THTR13126 *Theatre Studies 5: Realism to Epic Theatre*
Term 1 - 2020

Profile information current as at 10/05/2024 09:45 pm

General Information

Overview

In this unit you will study the development and structure of various theatre styles from the late nineteenth century to the mid twentieth century. Beginning with the naturalist and realist theatre movements in the nineteenth century, you will explore early twentieth century realist theatre, symbolism, expressionism and epic theatre, as well as the cabaret styles of early twentieth century Europe. You will analyse important primary sources while studying the broader political, social and cultural contexts as they apply to the history of theatrical performance practice during this period.

Details

Career Level: *Undergraduate*
Unit Level: *Level 3*
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 - 2020

- Mackay
- Online

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. **Written Assessment**
Weighting: 30%
3. **In-class Test(s)**
Weighting: 40%

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 Student evaluations

Feedback
Clarity of assessment tasks

Recommendation
Ensure that assessment tasks are made clear to students in the Unit Profile as well as the Moodle site.

Unit Learning Outcomes

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

1. Discuss the development and structure of various theatre styles from the late nineteenth century to the mid twentieth century
2. Articulate attributes of performance practice relating to various theatre styles from the late nineteenth century to the mid twentieth century
3. Relate the performance practices of the various theatre styles from the late nineteenth century to the mid twentieth century to their broader political, social, and cultural contexts.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level	○ Introductory Level	○ Intermediate Level	● Graduate Level	○ Professional Level	○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	**2**	**3**
1 - Written Assessment - 30%	●	●	●
2 - Written Assessment - 30%	●	●	●
3 - In-class Test(s) - 40%	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	**2**	**3**
1 - Communication	●	●	●
2 - Problem Solving			
3 - Critical Thinking	●	●	●

Graduate Attributes	Learning Outcomes		
	1	**2**	**3**
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 - Written Assessment - 30%	•		•	•						
3 - In-class Test(s) - 40%	•		•							

Textbooks and Resources

Textbooks

There are no required textbooks.

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

Judith Brown Unit Coordinator
j.brown@cqu.edu.au

Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Music for the stage 1900 - 1945	Topic 1 Study Guide	

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Music for the stage 1900 - 1945	Topic 1 Study Guide	

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Music for the stage 1900 - 1945	Topic 1 Study Guide	

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: 19th century naturalism and realism	Topic 2 Study Guide	

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Early 20th century realism	Topic 3 Study Guide	**Annotated bibliography** Due: Week 5 Monday (6 Apr 2020) 11:45 pm AEST

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: Symbolism in the theatre	Topic 4 Study Guide	

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5: Expressionism	Topic 5 Study Guide	

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6: Epic Theatre	Topic 6 Study Guide	**Research essay** Due: Week 8 Tuesday (5 May 2020) 11:45 pm AEST

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6: Epic Theatre	Topic 6 Study Guide	

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Revision		

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
No classes		Theatre students exam week **In class test** Due: Week 11 Monday (25 May 2020) 11:45 pm AEST

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
No classes		Intensive production period "The Mystery of Edwin Drood"

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
No classes		Intensive production period "The Mystery of Edwin Drood"

Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
No classes		Intensive production period "The Mystery of Edwin Drood"

Assessment Tasks

1 Annotated bibliography

Assessment Type
Written Assessment

Task Description
Task:
After selecting one of the essay topics (see Assessment item 2), prepare an annotated bibliography on the topic comprising of **12 different sources.**

1. Four books (these can be hard copy, online books or e-books)
2. Four articles from *Oxford Music Online* (this database can be accessed through the CQUniversity library)
3. Four academic journal articles (these can be accessed through the CQUniversity library)

Presentation:

- Submit your assignment online as a Word document
- Use 12 Point Times New Roman Font
- 1.5 spacing throughout
- Arrange annotations in groupings
  - 4 books
  - 4 articles from *Oxford Music Online*
  - 4 academic journal articles
- Include your name and student number in the header of the document
- Include page numbers in the footer of the document

Length: 1000 - 1500 words
The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date
Week 5 Monday (6 Apr 2020) 11:45 pm AEST

Return Date to Students
Week 6 Friday (24 Apr 2020)

Weighting
30%

Assessment Criteria

- Correct number and type of annotations (10%)
- Correct presentation of each reference in APA style, 6th edition (20%)
- Appropriate length of each annotation (10%)
- Appropriate depth for each annotation (60%)

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Submit through Moodle

Learning Outcomes Assessed

- Discuss the development and structure of various theatre styles from the late nineteenth century to the mid twentieth century
- Articulate attributes of performance practice relating to various theatre styles from the late nineteenth century to the mid twentieth century
- Relate the performance practices of the various theatre styles from the late nineteenth century to the mid twentieth century to their broader political, social, and cultural contexts.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

2 Research essay

Assessment Type
Written Assessment

Task Description
Task: Write an essay on ONE of the topics provided below:
Topic 1: The early history of European cabaret: 1880 - 1930
Discuss the early history of European cabaret from 1880 to 1930 with particular reference to content (acting, singing, and dance), staging, costume, musical accompaniment, and political influence. Mention important writers and performers and their influence on the genre. You may include links to images and Youtube clips, appropriately referenced.

Topic 2: Scenic design in theatre: 1880 - 1930
Discuss the scenographic revolution in theatre from about 1880 to 1930. Consider the emerging concept of the *mise-en-scene* as directors and designers brought plays to the stage. Discuss at the work of important scenic designers and directors from this period, linking their objectives to the changing styles of theatre production during this time. You may include links to images and Youtube clips, appropriately referenced.

Length: 2000 - 2500 words
The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.
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.
- 1.5 spacing throughout
- 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.
- 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, Sparksnotes, or similar websites are not to be used under any circumstances.

Assessment Due Date
Week 8 Tuesday (5 May 2020) 11:45 pm AEST

Return Date to Students
Week 10 Friday (22 May 2020)

Weighting
30%

Assessment Criteria

- Clear introduction and conclusion (10%)
- Accuracy of information and depth of treatment of the topic (25%)
- Appropriate use of primary and secondary sources to support the argument (20%)
- Ability to present the argument clearly and logically (25%)
- Correct spelling, grammar, punctuation and clear lay-out (10%)
- Correct use of APA style for the in-text referencing and reference list (10%)

Referencing Style

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

Submission
Online

Submission Instructions
Submit through Moodle.

Learning Outcomes Assessed

- Discuss the development and structure of various theatre styles from the late nineteenth century to the mid twentieth century
- Articulate attributes of performance practice relating to various theatre styles from the late nineteenth century to the mid twentieth century
- Relate the performance practices of the various theatre styles from the late nineteenth century to the mid twentieth century to their broader political, social, and cultural contexts.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

3 In class test

Assessment Type
In-class Test(s)

Task Description
Task: This will be a short-answer exam with questions based on the topics studied in this unit.
Length: 2 hours

Assessment Due Date
Week 11 Monday (25 May 2020) 11:45 pm AEST

Return Date to Students
Review/Exam Week Friday (12 June 2020)

Weighting
40%

Assessment Criteria

- Accuracy of responses in short-answer questions
- Depth of treatment

Referencing Style

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

Submission
Offline

Learning Outcomes Assessed

- Discuss the development and structure of various theatre styles from the late nineteenth century to the mid twentieth century
- Articulate attributes of performance practice relating to various theatre styles from the late nineteenth century to the mid twentieth century
- Relate the performance practices of the various theatre styles from the late nineteenth century to the mid twentieth century to their broader political, social, and cultural contexts.

Graduate Attributes

- Communication
- Critical Thinking

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