THEATER (THEA)

THEA105 Production Laboratory
This course focuses on the technical aspects of stage and costume craft: scenery and prop building, lighting execution, and costume building. It offers a hands-on experience where students participate in making theater productions happen. All sections will participate in the backstage work of the Theater Department's productions. Forty to 60 hours (to be determined) of production crew participation outside of the regular class meetings are required. While this course is required of theater majors, it is also recommended for students wishing to explore an aspect of theatrical production and is excellent preparation for theater design courses.
Offering: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: HA-THEA
Prereq: None

THEA110 Drafting for Theatrical Design
This course is intended to provide students with a basic knowledge of computer drafting, for theatrical design and other performing arts. Students will learn the language of the line, the drafting standards for theater, as codified by the United States Industry of Theatre Technology (USITT), and the means to create accurate, measured drawings. We will cover topics including, geometry, line weights, scale, theatrical drafting conventions and symbols, ground plan drawings, elevation drawings, section drawings, dimensioning, page layout, and printing.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Prereq: None

THEA115 America in Prison: Theater Behind Bars
This course will give students the opportunity to study theater as a tool for social activism and to apply that knowledge to practical work in institutions that are part of the American criminal justice system. No previous experience in theater is necessary. Students will be encouraged to use their own skills in music, art, and drama as they devise ways to use the arts as catalysts for individual and social transformation.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Prereq: None

THEA135F Documentary Performance: Theater and Social Justice (FYS)
This course will introduce students to theater as a medium for exploring issues related to social justice and political activism. We will examine techniques used by documentary theater artists such as Emily Mann, Doug Wright, Moises Kaufman, Anna Deavere Smith, and Jessica Blank, who create plays based on interviews, newspaper articles, memoirs, and other documents related to controversial social issues. The course will begin with an investigation of the issue of mass incarceration and will include visits from formerly incarcerated individuals who have agreed to recount their experiences in prison. These prison stories will be the primary sources for the course's initial writing assignments, which will consist of short performance scripts and analytical papers. Subsequent weekly assignments will include performance scripts and analytical papers based on issues that range from gay rights and racism to sexual violence and the stereotyping of Muslim women.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-THEA

THEA150 Plays and Performances
This course is designed to introduce students to a wide range of plays that are representative of different theatrical genres, styles, and canons. We will read scripts, attend productions on and off campus, and engage in discussions about the artistic merits and sociocultural contexts of these works. The course is divided into two greater units: the meanings of avant-garde (the making of 20th-century theater), and representations of the margins (theater and identity). Some of the plays examined in this seminar are A Doll's House (Ibsen), The Jewish Wife (Brecht), Fefu and Her Friends (Fornes), They Alone Know (Tardieu), Spring Awakening (Wedekind), Endgame and Act Without Words (Beckett), Cloud Nine (Churchill), Kiss of the Spider Woman (Puig), The Laramie Project (Kaufman), Irma Vep (Ludlam), Fires in the Mirror (Anna Deavere Smith), and M. Butterfly (David Henry Hwang).
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-THEA
Prereq: None

THEA167 Women and Women First: The Theater of Gender and Sexuality
Exploring theater and other performance "sites" as resources for critical and creative worldmaking, this writing-intensive FYS will provide an introduction to feminist and queer performance. We will analyze the representation of women on stage, examine different ways in which people "do" gender and sexual identity in daily life, and articulate different strategies artists use to convey feminist or queer messages to their audiences. Over the course of the semester, students will be expected to produce 20 pages of critical writing (three short performance reviews and one 10-page research paper), perform staged readings, and workshop their work. Whenever possible, we will pair performance studies texts alongside plays, performance art pieces, and other scenes of visual and cultural production. Selected playwrights, theorists, and performers may include Sue-Ellen Case, Cherrie Moraga, Judith Butler, Karen Finley, C. Carr, Nao Bustamante, José Muñoz, Ana Mendieta, Sharon Hayes, RuPaul, Jennie Livingston, Eileen Myles, Larry Kramer, Susan Sontag, Todd Haynes, Carrie Brownstein/Fred Armisen, and Carmelita Tropicana.
This counts as a Theater Methods course for the Theater Major.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Prereq: None

THEA172F Staging America: Modern and American Drama (FYS)
Can modern American drama—as cultural analysis—teach us to reread how America ticks? Together we will explore this question as we read and discuss some of the most provocative classic and uncanonized plays written between the 1910s and the present. Plays by Susan Glaspell, Eugene O'Neil, Mike Gold, workers theater troupes, Clifford Odets, Tennessee Williams, Arthur Miller, Amiri Baraka, Arthur Kopit, Notzoake Shange, Luis Valdez, David Mamet, Tony Kushner, Ayad Akhtar, and others will help us think about what's at stake in staging America and equip us as cultural analysts, critical thinkers, close readers of literature, and imaginative historians of culture and theater. This seminar will introduce first-year students to the kind of critical thinking developed in majors such as English; American Studies; African American Studies; Feminist, Gender, and Sexuality Studies; College of Letters; Theater Studies; and the Social and Cultural Theory Certificate.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL175F, AMST125F, COL125F, AFAM152F, FGSS175F
been talking about catharsis for centuries? What is the relationship between tragedy ¿ for its mythic characters and for its real audience? And why have we included: How does theater as art reflect the personal, social, and political experience, and the role of theater in shaping cultural values. Questions will be drawn from classical material: tragedies by Aeschylus, Sophocles, and Euripides, comedies by Aristophanes, and selections from Aristotle's Poetics and Plato's Republic. We will look at production practices, acting and audience experience, and the role of theater in shaping cultural values. Questions will include: How does theater as art reflect the personal, social, and political life of the Athenians? What is the connection between the development of Greek drama and the growth of the first democracy? What are the emotions of tragedy 2 for its mythic characters and for its real audience? And why have we been talking about catharsis for centuries? What is the relationship between emotions, drama, and social justice? For the last part of the semester, we will turn to adaptations of Greek tragedy in the 20th and 21st centuries by Jean-Paul Sartre, Bertolt Brecht, Sarah Kane, and Yael Farber. We will discuss how the dilemmas and emotions of tragedy are replayed in response to World War II, the South African Truth and Reconciliation Commission, PTSD, and consumer culture, among others.

THEA202 Greek Drama: Theater and Social Justice, Ancient and Modern

This course introduces students to Greek drama as produced in its original setting in ancient Athens and then adapted in modern times. The majority of our readings will be drawn from classical material: tragedies by Aeschylus, Sophocles, and Euripides, comedies by Aristophanes, and selections from Aristotle’s Poetics and Plato’s Republic. We will look at production practices, acting and audience experience, and the role of theater in shaping cultural values. Questions will include: How does theater as art reflect the personal, social, and political life of the Athenians? What is the connection between the development of Greek drama and the growth of the first democracy? What are the emotions of tragedy 2 for its mythic characters and for its real audience? And why have we been talking about catharsis for centuries? What is the relationship between emotions, drama, and social justice? For the last part of the semester, we will turn to adaptations of Greek tragedy in the 20th and 21st centuries by Jean-Paul Sartre, Bertolt Brecht, Sarah Kane, and Yael Farber. We will discuss how the dilemmas and emotions of tragedy are replayed in response to World War II, the South African Truth and Reconciliation Commission, PTSD, and consumer culture, among others.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL205
Prereq: None

THEA210 Shakespeare

This lecture course is designed to introduce students to the often-demanding texts of Shakespeare’s plays, their major genres (comedy, history, tragedy, and romance or tragicomedy), and the contexts in which they were produced. Shakespeare’s career spanned a period of remarkable social, political, religious, and economic change, including the Protestant Reformation, the transition from feudalism to mercantile capitalism, early colonialism, global trade, and the rise of the first purpose-built, commercial theaters. Innovations in dramatic form and genre, which Shakespeare helped craft, sought to make sense of these momentous shifts for a diverse public theater. The lectures assume no prior knowledge of Shakespeare or his times and are designed to illuminate the texts of the plays by examining their cultural contexts.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL205
Prereq: None

THEA213 Performing Arts Videography

This course provides an introduction to shooting and editing video and sound with a particular focus on the documentation of dance, music, and theater performance. Additional consideration will be given to the integration of videographic elements into such performances. Students will work in teams to document on-campus performances occurring concurrently. Related issues in ethnographic and documentary film will be explored through viewing.
and discussion of works such as Wim Wenders’s Pina, Elliot Caplan’s Cage/Cunningham, John Cohen’s The High Lonesome Sound, and Peter Greenaway’s Four American Composers.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-MUSC
Identical With: MUSC231, DANC231
Prereq: None

THEA218 Shakespeare and the Tragedy of State
Power, rebellion, class, and justice in English Renaissance tragedy.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL218
Prereq: None

THEA220 Performing Indonesia
This course will examine the theater, dance, and puppetry of Indonesia in the context of its cultural significance in Indonesia and in the West. Students will read a variety of texts related to Indonesian history, myth, and religion. Students will also read books and essays by anthropologists Hildred Geertz, Clifford Geertz, and Margaret Mead to understand how the arts are integrated into the overall life of the island archipelago. Artifacts of physical culture will also be examined, including the palm-leaf manuscripts that are quoted in many performances; the paintings that depict the relationship between humans, nature, and the spirit world that are the subject of many plays; and the masks and puppets that often serve as a medium for contacting the invisible world of the gods and ancestors. Translations of Indonesian texts will be analyzed and adapted for performance. The direct and indirect influence of Indonesian performance and history on the West will be discussed by examining the work of theater artists such as Robert Wilson, Arieanne Mnouchkine, Lee Breuer, and Julie Taymour, who have all collaborated with Balinese performers.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: CEAS229, DANC220
Prereq: None

THEA221 Rescripting America for the Stage
This is a writing course for students interested in the study and practice of adapting texts for performance from a variety of source materials related to all forms of American culture from the revolution to hip hop. Initially our primary source material for adaptation will be Herman Melville's "Confidence Man."

We will examine a range of performance texts adapted from nontheatrical sources, including Lin-Manuel Miranda’s "Hamilton" and Dario Fo’s subversive rewrite of Columbus' voyages, "Johan Padan and the Discovery of the Americas."

Ancient Greek drama will also be studied for its dramatic structure and for its significance as a source for American adaptations such as Lee Breuer's "Gospel at Colonus." This course counts as a workshop and techniques course for the Writing Certificate.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Prereq: None

THEA224 Medieval Drama: Read It and Be in It
It was and still is revolutionary theater! This course will examine early English drama in its many forms, from the civic mystery cycles of the 15th century to the morality plays Mankind and Everyman. We will cover topics including the role of drama in defining communal identities, dramatic interpretations of gender, and the responses of drama to contemporary social and religious controversies. Most readings will be in modernized and annotated Middle English, so we will pay close attention to language.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL224, MDST224
Prereq: None

THEA228 The Absurdity of Modernity: The Meaning of Life on the Modern Stage
The indescribable horror of two bloody world wars in the 20th century gave rise to numerous artistic movements that questioned the validity of science and the discourse of reason and logic to help human beings to make sense of our world. Among these were dadaism, surrealism, and the theater of the absurd. Confronted with the perceived failure of the promise of science, theater practitioners took to staging life unfettered by logic, reason, order, or meaning.

How do we act if we think that life has no meaning? Without the scientific method to guide us, what happens to our understanding of how the world around us works and where we fit in? Where do hopelessness and despair lead us as a species? Can we somehow find meaning in an apparently meaningless existence? In this course, we will examine how dramatists in Europe and Latin America have stage these existential conundrums that threaten to undermine centuries of social and scientific "progress."
All class work is in English.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L228
Prereq: None

THEA231 Classic Spanish Plays: Love, Violence, and (Poetic) Justice on the Early Modern Stage
From 1580 to 1680, Spanish playwrights created one of the great dramatic repertories of world literature, as inventive, varied, and influential as the classical Greek and Elizabethan-Jacobean English traditions. A distinguishing feature of this theatrical tradition is the unusual prominence it lent to actresses (and roles written for them), as well as to women in the paying audiences. This profit-driven popular entertainment of its day appealed to the learned and illiterate, to women and men, and to rich and poor alike. And the plays correspondingly mixed high and low characters, language, genres, and sources, with results regularly attacked by moralists: Vital, surprising, and ingenious, they exposed the creative tension between art and profit on a new scale, a tension that remains alive for us.

We will examine five of the greatest of these plays by Cervantes, Lope de Vega, Calderón de la Barca, and Tirso de Molina in a variety of genres and modes (history, epic, romantic comedy, tragedy, metathater, parody, siege play, philosophical and theological drama), with their debt character portraits (the original Don Juan by Tirso; Calderón’s "Spanish Hamlet" Segismundo; Lope’s spifire diva Diana, the Countess of Belfior; and Cervantes’s border-crossing Belica, the gypsy girl who discovers her royal birthright) and their virtuoso dialogue, inventive plots, and dazzling metrical variety. We will look at the social conditions that enabled the Spanish stage to serve as a kind of civic forum, where conflicts between freedom and authority or desire and conformism could be acted out and the fears, hopes, dangers, and pleasures generated by conquest, urbanization, trade, shifting gender roles, social mobility, religious reform, regulation of matrimony and violence, and clashing intellectual and political ideals could be aired. We pay particular attention to the shaping influence of women on the professional stage (in contrast to England) and to performance spaces and traditions. Organized around the careful reading of five key playtexts in Spanish, together with historical, critical, and theoretical readings, this course assumes no familiarity with the texts, with Spanish history, or with
literary analysis. However, an interest in engaging these wonderful plays closely, imaginatively, and historically is essential. There will be opportunities to pursue performance, adaptation, and translation.

This counts as a Theater Method course for the Theater Major.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: SPAN258, LAST259
Prereq: None

THEA238 The Intercultural Stage: Migration and the Performing Arts in the Hispanic World
Hybridity, heterogeneity, transnationalism, and interculturalism are just a few of the terms that have proliferated within the marketplace of ideas over the past several years as reflections, from within the field of critical theory, of one of the contemporary world’s dominant social realities: the massive displacement of peoples across borders and the creation of constricted multicultural zones of interaction and conflict within the confines of single nations. The Spanish-speaking world has been affected by this phenomenon in particular ways, in both Spain and North America. In this course, we will study how Spanish, Mexican, and Chicano playwrights and stage artists working in various genres have responded to this reality, how and why they have chosen to craft the collective experience of the border as performance, and how they have addressed the cultural and political tensions that are associated with this experience. The framework for our study will be comparative in both content and format. We will focus on two borders—the Strait of Gibraltar and the Río Grande (Río Bravo)—and on the two corresponding migratory experiences: from North and sub-Saharan Africa into Spain, and from Latin America into the U.S. This course will be taught simultaneously at Wesleyan and at the Universidad Carlos III in Madrid, Spain. When possible, classes will be linked through videoconferencing. Wesleyan students will collaborate with their counterparts in Spain on various projects and presentations. In general, this course is designed to help students develop skills of critical analysis while increasing their Spanish language proficiency and intercultural awareness.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: SPAN258, LAST259
Prereq: None

THEA245 Acting I
This course is designed to explore the actor’s instrument—specifically, the vocal, physical, and imaginative tools necessary for the creative work of the actor. Students will examine the creative process practically and theoretically, through exercises including games, improvisation, text work and scene work. The course explores approaches to and theories about acting that are rooted in the techniques of Konstantin Stanislavsky.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Prereq: None

THEA246 Adornment: The Human Body on Display
Personal adornment has been important throughout history in demonstrating distinctive features of world cultures, creating forms and images that illustrate spiritual beliefs, as well as representing individuals or groups through the use of decorative elements.

In this course, we will explore the many ways adornment - through the manipulations of makeup, hair and millinery accessories - can create a profound transformation in the appearance of the wearer. These adornment techniques have been a source of fashionable expression for thousands of years - from the kohl rimmed eyes of the ancient Egyptians to the elaborate hairstyles of the Greeks and Romans, to the beauty marks that were popular with French nobility in the 18th century. Contemporary use of adornment can be seen in the constructed artistry of David Bowie’s alter egos for performance in the 1970s and Lady Gaga’s innovative use of prosthetic makeup for facial enhancement.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
THEA267 Revolution Girl-Style Now: Queer and Feminist Performance

Prereq: None

Looking to the rich cultural history of queer and feminist performance in the U.S., this course examines performances of gender, sexuality, obscenity, and refusal. In this class, we will ask how the terms “feminist” and “queer” come to determine a specific piece of theater or performance art. Is it the author’s own political affiliation that establishes the work as feminist? Is it the audience’s reading that gathers a work of art under a queer rubric? Furthermore, where does feminist performance meet queer performance? Topics will include feminist body art, AIDS activism, queer nightlife, installation and performance art, video art, and memoir. Focusing on in strategies for engaging the many meanings of the words “queer” and “feminist,” we will pair theoretical readings with theatrical sites. Authors and artists to be discussed will include Judith Butler, Paula Vogel, Holly Hughes, Beth Henley, Karen Finley, Samuel Delany, Nao Bustamante, Rebecca Schneider, Anna Deavere Smith, José Muñoz, Jill Dolan, Sylvia Rivera, Sharon Hayes, Sharon P. Holland, Bikini Kill, boychild, Lucy Lippard, Laurie Weeks, and Dean Spade.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: AMST276, FGSS276
Prereq: None

THEA269 Introduction to Performance Studies

Performance Studies is an interdisciplinary field (brushing up against anthropology, theater studies, and linguistics, critical race studies, psychoanalysis & queer theory) that orbits around conceptions of the live. This course will introduce students to the history of performance studies by looking at key texts that have defined the field. We will use the “performance” as a concept and lens to discuss art, theater, dance, music, everyday performances, and presentations of the self. Through close reading of theoretical texts, visual art works, and live performances will explore the social and cultural importance of performance and performativity, especially as they come to bear upon queer and minoritarian lives and dreams.

This counts as an Expanded Field of Theater course for the Theater Major.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: SPAN276, LANT276
Prereq: None
Octaroon, Miranda's Hamilton, and Shakespeare's histories. We will then write plays that use different dramaturgical strategies to grapple with, question, and concern for social justice.

This course is an intermediate-level playwriting workshop. We will examine singular texts written by acclaimed newcomers. A select range of reviews and popular press publications help to supplement our discussions. In all cases, we are interested in surveying the ways in which these playwrights work within varying modes of dramatic expression and focus their plays on such topics as class, ethnicity, era, disability, gender, locale, nationality, race, and/or sexuality.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL281, AFAM279
Prereq: None

THEA280 Award-Winning Playwrights
With textual analysis and intellectual criticism at its core, this course examines the dramatic work of award-winning playwrights through theoretical, performative, and aesthetic frames. The first half of our investigation explores companion texts written by premier playwrights. In the latter end of the course, we examine singular texts written by acclaimed newcomers. A select range of reviews and popular press publications help to supplement our discussions. In all cases, we are interested in surveying the ways in which these playwrights
work within varying modes of dramatic expression and focus their plays on such topics as class, ethnicity, era, disability, gender, locale, nationality, race, and/or sexuality.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL330
Prereq: [THEA199 or ENGL269]

THEA290 Staging Race in Early Modern England
This course analyzes the dramatic representation of race in the plays of Shakespeare and his contemporaries. We will examine the historical emergence of race as a cultural construct in relation to related conceptions of complexion, the humoral body, gender, sexuality, and religious, ethnic, and national identity. Readings focus on three racialized groups: Moors, Jews, and Native American “Indians.” After reading the play-texts in relation to the historical moment in which they were first produced (using both primary and secondary sources) we will then consider their post-Renaissance performance histories, including literary, theatrical, and film adaptations.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL280, FGSS320, CHUM289
Prereq: None

THEA291 French and Francophone Theater in Performance
This course introduces students to the richness of the French and Francophone dramatic repertories, on the one hand, and, on the other, invites them to discover acting techniques (such as movement, physicalization, memorization, mise en scène, and so forth). Students will thus put their language skills into motion, and the course will culminate in a public performance at the end of the semester. (Special accommodations will be made for students who do not wish to perform publicly). Taught exclusively in French, the course will place particular emphasis on the improvement of students’ oral skills through pronunciation and diction exercises, all the while polishing their written expression and enhancing their aural comprehension.

Offering: Crosslisting
Grading: A-F
Credits: 1.25
Gen Ed Area: HA-RLAN
Identical With: FREN281
Prereq: None

THEA292 Spectacles of Violence in Early Modern French Tragedy
The French Kingdom endured decades of socio-political unrest and religious wars during the sixteenth and early seventeenth centuries. The tragedies that emerged from these bloody conflicts—many of which staged physical violence—not only reflected but also actively participated in the debates surrounding the ‘troubles civils.’ In this advanced seminar, we will study such tragedies in order to examine the uses, functions, and ethics of spectacular violence, in plays that adapt mythological stories (e.g., Medea), religious narratives (e.g. David and Goliath, Saint Cecilia), and current events (e.g., executions, assassinations, and regicides) for the stage. We will read the plays alongside and against the competing theoretical frameworks of violence found in various poetic treatises of the time period, yet we will also keep in mind the practical constraints and conditions of performance in early modern France. Finally, we will reflect on why we should read these plays today and how they inform our contemporary moment. Readings, written assignments, and discussion will be in French.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
THEA297 Latin American Theater and Performance
This course will focus on the history, theory, and practice of theater and performance in Latin America in the 20th century. We will be particularly interested in the intercultural aspects of Latin American theater and performance that have reinvented and reinvigorated European dramatic forms through their constant interaction with non-Western cultural expressions in the Americas. We will examine a wide variety of performance practices, including avant-garde theater, community theater, street performance and agitprop, solo, and collective theater. The syllabus is loosely organized in a chronological fashion, structured more importantly around critical themes in Latin American history, culture, and society in the 20th century. We will take as our primary source material both readings and video recordings, when available, that will be supplemented by a wide variety of historical, critical, and theoretical background readings, including texts written by theater practitioners, theorists, and critics.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: SPAN279, LAST266
Prereq: None

THEA301 Immersive Theater: Experimental Design, Material Culture and Audience-Centered Performance
This course offers a comprehensive exploration of Third Rail Projects’ approach to crafting and performing in immersive performance formats. Students will work closely alongside Co-Artistic Director Tom Pearson to explore Third Rail’s toolbox of techniques, including:
- Developing presence and clarity around audience engagement
- Remaining spontaneous and responsive to the changing landscape of an active audience
- Generating game play for crafting immersive scenes
- Understanding ritual, narrative, and audience initiation through the study of a scene from one of our immersive productions
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: DANC311
Prereq: None

THEA302 Contemporary Theater: Theories and Aesthetics
This class will serve as an introduction to Theater & Performance Studies, interdisciplinary fields that brush against anthropology, linguistics, critical race studies, psychoanalysis, queer theory, and art history. We will approach “performance” as a practice and a lens. Students will explore close reading strategies for both textual and live performance events and examine live art, theater, everyday performances, and presentations of the self. This course will pay particular attention to the social and cultural importance of performance and performativity, especially as they come to bear upon queer, black, Latinx, and indigenous lives and dreams.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: CHUM344
Prereq: THEA105 OR THEA150 OR THEA245 OR [THEA199 or ENGL269] OR THEA185

THEA305 Lighting Design for the Theater
This course explores the design and technical aspects of lighting design, as well as the role of the lighting designer in a production. Practical experience is an important part of the course work.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-THEA
Prereq: THEA105 OR DANCl05

THEA306 Techniques of the Liar: Performance, Artifice, Fraud
This seminar is a cultural and intellectual history of fraudulence, fiction, and faking it. We will explore both specific performance practices as well as theorizations of artifice, fraud, and authenticity. Topics will include illusion, ventriloquism, and sleight of hand; mimetic acting and the manufacture of “emotion”; dance technique and the concealment of effort; and musical improvisation and the politics of invention. We will also consider the complexities of drag, camp, and minstrelsy and historicize their surrounding discourses, centering the contributions of feminist, queer, and critical race studies. Looking at a range of (predominantly U.S.-based) practices from the mid-19th century to the present, we will consider how artifice and theatricality have been historically reviled as qualities inherent to femininity and queerness, respectively; how “authenticity” is both gendered and racialized; and how hiding, fabrication, exaggeration, and duplicity have also offered means of freedom or resistance.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM306, FGSS305
Prereq: None

THEA309 The Actor's Work on Psychophysical Actions: A Nonrealist Approach
The course offers an in-depth studio experience in Jerzy Grotowski’s approach to the creation of psychophysical actions outside of the frame of realism. The term psychophysical action was coined by Russian director and pedagogue Konstantin Stanislavsky, who dedicated his life’s work to the elaboration of the first Western acting system. Stanislavsky viewed the acting conventions of Romanticism and melodrama as “false,” inadequate, and passé. As a proponent of realism, then an emerging theatrical genre, Stanislavsky sought to develop an acting system that would support the creation of “truthful” actions on stage. The late Polish director Jerzy Grotowski continued Stanislavsky’s research on the method of psychophysical actions. In response to the theatrical trends of his time, Grotowski’s own research aimed at freeing actors from the conventions and materials of realism. Instead of departing from dramatic literature, students in this course will learn how to create psychophysical actions using points of departure such as personal memory, short stories, poems, visual materials, objects, traditional song, and so forth. The goal is to guide them to create repeatable scores of psychophysical actions; select, extend, and/or omit specific fragments in their score; juxtapose text or song to the physical score; and use objects in a manner that is precise and expressive. During the second half of the semester, students will learn how to “edit” their scores of psychophysical actions in partner and ensemble work. This portion of the course provides actors with insight into directorial work, a knowledge that gives them greater autonomy in the creative process.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Prereq: THEA245

THEA310 Shakespeare’s Macbeth: From Saga to Screen
A close reading of Shakespeare’s play that will position the play in terms of its historical and political contexts and its relation to early modern discourses on the
feminine, witchcraft, and the divinity of kings. We will begin with a consideration of the historical legends that constitute Shakespeare’s “sources,” then read the play slowly and closely, coupling our discussions with readings from the period, exploring how Shakespeare’s contemporaries thought of the political and cultural issues raised in the play. We will then compare how our contemporaries have recast these concerns by comparing scenes from films of MACBETH from 1948 to the present.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL305
Prereq: None

THEA315 Stage Management
This course is intended to provide students with a basic knowledge of stage managing for theater. Students will learn the core essentials to theater collaboration: interpersonal relationships, time management, industry standards, leadership roles, effective communication and observation. The role of the stage manager is foundational to every theater production. This role has the potential to lift up any collaborative work, or hinder it.

Specific topics covered will include working with a director and actors, dramaturgy, managing auditions and rehearsals, props, effective communication tools across many types of theater making, stage management paperwork, technical rehearsals, and running/calling a show.

Potential projects include: Auditions to Opening night paper project of a show, calling a pre-produced dance piece, and interviewing a professional working Stage Manager.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: None
Prereq: THEA105

THEA316 Performance Studies
Performance Studies is an interdisciplinary field (brushing up against anthropology, theater studies, linguistics, critical race studies, psychoanalysis, and queer theory) that orbits conceptions of “the live.” We will use “performance” as both a practice and lens to explore art, theater, dance, music, everyday performances, and presentations of the self. Through close reading of theoretical texts, visual art works, and live performances we will explore the social and cultural importance of performance and performativity, especially as they come to bear upon queer and minoritarian lives and dreams. Student projects will take the shape of both critical theoretical papers and practice-based research projects.

This counts as an expanded Field of Theater course for the theater major.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Prereq: None

THEA318 Introduction to Viewpoints
In this studio class, students learn and are immersed in the Viewpoints—a vocabulary which breaks down the two dominant issues any performance-based artist deals with: Time and Space. Students practice the Viewpoints and learn a language for talking about what happens on stage. Through practice, students develop tools not only for their own individual work, but for collaboration, offering ensembles a way to quickly generate original work. While a form of movement improvisation, students will also apply the Viewpoints as a means to staging to text as well as generate composition pieces. This class is open to directors, actors, designers, dancers, choreographers, musicians, composers, and writers.

Offering: Host
Grading: Cr/U
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: DANC318
Prereq: None

THEA319 Voice and Heightened Text
This is an advanced acting class in studio format focusing on the skills of voice, speech and movement in current practice as adapted by professional directors and actors. Students will follow a progression of in-class exercises designed to respond to textual demands through ongoing scene study techniques, vocal explorations and physical commitment in performance of heightened text.

Examination of text will culminate in close study of Shakespeare’s First Folio and its clues to performance. Students will study, analyze, memorize, rehearse and perform scenes and monologues.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Prereq: THEA245

THEA323 Survey of African American Theater
This course surveys the dynamism and scope of African American dramatic and performance traditions. Zora Neale Hurston’s 1925 play COLOR STRUCK and August Wilson’s 2006 play GEM OF THE OCEAN serve as bookends to our exploration of the ways in which African American playwrights interweave various customs, practices, experiences, critiques, and ideologies within their work.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL385, AFAM323, FGSS323
Prereq: None

THEA329 Technical Practice A
This course will involve assignment to a responsible position in one of the various areas of technical theater, as crew head, stage manager, etc. THEA329/THEA331 may be repeated to a total of 1.50 credits.

Offering: Host
Grading: Cr/U
Credits: 0.25
Gen Ed Area: HA-THEA
Prereq: THEA105

THEA331 Technical Practice B
This course will involve assignment to a responsible position in one of the various areas of technical theater, such as crew head, stage manager, etc. THEA329/THEA331 may be repeated to a total of 1.50 credits.

Offering: Host
Grading: Cr/U
Credits: 0.50
Gen Ed Area: HA-THEA
Prereq: THEA105

THEA340 Performing Brazil: The Postdictatorship Generation
The course takes as its point of departure a close and critical reading of modernist Oswald de Andrade’s “Cannibalist Manifesto” (1928) and the writings of artists working during and after the dictatorship years. As the semester progresses, the course will examine postdictatorship works in film, music, literature, the fine arts, dance, and theater. Students will have access to examples in the form of texts in translation, images, and performance.
Theatrical Writing

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recordings. Discussions will focus on the relationship between Brazil’s postcolonial condition and political history, including the country’s current artistic production and sense of national identity.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Prereq: None

THEA348 Music and Theater of Indonesia

Since the early history of Indonesia, the Indonesian people have continually been in contact with a number of foreign cultures. Particularly, Hinduism, Islam, and the West have had significant impact on the development of Indonesian culture. This course is designed as an introduction to the rich performing arts and culture of Indonesia. A principal theme will be the differing intercultural and interreligious experiences in the two neighboring and related cultures of Java and Bali. In light of the increasingly contentious global geopolitical environment in our post-9/11 world, the course pays special attention to the impact of the recent deeper Islamization on Indonesian performing arts. A portion of the course is devoted to demonstrations and workshops, including instruction of performance of Terbangan (an Islamic frame drum ensemble) and Gamelan (percussion ensemble of Java and Bali).

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: MUSC111
Prereq: None

THEA350 Calderwood Seminar in Public Writing: Arts Journalism

Arts Journalism will give students the opportunity to write about the arts in a variety of short forms that put performance in context for general readers. Students will work in pairs, serving in alternate weeks as either writers or editors. The writing assignments will include live performance reviews, book reviews, program notes, op-eds, feature articles, artist profiles, interviews and grant proposals.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Prereq: None

THEA351 Melodrama Since 1700

Although today melodrama calls up ideas related to film, the term has musical origins: It originally indicated a work in which melos (music) and spoken drama were united in one multimedia format. Eighteenth-century melodrama admitted of many manifestations, encompassing everything from comic operas (like Mozart’s Magic Flute, which alternated singing with spoken dialogue) to experimental symphonic works (in which a narrator’s declaimed monologue was emotionally painted by the accompanying orchestra). Melodrama in this musical sense persisted through to the twentieth century, and included notable works such as Schoenberg’s Pierrot Lunaire. But slowly melodrama as a term began to take on connotations relating to one of comic opera’s central conceits: hyperbole and exaggeration. Melodrama became synonymous with comic excesses of emotional portrayal. Eventually, during the twentieth century, this meaning fastened onto a constellation of generic implications within the domain of film (think, for example, of Joan Crawford in Mildred Pierce). In its afterlife during the twenty-first century, melodrama has sometimes been used pejoratively: it can be employed as an epithet to disqualify the performance of emotion as inappropriately intense, or to designate emotion connected to an ostensibly inappropriate subject. But even in this new sense, melodrama retains an element of its early history insofar as it can be appropriated within subcultures in order to comically mock the traditions of mass culture. This course examines the long history of melodramatic art forms from the eighteenth century through to the present day. Together we will perform close readings of the objects within this rich tradition, supplemented by readings in queer theory, critical theory, and performance studies.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-MUSC
Identical With: CHUM351
Prereq: MUSC201 OR MUSC202

THEA354 Improvisational Forms: Contact Improvisation

This class is designed to explore dance improvisation, specifically through contact with the environment and with other people. Students will expand movement vocabulary, increase compositional awareness, and develop their creative thinking and observation skills, as well as explore personal boundaries, consent, and listening through touch. Material covered will include improvisation exercises, structured improvisational forms, developmental movement patterns and efficient use of self, and an inquiry into relationships and choice.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-DANC
Identical With: DANC354
Prereq: None

THEA357 Space and Materiality: Performing Place

Scenography explores and shapes the material world in and through the performative event. In site-specific performances, scenography transforms place and time to create an alternative reality in which the materiality of the artistic design and the performer’s body intervene in the architecture of a place and the spectator’s reception of meaning. In this course, we will study site interventions through the lens of street performance, immersive theater, and the theatrical apparatus to build a theoretical and hands-on understanding of the material potential and limitations of the four key elements involved in the scenographic project—artistic design, the actor’s body, local architecture, and time.

This course is divided in four units: site-specific interventions; street performance; immersive theater; and theatrical apparatus. Each unit includes scholarly readings, assignments in performance and scenography, and a response paper. The final project for the course is a performance intervention devised for a particular site on campus that demonstrates the student’s cumulative grasp of site specificity, scenography, and materiality.

This class is designed to explore dance improvisation, specifically through contact with the environment and with other people. Students will expand movement vocabulary, increase compositional awareness, and develop their creative thinking and observation skills, as well as explore personal boundaries, consent, and listening through touch. Material covered will include improvisation exercises, structured improvisational forms, developmental movement patterns and efficient use of self, and an inquiry into relationships and choice.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-DANC
Identical With: DANC354
Prereq: None

THEA359 Space Design for Performance

In this course, students will study, construct, and deconstruct the performative space, whether theatrical or site-based, by analyzing the space as a context to be activated by the body of the performer and witnessed by an audience. Through practical assignments, the class will learn the aesthetic history of the theatrical event (considering plays, rituals, street parades, and digital performances, among others), while developing and discovering the student’s own creative process (visual, kinetic, textual, etc.). Students will be guided through each step of the design process, including concept development, visual research, renderings or drawings, model making and drafting.

In this course, special emphasis is given to contemporary performance as a mode of understanding cultural processes as a relational system of engagement within our ecosystem, while looking at environmental and sustainable design, materials, and the environmental impacts of processing. Students will create and design...
performance spaces, while realizing scale models and drawings and integrating the notions of design and environmental principles and elements.

Students will have the opportunity to develop skills using 3D-drafting and 3D-modeling software, utilizing design-technology tools, such as laser cutters and 3D printing, to develop and enhance their work.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-THEA

THEA105 OR THEA150 OR THEA185 OR ARST131 OR ARST190

THEA356 Media for Performance
This course examines the use of technology in performance, from the creation of mechanical moving scenery to 3D scenography. We will look into the development of the theatrical technology from the Renaissance to today's conception of the digital theater, virtual reality, and online performances. The class format will be divided into lectures and studio class, where students will develop practical work creating their own digital performances.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-THEA

THEA364 Friendship and Collaboration: In Theory, In Practice
How do we conceive of friendship, collaboration, love, and collectivity? In an interview, Michel Foucault stated that the relational task of the homosexual was to "invent, from A to Z, a relationship that is still formless, which is friendship: that is to say, the sum of everything through which they can give each other pleasure." This course considers theories and performances of relationality, queer belonging, and friendship with an emphasis on forms of belonging and recognition that exceed normative protocols. We will ask how queer practices, black thought, brown study, and indigenous epistemologies inform our own imaginings of collaborative projects. Beginning with philosophical determinations of friendship, we will branch out to imagine ways in which artists, lovers, friends, and/or cohabitators enact togetherness. Artists and projects to be discussed include: Andy Warhol's Factory, Hugo Ball, Emily Johnson, Black Salt Collective, My Barbarian, Harriet's Apothekey, General Sisters, the Critical Indigenous Photographic Exchange, Betalocal and more.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA

THEA365 Greek Tragedy: Euripides
Euripides is well known for being experimental and controversial, in his own time and beyond. Aristophanes famously accuses him of corrupting his audience by bringing too much of a democratic sentiment to his plays--women and slaves having way too much to say. Nietzsche much later will attribute to him the very death of tragedy. In this course, we will explore this legacy by reading one of his plays in the original along with diverse approaches to his work. The selection of the play will be determined by the composition of the student-group and previous exposure to Greek drama.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS

THEA366 The Sounds of Black and Brown Performance
This course organizes itself as a scene of listening with care to black and brown sounds, where listening is conceived as a mode of audience engagement of performances informed by avant-garde, queer, and critical race theories. Listening, then, is part of the artistic-theoretical practices that students will both read about and act out in this course. Here, we will engage theater, dance, and performance with the demand of listening in brown for the distinct sounds made in different performances, whether by identifiably racialized artist-subjects or not, and how they compel us to think of embodiment. If to say black is to say abjection, prison, AIDS, as well as the generative, the contra-rationally beautiful (Moten), and if to say "gender-y" is to say threatening, off-kilter, violatable, as well playful, and transformative (Sedgwick, Doyle), then what happens when we listen in brown, that is, with the headphones of melancholia, depression, as well as wildness, the excessive, the "hot and spicy" as critiques of the violence of the whitened norm (Muñoz)?

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM

THEA371 Sister Acts: Black Feminist/Womanist Theater of the African Diaspora
This course surveys the dynamism and scope of contemporary feminist/womanist drama written by black women playwrights of the African Diaspora. Reading select plays from Africa, Canada, the Caribbean, England, and the United States, alongside theory and criticism, we examine the impact of race, gender, identity, and sexuality politics on black feminist/womanist theater. Throughout our study of these dramatic texts, their performances, and their subsequent critiques, we are equally invested in the bridges and the gaps, the audibles and the silences, and the overlaps and the divides, as they are formed. Significantly, this analytic undertaking involves a simultaneous critique of the role of the playwright, the spectator, and the critic of black feminist/womanist theater. At all times, consideration is given to the ways in which these playwrights collectively use theater as a platform to explore black and female and diasporic subjectivities across regional, national, and, at times, linguistic differences.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL

THEA381 Directing II
This course, the continuation of THEA281, presents a further investigation of the elements of directing: script selection, research, production concept, orchestration of that concept, casting and coaching actors, and development of a ground plan. Elements of set, lights, costumes, props, music, etc. will be developed within a shared laboratory approach. This is an advanced directing course in studio format. Students will develop all work in a focused, workshop environment; additional research and written description of ideal design elements will accompany the studio project.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA

THEA383 Introduction to Costume Design for Performance
This course is an exploration of costume design concepts for contemporary performance including theater and other genres. The class will include beginning elements of costume design, including character/script analysis, research, costume lists, action charts, visual design concepts and techniques, and collage and drawing skills.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Prereq: THEA105 OR THEA185 OR ARST131 OR ARST445

THEA385 The Working Actor: Locating and Successfully Engaging Acting Opportunities Beyond the University
This course will help theater majors bridge the divide between acting in the classroom and real-world opportunities. Emphasis will be placed on how to find, prepare for, and effectively execute audition performances across a wide range of opportunities in theater, film, TV, and new media, including open call, sidespecific, cold reading, and for camera. Actors will leave the course with three polished monologues.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Prereq: (THEA245 AND THEA285) OR (THEA245 AND THEA309) OR (THEA245 AND THEA318) OR (THEA245 AND THEA319)

THEA390 Performance Ensemble
Since theater is an art of collaboration, this course will offer advanced acting and directing students an opportunity to develop their skills in an ensemble environment and collaborate on the final presentation in the form of public performance. Students will be able to choose an acting or directing concentration. Acting techniques will include intense work on one or two chosen characters, developing three-dimensionality of the part, performing in an ensemble, and Michael Chekhov's acting method. Directing techniques will focus on adaptation, production concept, and the orchestration of that concept in terms of research, work with actors, ground plan, set, lights, costumes, props, sound, etc. Students will go through all stages of preparing a public performance: selecting the script, its analysis, adaptation, conceptualization through design elements, casting, rehearsing, collaboration with designers, and performing.

The course will fulfill an advanced directing requirement for students interested in pursuing senior theses in directing and offers an additional level of acting training to advanced acting students.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Prereq: THEA245

THEA399 Advanced Playwriting: Long Form
This is an immersive workshop for students working at a rigorous, committed level of playwriting. We will focus on long form as students begin, develop, and rewrite full-length plays, challenging themselves to expand their technique as they articulate their creative vision.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: ENGL399
Prereq: [THEA199 or ENGL269]

THEA401 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

THEA402 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

THEA403 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

THEA404 Department/Program Project or Essay
Project to be arranged in consultation with the tutor.
Offering: Host
Grading: A-F

THEA407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: Host
Grading: A-F

THEA408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: Host
Grading: A-F

THEA409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

THEA410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

THEA411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

THEA412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

THEA419 Student Forum
This is a student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Host
Grading: Cr/U

THEA420 Student Forum
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Host
Grading: Cr/U

THEA427 Performance Practice A
Assigned advanced work done under faculty supervision in the departmental production program. Entails 60 hours of participation.
Offering: Host
Grading: OPT
Credits: 0.25
Gen Ed Area: HA-THEA
Prereq: None

THEA431 Performance Practice B
Assigned advanced work done under faculty supervision in the department production program. Entails 60 hours of participation.
Offering: Host
Grading: OPT
Credits: 0.50
THEA433 Performance Practice C
Assigned advanced work done under faculty supervision in the department production program. Entails 120 hours of participation.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-THEA
Prereq: None

THEA434 Applied Scenography: From Idea to the Stage
This course may be repeated for credit. In this course, students will develop a specific design for the stage by doing close reading and analysis of the text for their specific projects. Students will be guided through each step of these processes in a formal approach: concept development, visual research, renderings or drawings, model-making, and/or drafting. The course will have a special emphasis on the collaborative process and on the designer's role to fulfill the needs for the actual construction of their projects. Students will create and design set, media, or costumes for their projects, integrating the notions of design principles and performance elements. This course counts toward the Theater Major as Performance Practice (in Design) only.
Offering: Host
Grading: OPT
Credits: 0.50
Gen Ed Area: HA-THEA
Prereq: THEA359 OR THEA383

THEA435 Performance Practice in Design A
Assigned advanced work in technical theater. Program A entails commitment of 60 hours of time.
Offering: Host
Grading: OPT
Credits: 0.50
Gen Ed Area: HA-THEA
Prereq: None

THEA437 Performance Practice in Design B
Assigned advanced work in technical theater. Program B entails a commitment of 120 hours of time.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-THEA
Prereq: None

THEA465 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: Host
Grading: OPT

THEA466 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: Host
Grading: OPT

THEA469 Education in the Field, Undergraduate
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: Host

THEA470 Independent Study, Undergraduate
Credit may be earned for an independent study during a summer or authorized leave of absence provided that (1) plans have been approved in advance, and (2) all specified requirements have been satisfied.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: None
Prereq: None

THEA491 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: Host
Grading: OPT

THEA492 Teaching Apprentice Tutorial
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: Host
Grading: OPT