

FIRST-YEAR SEMINAR COURSE PROPOSAL
UNIVERSITY OF MARY WASHINGTON

Use this form to submit **FSEM 100 topics** courses for review **or any other existing course** that you wish to have designated to meet the first-year seminar requirement.

COURSE NUMBER:	FSEM 100		
COURSE TITLE:	IT'S ALIVE! HORROR ON THE STAGE		
SUBMITTED BY:	Natalie Tenner	DATE:	11/20/14
<i>This course proposal has the department's approval. (Put a check in the box to the right.)</i>			X

COURSE DESCRIPTION. In the space below, provide a one- to two-sentence description of this class. The description will be entered in Banner and will also be used in other publications about the first-year seminar program (such as the “Eagle Essentials” booklet).

This class is an exploration of horror in live performance, which includes traditional theatre (Shakespeare), interactive performances (Haunted Houses), and popular culture events (historical freak shows). We will try to understand what social and cultural issues lead to the understanding of horror, and why for these events in particular “liveness” is crucial.

RATIONALE. Include short statement addressing how this course meets the FSEM’s basic components and new student learning outcomes (see FSEM call above), and why this course should be approved to meet the FSEM General Education requirement.

This course will approach horror in live performance by exploring different creations of horror and the varied reasons behind them. I will ask the students to move beyond the simple explanation of fear of death and have them explore the social and cultural backgrounds and reflections that each work of horror presents. They will be required to attend live performances, experience horror events (of their choice, catered to their own tolerance for it), and share those experiences with their classmates through presentations. They will explore historical primary source texts in the form of plays and contemporary responses to performances, and they will conduct secondary source research to complete their final paper. This topic is particularly fitting for practicing communication because some of the material is delicate, and the students will learn to use clear and precise language that avoids generalizations and stereotypes. Class time is set aside for speaking, writing, and researching workshops, and the students will get feedback from the other students and from me on rough drafts of their work. They will have an opportunity to use their skills in all three areas in a final presentation/paper project.

SYLLABUS. *Attach a course syllabus.*

SUBMIT this form and attached syllabus **electronically as one document** to Dave Stahlman (wdstahlm@umw.edu). All submissions **must** be in electronic form.

It's Alive! Horror on the Stage

Professor: Dr. Natalie Tenner
Office: duPont Hall 309
Office Hours: Tuesday/Thursday 12:15 – 1:15 and by appointment
Class Meetings: TBD

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E-mail: ntenner@gmail.com

Course Description:

Because you have chosen this class, I assume you know the value of a good scary movie, but what happens when we are no longer separated by a screen, but instead come into the same space and time as the performance of horror? This class is an exploration of horror in live performance, both in traditional theatre (stage and script), in more interactive performances, like Haunted Houses, and in popular culture events like historical freak shows. As a class, we will try to understand what social and cultural issues lead to the creation of horror, and why for these events in particular “liveness” is a crucial component. As a group, we will explore the following questions:

- What is the purpose of horror? Why, when, where do different cultures seek it out?
- What are the differences between horror films and live horror performances?
- How has horror historically appeared on the stage? What can we learn about historical cultures from their depictions of horror?
- What are the goals of different types of participatory horror? When is a performance ‘just an act’, and when do those actions become real?

In order to understand these ideas, students will be required to read plays and secondary source material, attend live performances of both horror and non-horror genres, and create a research project on a topic of their choosing.

Student Learning Outcomes

Upon successful completion of an FSEM, students will

- utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support their messages or arguments;
- improve development and organization of written arguments;
- demonstrate the ability to edit and revise in the writing process;
- apply the basic theories and principles of oral communication; and
- communicate effectively in a variety of settings, including public speaking and group discussion.

Required Reading/Watching

- Plays:

Euripides. *The Bacchae*

Shakespeare, William. *Titus Andronicus*

Ford, John. *'Tis Pity She's a Whore*

Martin McDonagh. *The Pillowman*

- Films:

Titus

The Rocky Horror Picture Show

- Books and Articles:

Bharucha, Rustom. *Terror and Performance*

Davis, Allan. *A Hell House Divided: Performing Identity Politics through Christian Mediums of Proselytization*

Gordon, Mel. *The Grand Guignol*

Hand, Richard and Michael Wilson. *Grand-Guignol: The French Theatre of Horror*

Kattleman, Beth A. "Magic, Monsters, and Movies: America's Midnight Ghost Shows"
Koumarianos, Myrto and Cassandra Silver. "Dashing at a Nightmare: Haunting Macbeth in Sleep No More"
Rydell, Robert. *Freak Show: Presenting Human Oddities for Amusement and Profit*
Worthen, W.B. "'The written troubles of the brain': Sleep No More and the Space of Character"

Attendance and Promptness: Twenty percent of the final grade for this course is based on participation. Students are therefore expected not only to attend class, but also to participate in group work and discussion while present in class. If students are not present for a class, they cannot participate, and therefore lack of attendance will adversely affect their final grade.

Participation: Students are expected to participate in class discussions in a thoughtful and respectful manner. This class is based heavily on the sharing of ideas and an in-depth exploration of the material. Students should feel free to express opinions and should respect the opinions of others. Because of the subject of the class, some topics may push students' comfort zones. We can have meaningful discussions only if students view the class as an open and supportive space.

Note on Format: All written work must be in MLA format, typed in 12 pt. times new roman font, double-spaced, and stapled.

Late work/Missing assignments: Assignments not turned in on time will be deducted 20% if turned in by the next class period. I will not accept assignments after that. In case of emergency, documentation will be required from relevant sources. The earlier you let me know about a problem, the easier it will be for us to handle. **Printer problems or computer errors are not valid excuses for late work.**

Honor Code: You are required to uphold the Honor Code. Honesty and integrity are essential values in the academic and professional worlds. Plagiarizing consists of but is *not* limited to - Failure to provide a works cited page for work submitted containing research OR failure to provide accurate and complete information on the works cited page; Failure to include quotation marks around a direct quote; Using others' ideas (published or unpublished) as your own, or failing to cite that they were not your own ideas

Disabilities: The Office of Disability Resources has been designated by the University as a primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Resources and require accommodations for this course, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in the strictest confidence unless you give me permission to do otherwise. If you have not made an appointment with the Office of Disability Resources and need accommodation, I will be happy to refer you. The office will require appropriate documentation of disability. The office's phone number is 540-654-1266.

Grading: 1000 pts. Total

200 pts. Participation in class
50 pts. Discussion leader
100 pts. Blog entries
50 pts. Presentation on work of horror
50 pts. Presentation on *Rocky Horror* or Haunted House
100 pts. Annotated Bibliography
100 pts. Primary Source Report
150 pts. Presentation of Research
200 pts. Final Research Paper

Grading Scale: Letter grades reflect the Department of Theatre and Dance grading scale

Total Possible Points: 1000

94-100%	A	74-76%	C
90-93%	A-	70-73%	C-
87-89%	B+	67-69%	D+
84-86%	B	60-66%	D
80-83%	B-	0-59%	F
77-79%	C+		

A work is exceptional and exceeds expectations

B work is commendable and exceeds expectations

C work is acceptable and meets expectations

D work is marginal and meets minimal expectations

F work fails to meet expectations

Major Assignments

The following is a brief description of your assignments for this course. More detailed descriptions for some of the assignments will be provided later in the semester.

Presentations: in fulfilment of the FSEM speaking requirements, students will complete two five minute presentations, co-lead a class discussion, and deliver a longer presentation on their final paper research

1) Presentation on work of horror: Students will choose a horror piece from any genre (film, literature, visual art) and create a five minute presentation on the characteristics of the work that make it part of the horror genre

2) Presentation on *Rocky Horror*/Haunted House: Students are required to see a production of *The Rocky Horror Picture Show* OR to visit a Haunted House. This presentation will share that live experience with the other students.

3) Co-lead a class discussion on the day's reading, which includes bringing in additional reading materials to share with the class

4) Final Paper Research Presentation: Students will prepare and deliver a 10-15 minute presentation on their research and findings for their final papers

Writing: in fulfilment of the FSEM writing requirements, students will complete the following assignments, some of which also fulfil FSEM research requirements

1) Blog – the class will have its own blog space and students will be responsible for 8 entries over the semester in response to class work and other experiences

2) Primary source report – students will research, organize, and report on primary source material that describes contemporary responses to the performances discussed in class

3) Annotated bibliography – in support of the final paper, students will create an annotated bibliography of at least five academic sources

4) Final Research Paper – the semester will culminate in an 8-10 page research paper based off of the course material

Theatre Department Performance Schedule: Because this class focuses on live performance, students are required to attend the department of theatre productions as well as a live performance of *The Rocky Horror Picture Show* OR a Haunted House.

Shows and times TBA

COURSE CALENDAR

Week 1: The Horror Genre

8/25 The Horror Genre

8/27 Elements of Theatre and Performance Studies

Week 2: Elements of Live Performance

9/1 Speaking Workshop with Speaking Center Instructor

9/3 **Presentation on work of horror due**

Horror in the Theatre

Week 3: Ancient Greece

9/8 *The Bacchae*

9/10 Ancient Greek Monsters

Week 4: Shakespeare

9/15 *Titus Andronicus*

9/17 *Titus* film

Week 5: Jacobean Drama

9/22 Jacobean Theatre and Revenge Tragedy

9/24 *'Tis Pity She's a Whore*

Week 6: French Grand Guignol

9/29 Le Théâtre du Grand-Guignol

10/1 Research Workshop with Librarian

Week 7: Horror on the Contemporary Stage

10/6 *The Pillowman*

10/8 Martin McDonagh

Week 8: Interactive Horror

10/13 no class

10/15 *Sleep No More* **Primary source report due**

Live Horror and Popular Culture

Week 9:

10/20 Fundamentalist Christian Hell Houses

10/22 Writing Workshop with Writing Center Instructor

Week 10:

10/27 *The Rocky Horror Picture Show*

10/29 Horror satire

Week 11:

11/3 **Presentation on Rocky Horror Picture Show or Haunted House due**

11/5 Audience participation

Week 12:

11/10 America's Midnight Ghost Shows

11/12 **Annotated Bibliography due**

Week 13:

11/17 Victorian Freak Shows

11/19 Horror and the Other

Week 14:

11/24 **Peer Review of First Draft**

11/26 no class

Week 15:

12/1 Presentation of Research

12/3 Presentation of Research

Final Paper due on day and time of Final Exam