

# USC School of Dramatic Arts

## THEA 493 B Periods & Styles (REVISED)

SPRING 2019 — Friday—12:00 pm – 1:50 pm  
KAP 164

**Instructor: Tom Buderwitz**

Office Hours: available by appointment only

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213.709.9044

### Course Objective

- To understand the lines, silhouettes, and details of fashion and architecture from the Renaissance up to Modern day.
- To review progress, politics, art, and world events that help determine the reasons for the styles of different eras and locations.
- To present comprehensive reports on a focused aspect of style history as assigned and be able to grasp basic foundations of each period/ style/ artist and area covered.

### Course Overview

We will continue to cover time periods chronologically, reviewing Fashion, Art, Architecture, Literature, Music, Theater, Culture and some World History.

There will be five various research projects:

- 1) Vermeer Painting Project
- 2) Mozart Music Project
- 3) 18<sup>th</sup> – 19<sup>th</sup> Century (Architecture or Fashion) Project
- 4) Impressionist Artist Project
- 5) 20<sup>th</sup> Century Film Paper

**Prerequisite:** None

Recommended Prep: Sleep, an open mind and the creative spirit

Required Texts: None

**The Dramatic Imagination** by Robert Edmund Jones (optional) – a must for every Theater person's library.

### Grading

The final course grade is based on the following point scale:

A = 96 – 100%

A- = 91 – 95%

B+ = 88 – 90%

B = 85 – 87%

B- = 81 – 84%

C+ = 78 – 80%  
C = 75 – 77%  
C- = 71 – 74%  
D+ = 68 – 70%  
D = 65 – 67%  
D- = 61 – 64%  
F = 60% or below

### **Projects / Assignments – Grade Percentage breakdown:**

Vermeer Painting (Project #1) - 8 %  
Mozart Music (Project #2) - 8 %  
Midterm Exam - 28 %  
18<sup>th</sup> 19<sup>th</sup> Century Fashion or Architecture (Project #3) - 8 %  
Impressionist Artist (Project #4) - 10 %  
Film Paper (Project #5) - 8 %  
Final Exam - 30 %

### **Assignments**

Late assignments will not be accepted. If you must miss the class when the project is due you must contact me prior to the class or project will not be accepted at a later date.

#### **Attendance Policy**

A maximum of two TOTAL absences will be allowed without penalty. Every additional absence will reduce your overall grade by 1/3 of a grade (B becomes B-, B- becomes C+, etc.). When possible, please let me know beforehand if you will have to miss class.

Three late to class (over 15 minutes) will count as an absence.

### **Course Schedule: A Weekly Breakdown**

#### **Week 1 : January 11, 2019:**

**Overview of Spring Semester / Review Syllabus**

**1650-1700 Baroque (continued) Restoration**

Assignment #1 : Vermeer Painting project

#### **Week 2 : January 18, 2019:**

**1700-1740 Late Baroque (Rococo) Age of Enlightenment**

Assignment:

#### **Week 3 : January 25, 2019:**

**1740-1780 Georgian / Colonial**

Assignment #2: Mozart Music Project

#### **Week 4 : February 1, 2019:**

**1780-1820 Federal / Regency / Empire**

Assignment:

**Week 5 : February 8, 2019:**  
**1820-1850 Early Victorian / Industrial Revolution**  
Assignment;

**Week 6 : February 15, 2019:**  
**1850-1875 Mid Victorian / Beaux Arts**  
Assignment: 18<sup>th</sup> 19<sup>th</sup> Century Fashion or Architecture Project

**Week 7 : February 22, 2019:**  
**Midterm Exam Review**

**Week 8 : March 1, 2019:**  
**MIDTERM EXAM – (To be completed in Pen)**

**Week 9 : March 8, 2019:**  
**1875-1900 Late Victorian / Impressionism / Queen Anne**  
Assignment:

**Week 10 : March 15, 2019:**  
**SPRING BREAK – NO CLASS**

**Week 11 : March 22, 2019:**  
**1900-1920 Post Impressionism / La Belle Epoque-Edwardian Era / Art Nouveau**  
Assignment #4: Impressionist Artist project

**Week 12 : March 29, 2019:**  
**1920-1940 Art Deco**  
Assignment:

**Week 13 : April 5, 2019:**  
**1940-1960 WWII / The Atomic Age / Mid-Century Modern**  
Assignment:

**Week 14 : April 12, 2019:**  
**1960-1980 The Sixties / Psychedelia**  
Assignment :

**Week 15 : April 19, 2019:**  
**1980-2000 The Eighties / Grunge / DeConstructivism**  
Assignment #6: Film Paper project

**Week 16 : April 26, 2019:**  
**2000-Present / FINAL Exam Review**  
Assignment: Study for the Final Exam

**Week 17 : May 3, 2019:**  
**(at 11:00 am \*\*\*\* Location TBD)**  
**FINAL EXAM – (To be completed in Pen)**

### Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP:  
[http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html), (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) HYPERLINK  
"mailto:ability@usc.edu" [ability@usc.edu](mailto:ability@usc.edu).

### Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, ( HYPERLINK  
"http://www.usc.edu/scampus" [www.usc.edu/scampus](http://www.usc.edu/scampus) or HYPERLINK  
"http://scampus.usc.edu" <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

### Emergency Preparedness / Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

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