THEA-174: CULTURE AND GENDER IN THEATER

Effective Term
Fall 2023

CC Approval
3/5/2021

AS Approval
3/9/2021

BOT Approval
3/11/2021

COCI Approval
5/10/2023

SECTION A - Course Data Elements

Send Workflow to Initiator
No

CB04 Credit Status
Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Humanities (Master's Degree)	Or
Theater Arts (Master's Degree)	

Subject Code
THEA - Theater Arts
Course Number
174

Department
Theater Arts (THEA)

Division
Arts and Humanities (ARAH)

Double Coded With
HUMA-174
Department

HUMAS

Division

Arts and Humanities (ARAH)

Full Course Title
Culture and Gender in Theater

Short Title
Culture and Gender in Theater

CB03 TOP Code
1007.00 - Dramatic Arts

CB08 Basic Skills Status
NBS - Not Basic Skills

CB09 SAM Code
E - Non-Occupational

Rationale
Update textbooks and distance ed, changing course number to align with cross-listed course.

SECTION B - Course Description

Catalog Course Description
This course explores the contributions and perspectives of various cultural, ethnic and gender groups to contemporary American drama. Students in this course will study plays by African Americans, Latino Americans, Asian Americans and other cultural and gender groups.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit
No

Repeatability
Not Repeatable

Grading Options
Letter Grade or Pass/No Pass

Allow Audit
Yes

Requisites

SECTION D - Course Standards

Is this course variable unit?
No

Units
3.00000

Lecture Hours
54

Outside of Class Hours
108

Total Contact Hours
54

Total Student Hours
162

Distance Education Approval

Is this course offered through Distance Education?
Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

SECTION E - Course Content

Student Learning Outcomes

	Upon satisfactory completion of the course, students will be able to:
1.	Analyze dramatic literature.
2.	Show a cultural and artistic appreciation of dramatic art.
3.	Critically assess the perspectives and creative contributions of diverse cultural, ethnic, and gender groups to contemporary American drama.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1.	Compare and contrast the works of playwrights, and other theater artists representing diverse cultural backgrounds.
2.	Critically assess the perspectives and contributions of various genders and cultural groups to contemporary American drama.
3.	Identify and analyze complex psychological and social issues addressed and represented in contemporary American drama including stereotyping, prejudice and discrimination and the way they can lead to racism, sexism, homophobia, and other forms of marginalization.

Course Content

1. Plays
   a. African American
      i. Example plays: Raisin in the Sun, Fences, Crumbs from the Table of Joy, Hamlet, Blood in the Brain, Twilight Los Angeles
   b. Latino American
      i. Example plays: Anna in the Tropics, Zoot Suit, Mud, Dreamlandia, Santos y Santos
   c. Asian American
      i. Example Plays: Yankee Dawg You Die, M. Butterfly, Golden Child, China Doll
   d. LGBTQLGBT
      i. Example Plays: Angels in America, Rent, La Cage aux Folles, Love! Valour! Compassion!, The Laramie Project
2. Playwrights
   a. Women
      i. Example Playwrights: Eve Ensler, Maria Irene Fornes, Anna Devere Smith, Lynn Nottage
   b. Men
      i. Example Playwrights: Nilo Cruz, Tony Kushner, August Wilson, Phillip Kan Gotanda
3. Issues
   a. Exploitation
   b. Cultural Identity
   c. Social Justice
   d. Family disruption
   e. Marginalization
   f. Exclusion
   g. Assimilation
   h. Discrimination
   i. Political Activism
   j. Stereotyping

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Activity	Reading dramaturgical articles and presenting the material as a group in a theatrical way.
Critique	Students evaluate performance and student presentations and plays.
Lecture	Text based lectures based on life of playwrights representing units of study.
Discussion	Text based discussion based on plays read in class.

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
Chat Rooms

Discussion Boards
E-mail Communication
Telephone Conversations
Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
Discussions
Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	Midterm and final exam.
Quizzes	Written quizzes after units of study.
Projects	Dramaturgical research for plays, dramaturgy.
Oral Presentations	Small group presentations.
Class Participation	Students participate in interactive theater exercises.
Homework	Research and paper assignments.

Assignments

Reading Assignments

Selected readings from textbook, periodicals or library collection covering and expanding on topics discussed in lecture.

For example:
1. Read the Time Magazine article about Laramie, Wyoming in connection with The Laramie Project.

2. Read Act 1 of Crumbs from the Table of Joy.

Writing Assignments

1. Written evaluations of plays viewed and read in class. For example: Write a three-page, typewritten analysis of how elements of the opera Madam Butterfly influence the play M. Butterfly by David Henry Hwang.

2. Topical essays expanding on course material. For example: Write a three page paper discussing how African American stereotypes are represented in the play Re-Membering Aunt Jemima: A Menstrual Show.

Other Assignments

1. Research paper or other major project that develops a related topic in-depth.

For example: Students are to select a paper topic covering some aspect of a period or formal theater movement covered in the course this semester. This paper is designed as a research project and students are expected to go beyond the level of information found in the course textbook. Students must find a minimum of five sources for this paper. Of those five, no more than two may be periodical sources and no internet sources are allowed, except where students can demonstrate the academic verifiability and validity of a source. Paper will be in the MLA format using parenthetical citations. The body of the text must be a minimum of 7 pages and no more than 15. Work will be graded on a 50 point rubric that evaluates format; development of the body of the text including a thesis, relevant examples, integration of research, conclusion and merit of original premise, punctuation, grammar; bibliography; citations and use of images.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Karin Dianne Williams

Title

Scenes from a Diverse World

Publisher

CreateSpace Independent Publishing Platform

Year
2013

Material Type
Textbook

Author
Robert Uno

Title
The Color of Theater: Race, Culture, and Contemporary Performance

Publisher
Continuum International Publishing Group

Year
2002

Material Type
Textbook

Author
Donatella Gallela

Title
America in the Round: Capital, Race and Nation at Washington D.C.s Arena Stage

Publisher
University of Iowa Press

Year
2019

Proposed General Education/Transfer Agreement

Do you wish to propose this course for a Local General Education Area?
No

Do you wish to propose this course for a CSU General Education Area?
No

Do you wish to propose this course for a UC Transferable Course Agreement (UC-TCA)?
No

Course Codes (Admin Only)

ASSIST Update
No

CB00 State ID
CCC000040561

CB10 Cooperative Work Experience Status
N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status
Y - Credit Course

CB13 Special Class Status
N - The Course is Not an Approved Special Class

CB23 Funding Agency Category
Y - Not Applicable (Funding Not Used)

CB24 Program Course Status
Program Applicable

Allow Pass/No Pass
Yes

Only Pass/No Pass
No