugene O'Neill

Session 25 Read *A Delicate Balance* and *The Goat*
Material on Edward Albee

Session 26-27: American Musical Theatre

Session 28: Sam Shepard, August Wilson, Tony Kushner
Critical Review Due

Final Exam Session: Final Presentations

On Stage, America!

A Selection of Distinctly American Plays

edited and introduced

by

Walter J. Meserve

Feedback Theatrebooks & Prospero Press

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DRAMA

A Pocket Anthology

FIFTH EDITION

PENGUIN  ACADEMICS

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Sophocles (496?-406 B. C.), *Antigone*, translated by Robert Fagles

* William Shakespeare (1564-1616), *Twelfth Night*, edited by David Bevington

Henrik Ibsen (1828-1906), *An Enemy of the People*, adapted by Arthur Miller.

Susan Glaspell (1882-1948), *Trifles*.

Tennessee Williams (1911-1983), *The Glass Menagerie*.

Edward Albee, (B. 1928), *The Sandbox*.

Athol Fugard (B. 1932), "*Master Harold*" . . . and the boys.

August Wilson (B. 1945-2005), *The Piano Lesson*

David Ives (B. 1950), *Sure Thing*.

Milcha Sanchez-Scott (B. 1953), *The Cuban Swimmer*

* Yasmina Reza (B. 1959) *The God of Carnage*

Acknowledgements.

List of Critical Terms.