



# THTR13124 *Theatre Studies 3*

## Term 1 - 2017

Profile information current as at 19/05/2024 09:45 pm

All details in this unit profile for THTR13124 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

In this unit you will study the development and structure of theatre styles from the European Renaissance period and ancient Asian theatres. You will also analyse relevant performance practices while you study the broader political, social and cultural contexts as they specifically relate to the theatrical performance practice and dramatic literature of these periods.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 1 - 2017

- Distance
- Mackay

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 30%

#### 2. **Presentation**

Weighting: 40%

#### 3. **Written Assessment**

Weighting: 30%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Course evaluation

##### Feedback

Request review and clarification of written assessments and execution of feedback models

##### Recommendation

Re-evaluation of course assessments and feedback process.

##### Action

Unit assessments and feedback processes re-evaluated. Unit rewritten with regard to content and assessments.

#### Feedback from Course evaluation

##### Feedback

Satisfaction with creative and practical assessments

##### Recommendation

Course will retain creative and practical aspects of course

##### Action

Unit retained a practical assessment.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Discuss the development and structure of theatre styles from the European Renaissance period and ancient Asian theatres.
2. Articulate various attributes of performance practice relating to the European Renaissance period and ancient Asian theatres.
3. Relate the performance practices of the European Renaissance period and ancient Asian theatres to their broader political, social, and cultural contexts.

N/A

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 30%	•		•
2 - Presentation - 40%		•	
3 - Written Assessment - 30%	•		•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving			
3 - Critical Thinking	•	•	•
4 - Information Literacy	•	•	•
5 - Team Work			
6 - Information Technology Competence			
7 - Cross Cultural Competence	•	•	•
8 - Ethical practice			
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 30%	•		•	•			•			
2 - Presentation - 40%	•		•	•			•			
3 - Written Assessment - 30%	•		•	•			•			

## Textbooks and Resources

### Textbooks

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#### Prescribed

##### **Commedia dell'Arte: An Actor's Handbook**

(1994)

Authors: John Rudlin

Taylor and Francis Ltd.

London , UK

ISBN: 978-0415047708

Binding: Paperback

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#### Prescribed

##### **The Japanese Theatre**

Revised Edition (1995)

Authors: Benito Ortolani

Princeton University Press

New Jersey , USA

ISBN: 978-0691043333

Binding: Paperback

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#### Supplementary

##### **The Actor's Secret: Techniques for Transforming Habitual Patterns and Improving Performance**

(2013)

Authors: Betsy Polatin

North Atlantic Books

Berkeley , CA , USA

ISBN: 978-1583946824

Binding: Paperback

#### Additional Textbook Information

The prescribed texts for this course are: *Commedia dell'Arte: An Actor's Handbook* by John Rudlin and *The Japanese Theatre* by Benito Ortolani. These texts will be available through open source web links and the university bookshop.

The following supplementary text will be available in the university bookshop:

*The Actor's Secret: Techniques for Transforming Habitual Patterns and Improving Performance* by Betsy Polatin.

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Paula Dawson** Unit Coordinator

[p.dawson@cqu.edu.au](mailto:p.dawson@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Introduction to Mask, Mime and Ritual	N/A	

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: The Ancient World and the Performance of Everyday Life	N/A	

### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Japanese Theatre I Intensive production period: no classes, lessons, workshops in discipline areas	N/A	

### Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Japanese Theatre II Intensive production period: no classes, lessons, workshops in discipline areas	N/A	

### Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Japanese Theatre III Intensive production period: no classes, workshops, lessons in discipline areas	N/A	

### Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: The Renaissance, Restoration, and Revelry	N/A	Submission of Research Project 1

### Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5: Commedia dell' Arte I	N/A	Submission of Research Project 1  <b>Research Project 1</b> Due: Week 7 Friday (28 Apr 2017) 11:45 pm AEST

### Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5: Commedia dell'Arte II	N/A	

### Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Presentations and submission of written documentation

Presentations N/A

**Research and Presentation Project 2** Due: Week 9 Friday (12 May 2017) 11:45 pm AEST

#### Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6: The Resurgence of Ritual	N/A	

#### Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7: Mask and Mime: Lecoq and Decroux	N/A	

#### Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7: Mask and Mime II: Clown, 'Bouffon', and Performing Identity	N/A	Submission of written assignment  <b>Written Assignment</b> Due: Week 12 Friday (2 June 2017) 11:45 pm AEST

#### Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Research Project 1

#### Assessment Type

Written Assessment

#### Task Description

##### Research project on traditional Japanese Theatre

**Length of written documentation:**1000-words

#### Task:

Student will prepare and submit a written/visual exploration of a theatre piece based on one of the following Japanese performance traditions: Noh, Kyogen, Kabuki or Bunraku. Students will approach the project from the perspective of director, designer and actor. This project must include appropriate historical and academic documentation, as well as a 1000 word written articulation of process and research. Students may focus on one character for their analysis within an overarching examination of the selected performance genre. Additional documentation should include visual representations: sketches, photos, etc. There is no physical performance component to this assessment.

#### Assessment Due Date

Week 7 Friday (28 Apr 2017) 11:45 pm AEST

#### Return Date to Students

Week 9 Friday (12 May 2017)

#### Weighting

30%

#### Assessment Criteria

##### Assessment Criteria:

- Ability to fulfill the requirements of the role. 25%
- Historical accuracy and/or commitment to vision. 25%
- Ability to clearly articulate your process/participation with regard to the assigned project. 30%
- Depth/quality of research and documentation. 20%

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Online

## Submission Instructions

Submit online through the Moodle website.

## Learning Outcomes Assessed

- Discuss the development and structure of theatre styles from the European Renaissance period and ancient Asian theatres.
- Relate the performance practices of the European Renaissance period and ancient Asian theatres to their broader political, social, and cultural contexts.

## Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence

# 2 Research and Presentation Project 2

## Assessment Type

Presentation

## Task Description

**Length of performance project:** One Commedia dell'Arte scenario of up to 10 minutes to be performed in Week 9 during class time

**Length of written documentation:** 500 - 750 words

### Task:

Students will, in assigned groups, present a Commedia dell'Arte Scenario. Each member of your group will take on an assigned role: director, designer (set, costume, lighting, props, sound etc.) and every student in the group will perform. Exceptions may be made for directors. The goal of each project is to create a historically informed presentation of the selected text with respect to the performance conventions of Commedia dell'Arte including: accurate portrayal of stock Commedia characters relevant to the scenario, use of masks and appropriate costumes, incorporation of lazzi, and moments of improvisation. In-depth research is essential to the project. Each student will also submit a 500-750 word analysis of their assigned character including: specific character traits, mask design, physical representation and use of lazzi, as well as a reflection on what purpose the character serves within the world of Commedia. The written assessment must be accompanied by appropriate historical and academic documentation. Students must also submit a peer review through Moodle on the day of the presentation.

### Distance Learning:

In the case of distance students, the individual student will prepare and submit a written/visual exploration of a scenario as director, designer and actor. This presentation must be accompanied by appropriate historical and academic documentation, as well as a brief written articulation of process. Students will choose one stock Commedia character to analyze. See above for required length of documentation. Additional documentation may be submitted in the form of sketches, visual representations, etc. Internet links to Commedia scenarios will be made available on Moodle.

## Assessment Due Date

Week 9 Friday (12 May 2017) 11:45 pm AEST

## Return Date to Students

Week 11 Friday (26 May 2017)

## Weighting

40%

## Assessment Criteria

### Assessment Criteria:

- Ability to fulfill the requirements of the role. 20%
- Historical accuracy and/or commitment to vision. 25%
- Participation in process. 10%
- Ability to clearly articulate your process/participation with regard to the assigned project. 30%
- Depth/quality of research and documentation. 15%



## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Online

## Submission Instructions

Submit online through the Moodle website.

## Learning Outcomes Assessed

- Articulate various attributes of performance practice relating to the European Renaissance period and ancient Asian theatres.

## Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence

# 3 Written Assignment

## Assessment Type

Written Assessment

## Task Description

Write a 2000-word research essay on the following topic:

### The Resurgence of Ritual and Mask in 20th Century Theatre

- In the 20th Century many theatre practitioners turned away from Realism and Naturalism and began to experiment with masks, puppetry, and ritual, often inspired by traditional and non-Western performance practices. These art forms were adopted for the creation of avant-garde work and as a tool for actor training. Choose two of the following theatre practitioners: Alfred Jarry, Jacques Copeau, Peter Brook, Jerzy Grotowski, Peter Schumann, or Ariane Mnouchkine and compare and contrast their use of mask or puppetry in their creative and training processes. Include examples from specific productions. Discuss their influences and inspirations, cultural appropriation, and re-engagement with ritual in the creation of new theatre and the re-imagination of classic texts. You must include primary source materials (specific productions) to support your argument as well as secondary sources, e.g. Academic analysis and contemporaneous critique and discussion.

N.B.: This is an academic paper. Do not rely solely on web-based sources. On-line research sources obtained from peer reviewed journals or academic databases are acceptable. Any internet sources used must be scholarly and accredited. Citations from Wikipedia, Sparknotes, or similar web-sites are not to be used under any circumstances. Inclusion of these sources will be penalized.

## Assessment Due Date

Week 12 Friday (2 June 2017) 11:45 pm AEST

## Return Date to Students

Exam Week Friday (16 June 2017)

## Weighting

30%

## Assessment Criteria

### Assessment criteria:

- A clearly defined thesis. 10%
- Orderly progression of argument. 10%
- Development of argument including relevance of material. 10%
- Use of primary sources to support argument or theme. 5%
- Independent and original thought and analysis. 5%
- Effective and consistent synthesis of ideas, arguments, and supporting evidence 10%
- A clear conclusion, connected to the initial thesis. 5%
- Legitimacy of sources. 5%
- Correctly formatted reference list and bibliography. 5%
- Appropriate and correct use of in-text referencing. 10%

- Depth of reading/research 5%
- Grammatical accuracy and spelling 10%
- Presentation and organisation, including appropriate sentence construction and word choice 10%

#### **Presentation:**

- This assignment is to be saved as a Word document and submitted online through the course website.
- Use 12 point Times New Roman font.
- This paper must be double-spaced.
- Sub-headings may be used as appropriate.
- All excerpts from primary sources, including diagrams and pictures should include an in-text reference, and full details included in the Reference List.

#### **Reference List:**

- Every assignment should include a reference list. This reference list can include the textbook as well as other readings you may have used.
- The **Reference List** is an important part of your assignment and must be presented correctly. It should include all book, journal articles (including electronic journal articles from databases), newspaper articles, scores, scripts, music recordings, video recordings and references from electronic sources.
- The referencing style is the **APA Style, 6<sup>th</sup> Edition**.
- The CQU library website has sections of referencing using this style.

#### **Before you submit your assignment:**

Please make sure your name and student number is clearly marked on the assignment.

**Assessment Value: 100%**

**Final Weighting: 40%**

#### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

#### **Submission**

Online

#### **Submission Instructions**

Submit online through the Moodle website.

#### **Learning Outcomes Assessed**

- Discuss the development and structure of theatre styles from the European Renaissance period and ancient Asian theatres.
- Relate the performance practices of the European Renaissance period and ancient Asian theatres to their broader political, social, and cultural contexts.

#### **Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem