

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> THEA 204		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>																	
<b>Course Full Title:</b> Performance History II: 1600-1900 <b>Course Short Title (if title exceeds 30 characters):</b> Performance History II																			
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> Theatre																	
<b>Calendar Description:</b>  Examines how theatre and performance traditions developed in diverse geographic and cultural contexts, from 1600-1900. Examples from Indigenous cultures of Turtle Island will be included.  Note: Field trips outside of class time may be required. Please refer to department website for field trip scheduling information. Note: This course is offered as THEA 204 and ENGL 234. Students may take only one of these for credit.																			
<b>Prerequisites (or NONE):</b>		15 university-level credits.																	
<b>Corequisites (if applicable, or NONE):</b>		NONE																	
<b>Pre/corequisites (if applicable, or NONE):</b>		NONE																	
<b>Equivalent Courses (cannot be taken for additional credit)</b> Former course code/number: Cross-listed with: <b>ENGL 234</b> Equivalent course(s): <b>ENGL 234</b> <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>		<b>Transfer Credit</b> Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  Transfer credit requested (OReg to submit to BCCAT): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)  Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> .																	
<b>Total Hours: 45</b> <b>Typical structure of instructional hours:</b> <table border="1" data-bbox="105 1348 815 1627"> <tr> <td>Lecture hours</td> <td>15</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>25</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours: Field trip</td> <td>5</td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table>		Lecture hours	15	Seminars/tutorials/workshops	25	Laboratory hours		Field experience hours		Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours: Field trip	5	<b>Total</b>	<b>45</b>	<b>Special Topics</b> Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>  <b>Maximum enrolment (for information only):</b> 36  <b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually	
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<b>Total</b>	<b>45</b>																		
<b>Department / Program Head or Director:</b> Heather Davis-Fisch		<b>Date approved:</b> August 29, 2018																	
<b>Faculty Council approval</b>		<b>Date approved:</b> September 14, 2018																	
<b>Campus-Wide Consultation (CWC)</b>		<b>Date approved:</b> September 14, 2019																	
<b>Dean/Associate VP:</b> Jacqueline Nolte		<b>Date of posting:</b> January 11, 2019																	
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> February 1, 2019																	

**Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Research a topic in performance history between 1600 and 1900, by selecting a topic, articulating a question, identifying relevant primary and secondary sources, evaluating source material, and sharing findings with peers;
- Articulate a simple argument in writing, following scholarly conventions, in a clear and well-organized manner;
- Participate in praxis-based exercises;
- Apply historical theories of performance to theatrical examples;
- Demonstrate self-reflexivity in relation to course materials and own learning process;
- Explain key developments in performance history from 1600 to 1900;
- Recognize relationships between theatre and performance and historical, social, cultural, and aesthetic contexts;
- Describe several ways that different cultures preserve evidence of past performances of the past (e.g. oral history, photographs, audio recordings, textual records); and
- Contribute to class discussions of course materials.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Lectures, class and small group discussions, guest lecturers, student presentations, field trips, and practical workshops.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Zarilli, P. et al	<i>Theatre Histories</i>	<input type="checkbox"/>	Routledge	2009
2. Wasserman, J.	<i>Spectacle of Empire</i>	<input type="checkbox"/>	Talonbooks	2006
3. Sheridan, R.B.	<i>Pizarro</i>	<input type="checkbox"/>	Broadview	2017
4. Braddon/Roberts	<i>Lady Audley's Secret</i>	<input type="checkbox"/>	Broadview	2013
5. Ibsen, H.	<i>A Doll's House</i>	<input type="checkbox"/>	Dover	1992
Course pack: Roach, <i>Cities of the Dead</i> ; Taylor, <i>The Archive and the Repertoire</i> ; Carlson, ed., <i>You Are Asked to Witness</i> ;				
6. Archibald, <i>Indigenous Story-work</i> ; Corneille, <i>Discourses</i> ; Corneille, <i>The Cid</i> ; Collier, <i>A Short View of the English Stage</i> ; Behn, <i>The Rover</i> ; Chikamatsu, <i>Love Suicides at Sonezaki Zola</i> , <i>Naturalism in the Theatre</i> .				

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

n/a

**Typical Evaluation Methods and Weighting**

Final exam:	25%	Assignments:	-%	Midterm exam:	-%	Practicum:	-%
Quizzes/tests:	-%	Lab work:	-%	Field experience:	-%	Shop work:	-%
Presentation:	30%	Reading summaries:	15%	Research project:	30%	Total:	100%

**Details (if necessary):** Research project including research question, annotated bibliography, and secondary source summary components. Exam is a creative, in-class exam.

**Typical Course Content and Topics**

Week 1–2: Introduction to theatre history and historiography (Roach and Taylor)

Weeks 3–4: Indigenous storytelling and contact performance (*Theatre of Neptune in New France*)

Weeks 5–7: Neoclassical Theatres: conventions, genres, the role of the state (*The Cid*, *The Rover*, *Love Suicides*)

Weeks 8–11: Performance and cultural change: colonialism and gender (*Pizarro*, *Lady Audley's Secret*, *A Doll's House*)

Week 12–13: Exam preparation and presentation