

## Commonality within Cultural Diversity Experienced through Theatre

Professor Holly E. McDonald



Please see our home page for links to the schedule and protocols.

**Financial Aid Alert:**

**As of Fall 2014**, all faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity (Module one assignment) by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

## **PROFESSOR CONTACT:**

Professor Holly E. McDonald

E-mail: [holly.mcdonald@ucf.edu](mailto:holly.mcdonald@ucf.edu)

Office: T226, Main Campus, Performing Arts Center (PAC)

Office Hours: Mondays: 11:30 - 2:00 PM

Thursdays: 1:00 - 3:30 PM

Phone: 407.310.4670 (for use during office hours only)

## **COURSE DESCRIPTION:**

To introduce the universal ideas, images, and myths that inspired the work of diverse theatre artists. The course will look specifically at the cultures that have yielded significant plays/playwrights from the 1950's to the end of the twentieth century. We will define, discuss, and analyze common themes within the text.

This is a Gordon Rule Writing Course, therefore – we must meet four assignments of college – level writing. The Gordon Rule criteria for meeting college level writing is as follows:

Gordon Rule Writing Course Criteria

The University of Central Florida's definition of "College-Level Writing" is as follows:

The writing will have a clearly defined central idea or thesis.

It will provide adequate support for that idea.

It will be organized clearly and logically.

It will show awareness of the conventions of standard written English.

It will be formatted or presented in an appropriate way.

There are a total of four writing assignments required that meet the Gordon Rule Writing Criteria.

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## **COURSE GOALS- OVERARCHING GOALS FOR THE COURSE:**

- To explore various the theatre of various cultures
- To understand how and why plays can represent/speak for a culture/group
- To be exposed to various ideas, values and challenges of other cultures/groups
- To gain a respect for the theatre in its role/representation of various cultures and values
- Awareness of various types of theatre that represent people

## **OBJECTIVES- STUDENTS SHOULD BE ABLE TO:**

- Identify the important role theatre plays in supporting diverse communities
  - Identify characteristics, challenges, stereotypes of various cultures
  - Comment with respect and knowledge on diverse plays and the communities they represent
  - Develop an open-minded thought process that allows intelligent conversation to transpire among people with different ideas.
  - Appreciate various types of plays and the playwrights inspiration in creating these works
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- Gain an appreciation and/or skills in the following Cultural Competencies:
    1. A2, Engage in interactions with people of different "cultures and share examples of their own life experiences, values, beliefs, and feelings.
    2. A3, Show receptivity to exploring cross- cultural communication styles.
    3. S6, Demonstrate diversity leadership by providing constructive feedback to create more inclusive spaces.
    4. C2, Understand that diversity is represented by all the ways in which human beings differ.

(Cultural Competency is the ability to function effectively in the presence of sociocultural diversity. It consists of cognitive, affective and skill components, and to be cultural competent, all three of these domains of learning must be addressed.)

## **REQUIRED READING:**

- all modules and links within modules
- *Two Trains Running* – August Wilson (UCF Library, E-book)
- *Tea* – Velina Hasu Houston (in the Unbroken Threads Collection)
- *Stop Kiss* – Diana Son
- *Zoot Suit* – Louis Valdez

## **GRADING:**

Grades are based on the university grading system. To calculate grade at any point, proceed with the following:

1. Total the number of points earned
2. Divide by the amount of points that are possible (at that particular point)
3. This will provide you with a number
4. Check the following chart:

**A** = 90-100

**B** = 80-89

**C** = 70-79

**D** = 60-69

**F** = 0-59

The plus and minus system will not be used

## **Activities:**

Module 1..... 10 point short post

Module 2.....10 point short post

Module 3.....40 point post

Module 4.....20 point short post

1 multiple response midterm assessment

Module 5.....15 point discussion

Module 6.....15 point short post

Module 7.....15 point short post

(short post are one solid paragraph in length)

1 multiple response final assessment

1 paper (interview) assignment

Extra credit available

# UCF Statements:

## **UCF Creed**

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

### **Integrity**

I will practice and defend academic and personal honesty.

### **Scholarship**

I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

### **Community**

I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

### **Creativity**

I will use my talents to enrich the human experience.

### **Excellence**

I will strive toward the highest standards of performance in any endeavor I undertake.

## **Ethics statement**

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Plagiarism and cheating - presenting another's ideas, arguments, words or images as your own, using unauthorized material, or giving or accepting unauthorized help on assignments or tests - contradict the educational value of these exercises. Students who attempt to obtain unearned academic credentials that do

not reflect their skills and knowledge can also undermine the value of the UCF degrees earned by their more honest peers. see <http://www.osc.sdes.ucf.edu/>

### **Academic Integrity/Plagiarism**

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Similarly, please see an Ethics statement.

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

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### **Course Accessibility Statement**

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; [sas@ucf.edu](mailto:sas@ucf.edu)) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

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### **Technology Requirement:**

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software you use to write your assignments is irrelevant, as long as you follow my writing guidelines outlined later in my syllabus. I recommend to have access to a computer weekly. If you do not own a computer, there are computer accessible to you in all UCF's computer labs. For further information on computer labs, please see the following website:  
<http://guides.ucf.edu/c.php?g=78577&p=517810>.

### **Internet Usage**

You will be expected to have daily access to the internet and email, since I will be emailing you constantly about assignment updates, additions and changes. All students at UCF are required to obtain a [Knight's Email account](#) and check it regularly for official university communications. If you do not own a computer, there are computer accessible to you in all UCF's computer labs, and most computer labs have computers connected to the internet. For further information on computer labs, please see the following website:  
[http://registrar.sdes.ucf.edu/webguide/index\\_quickfind.aspx](http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx).

### **Course Requirements**

This course may count as a GEP Humanities requirement and a Diversity requirement for some majors. For more information about GEP and Diversity requirements, please see the current course catalog (<http://www.ucf.edu/catalog/current/>) for Diversity and GEP course requirements.

### **Diversity and Inclusion**

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [www.shield.ucf.edu](http://www.shield.ucf.edu) and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

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- Disability Accommodation – Student Accessibility Services - <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – [diversity.ucf.edu](http://diversity.ucf.edu)
- Student Bias Grievances – Just Knights response team - <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office - <http://compliance.ucf.edu/> & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu)

Ombuds Office - <http://www.ombuds.ucf.edu>

## Protocols

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- No shorthand notation or acronyms (such as "TTYL", "LOL", or "IMO") may be used at any time for this course. I feel it is unprofessional to use and is ambiguous for those unfamiliar with the acronym. Furthermore, please use smiley sparingly.

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- **UCF Writing Center**

- University Writing Center

- Colbourn 105

- Satellite Locations: Main Library, Rosen Library & Online

- 407-823-2197

- <http://uwc.ucf.edu/>

- The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also

available. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

### **Unauthorized notes**

Third parties may be selling class notes and other materials from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

### **E-Mail**

In this class our official mode of communication is through email. All communication between student and instructor and between student and student should be respectful and professional. As of 2009, Knightsmail is the only official student email at UCF. Class rosters list Knightsmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightsmail addresses. Students are responsible for checking their Knightsmail accounts regularly. See [www.knightsemail.ucf.edu](http://www.knightsemail.ucf.edu) for further information.

### **UCF Cares**

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com](http://UCFCares.com) (Links to an external site.) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail [ucfcares@ucf.edu](mailto:ucfcares@ucf.edu) with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

### **Religious Observance**

Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. Click [here](#) for a list of the major religious holidays in a number of faiths. For more details about these and other holidays, go to <http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/MajorReligiousHolidays/> or contact the Office of Diversity Initiatives at 407-823-6479.

### **Deployed Active Duty Military Students**

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## **CLASS NOTES:**

- This syllabus is subject to change at the discretion of the instructor
- Violations of student academic behavior standards are outlined in the Golden Rule, the University of Central Florida's student handbook.
- Any student in this course who has a disability that may prevent him or her from fully demonstrating her/his abilities should contact Student Disabilities at UCF
- There are plays and materials that may express adult/controversial themes, as well as, adult/strong language.
- Assignments must meet deadlines, no late work
- Please allow 48 hours for an E-mail response,
- Disagreeing is allowed, disrespect will not be tolerated!

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Disability Accommodation – Student Accessibility Services - <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto:sas@ucf.edu)

Diversity and Inclusion Training and Events – [diversity.ucf.edu](http://diversity.ucf.edu)

Student Bias Grievances – Just Knights response team - <http://jkrt.sdes.ucf.edu/>

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Unauthorized notes

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EMail

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is the only official student email at UCF. Class rosters list Knightsmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightsmail addresses. Students are responsible for checking their Knightsmail accounts regularly. See [www.knightsemail.ucf.edu](http://www.knightsemail.ucf.edu) for further information.

#### UCF Cares

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#### Religious Observance

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#### Academic Honesty

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cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

#### Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Accessibility Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

#### Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

#### Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.