

CULTURAL DIVERSITY IN THEATRE

Professor Holly E. McDonald



Web-based Course

THE4230-0W60

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 quiz) by the end of the first week (Friday) 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.

If you have additional questions in regards to financial aid, contact the office of financial aid.

All Assignments must be submitted in web-courses and in the correct location, or receive zero points. No second submissions.

PROFESSOR CONTACT:

Professor:

Holly E. McDonald

E-mail:

holly.mcdonald@ucf.edu

Office:

T226, Main Campus, Performing Arts Center (PAC)

Phone:

TheatreUCF: 407.823.2862

Office Hours:

Mondays: 11:35 AM - 1:35 PM

Wednesdays: 11:35 AM - 1:35 PM

Fridays: by appointment

If a cancellation is necessary, appointments must be canceled at least 48 hours (using email, subject line must contain "appointment cancellation") prior to the scheduled appointment.

Appointments not properly canceled (using email to cancel, within the required time and with the correct subject title) will lose eligibility for the remaining semester, to schedule appointments (leaving the option of regularly scheduled hours). Arrival time must be the same as the appointment time scheduled. Late arrivals to appointments will result in cancellation of the appointment and with loss of eligibility for scheduling appointments for the remaining semester (leaving the option of regularly scheduled hours).

Semester:

Fall 2018

Meeting:

Web-based

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.

UCF CATALOGUE DESCRIPTION:

THE 4230 - Cultural Diversity in Theater

Credit Hours:3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Prerequisite(s): None. Corequisite(s): None. Prerequisite(s) or Corequisite(s): "C" (2.0) or better in [ENC 1101](#) or [ANT 2000](#).

Commonality of human experience among various cultural groups through the study of dramatic literature. *Occasional*

CAH-THEA

Gordon Rule Writing Course:

Four assignments of college – level writing. The Gordon Rule criteria for meeting college level writing is as follows:

Gordon Rule Writing Course Criteria:

As stated by UCF

College

Level Writing

The University of Central Florida's definition of "College

-Level Writing" is as follows:

1.

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

2.

It will provide adequate support for that idea.

3.

It will be organized clearly and logically.

4.

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

5.

It will be formatted or presented in an appropriate way

This is the student's responsibility. If assistance is needed:

Please contact:

University Writing Center

or see the instructor (at least eight business days prior to the due date)

ALL students are responsible for writing requirements.

COURSE GOALS- OVERARCHING GOALS FOR THE COURSE:

- To explore and gain an appreciation for diversity in theatre
- 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
- 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)
- *Tea*– Velina Hasu Houston (in the Unbroken Threads Collection)
- *Stop Kiss*– Diana Son
- *Zoot Suit*– Luis 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.

Grades are posted, as soon as items are graded. There are no specific dates for grade postings.

Methods of Evaluation:

- Writing Outcomes.
- Quiz Outcomes.

POINT TOTALS:

will change throughout the semester as more points are added to your score. Your total number of points will not remain the same as you earn more points. Your total number of points will also change as quiz scores are added. Points for all assignments and assessments are always available (as assignments are completed and graded).

Grades will be available as soon an assignment is graded.

Assignments are graded asap, however, there are not specific dates or deadlines for grades to post.

Activities:

ASSESSMENTS:

- Final, 50 points
- Midterm, 50 points
- Module 1 Quiz, 8 points, (also used as course participation verification)
- Module 4 Quiz, 10 points
- Module 5 Quiz, 10 points
- Module 6 Quiz, 10 points

Writing Assignments:

- Module 1 Essay, 20 points
- Module 1 Discussion Post, 10 points
- Module 2 Interview, 50 points
- Module 2, Optional Post, 0 points
- Module 3 Essay, (Two Trains Running), 20 points
- Module 5 Optional Post, 0 points
- Module 7 Post, 10 points

Total possible points: 248

Method for Submitting Assignments:

All assignments must be submitted through web-courses, in the assignments area. Only one submission per assignment. No late submissions.

Final Format and other Assessments:

Through web-courses.

Course Calendar, Followed by Sequence of Events

Weeks run Monday through Friday.

The **week number** is provided, then *the beginning and ending date of the week*, followed by the **assignment due date**.

Schedule and Sequence of Topics are subject to change at the discretion of the instructor.

Calendar:

Week 01:

08/20/18 08/24/18

Due 08/24/18 at 5:00 PM: Quiz 1, Module 1

Week 02:

08/27/18 08/31/18

Week 03:

09/03/18 09/07/18

Due 08/31/18 at 11:59 PM: Module 1, Assignment 2 (essay)

Week 04:

09/10/18 09/14/18

Due 09/07/18 at 11:59 PM: Module 1, Assignment 3 (Discussion post)

Week 05:

09/17/18 09/21/18

Due 09/21/18 at 11:59 PM: Optional post in Module 2

Week 06:

09/24/18 09/28/18

Due 09/28/18 at 11:59 PM: Module 2 Quiz

Week 07:

10/01/18 10/05/18

Due 10/05/18 at 11:59 PM: Interview Paper

Week 08:

10/08/18 10/12/18

Due 10/12/18 at 11:59 PM: Module 3 Writing Assignment

Week 09:

10/15/18 10/19/18

Due 10/19/18 at 11:59 PM: Module 4 Quiz

Week 10:

10/22/18 10/26/18

Due 10/26/18 at 11:59 PM: Midterm Assessment

Week 11:

10/29/18 11/02/18

Due 11/02/18 at 11:59 PM: Optional Resource list contribution

Week 12:

11/05/18 11/09/18

Due 11/09/18 at 11:59 PM: Module 5 Quiz

Week 13:

11/12/18 11/16/18

Due 11/16/18 at 11:59 PM: Module 6 Quiz

Week 14:

11/19/18 11/23/18

Due 11/21/18 at 11:59 PM: Module 7 Essay (**NOTE:11/21/18 IS ON A WEDNESDAY**)

Week 15:

11/26/18 11/30/18

Review your grades.

Week 16:

12/01/18 *Last day of classes.*

Review course material in preparation for the final assessment.

Due Date:

12/03/18..... Final Assessment Opens: 9:00 AM Closes: 5:00 PM.

Sequence of Events:

- Understanding Bias
- Diversity in Theatre Examples
- Impact of Civil Rights
- Deaf-Blind Theatre Troupe
- ADA
- Native American Theatre
- Spider Woman Theatre
- Interview Guidelines
- African American Theatre
- Asian American Theatre
- Women in Theatre
- Resources List
- LGBTQ Theatre
- Hispanic Theatre

UCF Statements/Policies:**UCF Core Syllabus Statements**

See section 8 of UCF Policy 4-403.1, “Required Elements of the Course Syllabus”

Academic Integrity

Students should familiarize themselves with UCF’s Rules of Conduct at

<<http://osc.sdes.ucf.edu/process/roc>>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student’s own academic work.

5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity

<<http://academicintegrity.org> (Links to an external site.)Links to an external site.>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <<http://wpacouncil.org/node/9> (Links to an external site.)Links to an external site.>.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden*

Rule <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <<http://goldenrule.sdes.ucf.edu/zgrade>>.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/AEDlocations-UCF>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service"

located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<[You CAN Survive an Active Shooter \(Links to an external](#)



[site.\]\)Links to an external site.](#) >).

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>>

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>>.

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

[\(Links to an external site.\)Links to an external site.](#)

Prior to beginning this course:

- Read the homepage, syllabus, schedule and protocols on the first day of class.

- It is the student's responsibility to make sure they are enrolled in the correct course and section. If a student is incorrectly enrolled, it is not the instructor's responsibility to find or assist in a resolution.
- **For all writing assignments in this course, you must use Microsoft Word to complete your documents. This is free for all UCF Students. Other documents will NOT be accepted and a second submission will not be accepted, but rather, zero points will be awarded. MS Word Documents ONLY.**
- **For all email correspondence in this course, only official UCF Knights email is acceptable. Emails from personal email addresses will not be opened. Knights Mail Only.**
- All writing assignments must be submitted in web courses and in their correct locations. Assignments not submitted in the correct location will receive zero points.
- Only one submission per assignment. If you submit an incorrect document, you may not resubmit, this will count as your one submission and your assignment will receive zero points.
- All emails pertaining to this course must be sent through/using course mail (web-courses and not holly.mcdonald@ucf.edu). holly.mcdonald@ucf.edu is not used for course business. Use course mail for course business, not holly.mcdonald@ucf.edu. Do not send duplicate emails. Sending duplicate emails will cause a severe delay in response time. Response time can take up to three to four business days (weekends and holidays not included). Check assignment requirements early. If you have a question, the due date will not be extended. It is important to send your questions ahead of time, allowing for the allocated response time.
- **All emails dealing with a specific concern, topic or questions must remain on the same email thread. Creating a new email, rather than replying on the same thread, will create a severe delay in response time.**
- Carefully read the syllabus, schedule and protocols prior to beginning the course or submitting questions.
- 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, complete the following academic activity (Read Module One in Web-Courses and take Quiz One, also in Web-Courses) by the end of the first week of class at 4PM (Friday). Failure to do so may result in a delay in the disbursement of your financial aid.
- Please note, emails are only addressed on business days and normal business hours (not weekends, nights or holidays).
- Emails do not receive same day responses, therefore it is important to plan ahead.
- This syllabus is subject to change at the discretion of the instructor. It is the students responsibility to check announcements each day for updates
- There are plays and materials that may express adult/controversial themes, as well as, adult/strong language.
- Assignments must meet deadlines, no late work. Requests for extensions will not receive a personal response.
- Please allow 72 hours (business days, not weekend or holidays) for an E-mail response.
- Due dates do not change due to personal situations or work schedules.

Make-up Exam Policy & Late Work:

Late Work Policy:

- Late work will not be accepted. Email requests for exceptions to this policy will be referred to this document. Late work is not accepted due to personal challenges or work schedules.

Make-up Policy:

- Officially documented medical emergency, (not nonemergency appointments) and documented death in the **immediate (and only immediate)** family are the only acceptable situations for make-up. This documentation must be supplied within **48 business hours of your return to UCF. If you do not provide this documentation within 48 business hours of your return to UCF, you forfeit your right to make-up work.** All documentation must contain specific dates. Documentation is the student's responsibility and not the instructors.

- The instructor will decide, between the following two make-up assignments for make-up:
 1. The original assignment missed.

OR

2. An extensive research paper based on the missed topic. This includes any point value, therefore, the make-up assignment for a ten point quiz, could be a ten page research paper

(for only ten points).

In cases of immediate death in the family, it is the student's responsibility to collect and present adequate documentation.

- If you have an official UCF Affiliated Activity, you must provide documentation **prior** to your absence.
- If taking an absence for a religious holiday, you must provide notification in writing (through email), within the **first** week of class. It does not extend due dates. If the due date falls on the religious day taken, the student must turn-in the assignment/assessment prior to the holiday.

Obtaining Required Class Materials, Late Policy:

Late purchase of required course materials will not result in extended due dates. Students should obtain and start using required materials the first week of class for success in the course.

It is the student's responsibility to obtain these materials. They are available at UCF Bookstores.

The instructor is unable to resolve personal issues (around obtaining course materials). It is the students responsibility to purchase correct materials and register for the correct course section.

Protocols:**Classroom Expectations:**

1. **Academic integrity will be appraised according to the student academic behavior standards outlined in The Golden Rule of The University of Central Florida's Student Handbook. See the handbook.**
2. Late work will not be accepted and email requests for exceptions for not receive a response.

3. Missed quizzes may not be retaken All assignments must be placed in the correct location or receive zero points

E-mail:

E-mail will be an integral part of this course. Make sure you:

1. Check your e-mail frequently.
2. Be patient, don't expect an immediate response when you send a message. If a duplicate email is sent, it will drastically delay the response time.
3. You must include the following in your email or it will not contain enough information for a response: your full name, your course and section #, your specific concern.
4. Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom. Emails containing emotional outbursts or insults will not receive a response.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail). Emails that do not follow this requirement will severely delay response time.
7. Break up large blocks of text into paragraphs and use a space between paragraphs.
8. Sign your e-mail messages (full name).
9. Make sure that you are logging on and off when using the course or email; others may be able to read or access your mail. Never send or keep anything in an insecure manner that you would not mind seeing on the evening news.
10. All email that is concerning this course must be sent to course mail (within web-courses). Email that does not follow this rule and is sent to holly.mcdonald@ucf.edu will result in delay.
11. Email that takes a disrespectful tone or is hostile will not receive a response.
12. When dealing with a single concern/topic that requires multiple responses/replies, it must remain on the same thread. If a new thread is started, the response will be severely delayed.
13. Emails that state the following, will not receive a response: "I am busy", "I didn't think it would hurt to ask", "I had technical issues", "It just closed on me", "I forgot to save my work", personal stories, or insults.

Discussion Topics:

Many of the "rules of the road" or protocols that apply to e-mail also apply to the use of discussions. Use the following conventions when composing a discussion posting:

1. During a Discussion assignment, deadlines for posting to and replying will be specified with each assignment. It is a good practice to always check the Discussions multiple times during the week.
2. If you want to send a personal message to the instructor or to another student, use e-mail rather than the discussions (see above E-mail Protocols).
3. Be patient, don't expect an immediate response when you send a message.
4. A helpful hint for use with both discussions and e-mail --- Compose your message in your word-processing application in order to check spelling, punctuation, and grammar -- - then copy and paste your composition into e-mail or the discussion.
5. Everyone should feel free to participate in class and online discussions.

6. Respect
7. Be courteous and considerate.
8. Explore disagreements and support assertions with data and evidence.
9. "Subject" headings: use something that is descriptive and refer to a particular assignment or discussion topic when applicable. Some assignments will specify the subject heading.
10. Use the "reply" button rather than the "compose" button if you are replying to someone's posting.
11. Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion, take up space on the Discussions, and will not be counted for assignment credit.
12. Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
13. Use the Technical Discussion topic for assistance with technical issues. Use the Help Discussion topic for questions about course material or assignments. There will be specific discussion topics for particular discussions - pay close attention to the assignment, and post appropriately.

Netiquette:

"Netiquette" has evolved to aid us in infusing our electronic communications with some of these missing behavioral pieces. "Emoticons" and other tools have become popular and I encourage their use when it will add to the clarity of your communication.

:-) = happy, pleased

:-(= sad, displeased

:-O = surprised

>:-| = angry

Netiquette continues to evolve and I am sure that we will have constant additions to this growing language. The important thing to remember is that all of the "cute" symbols in the world cannot replace your careful choice of words and "tone" in your communication.

You can learn more about Netiquette and electronic communication by visiting Learning Online.

Viruses:

A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course (good ones include McAfee or Norton).

Also, back up your files: "My hard drive crashed." "My modem doesn't work." "My printer is out of ink." These are today's equivalents of "My dog ate my homework."

Technical Resources:

For specific problems in any of the areas below or for further information go to the corresponding link for assistance.

- UCF Home Page will help find UCF resources - <http://www.ucf.edu>
- Pegasus - <http://helpdesk.ucf.edu/>
- Learning Online - <http://learn.ucf.edu> This URL also includes access to information on study skills for distance learners, the library and the writing center.