



**THTR 527 Writing the Pacific Rim: Global and Western Dramatic Writing**

63186D/Units: 4

Fall 2020 Thursdays — 6:00-9:50pm

Location: ONLINE

**Instructor: Boni B. Alvarez**

**Office Hours:** By appointment, via Zoom

**Contact Info:** bbalvare@usc.edu

(I will reply as soon as I can, but please allow 36 hours for a response.)

**Course Description**

THTR 527 Writing the Pacific Rim: Global and Western Dramatic Writing focuses on dramatic writing emanating from the Pacific Rim and the Western United States as sites of knowledge about Pacific Rim and Western culture and as inspirations for dramatic writing projects.

**Learning Objectives**

Students are expected to investigate and research topics related to the country/continent of Australia. They will explore writers from the region and their dramatic offerings. With this increased knowledge and awareness, students are expected to mine sources, styles, and perspectives that inspire them toward the development of dramatic writing projects that encompass a more global and regional view of the human condition. These objectives are intended to enrich and deepen students' social awareness and consciousness in the completion of a new full-length dramatic work.

**Required Readings**

Texts denoted with an (\*) have been ordered through the USC Bookstore and can be purchased at usctext.com. Other texts will be distributed via Blackboard.

- Lui, Naakiah. *Kill the Messenger*
- \*Vandenbroucke, Russell. *Contemporary Australian Plays*

## **Description and Assessment of Assignments**

### **Participation – 10%**

Students are expected to practice active listening and engagement. Students are responsible for abiding by given deadlines, including preparedness for discussion of assigned readings. If a student is absent, they are not participating.

### **Writing Research – 10%**

Students will explore and research the topics below and deliver in-class presentation on their findings.

1. Overview – Australia (geographic, environmental, wildlife)
2. Overview – Australia (exploration, settlement, British Crown)
3. Overview – Australia (social, economic, cultural)
4. Penal Colony (history of)
5. Great Barrier Reef (climate change)
6. Uluru/Ayers Rock (spirituality)
7. Walkabout/Outback (ritual)
8. Aboriginal overview (past & present)

### **Play Proposal – 10%**

Students will 'pitch' a proposal for their play to the class. After considering feedback, they will draft and submit a 1-page written proposal for their play.

### **Weekly Workshop Pages – 30%**

Students will be evaluated on the breadth and quality of their weekly pages. Students will also be evaluated on their professional behavior during peer review, on both the quality and generosity of giving/receiving dramaturgy and constructive criticism.

### **Complete Draft – 30%**

Students will complete a full-length dramatic work (one-act – minimum 80-minute or two-act).

### **Final Statement – 10%**

In a 1-page Final Statement, students will evaluate the draft of their dramatic work and identify areas of concern and opportunity for further consideration and revision.

## Grading Breakdown

ASSIGNMENT	% of grade
Participation	10
Research Project	10
Play Proposal	10
Weekly Workshop Pages	30
Complete Draft	30
Final Statement	10
<b>TOTAL</b>	<b>100</b>

**Grading Scale for SDA:** **A** indicates work of excellent quality; **B** of good quality; **C** of average quality; **D** of below average quality; and **F** indicates inadequate work.

A+: 100-98	A: 97-94	A-: 93-90
B+: 89-87	B: 86-84	B-: 83-80
C+: 79-77	C: 76-74	C-: 73-70 (failing grade for graduate credit)
D+: 69-67	D: 66-64	D-: 63-60
F: 59-0		

When a student's mathematical GPA falls between two grades, the final grade will be weighted towards the higher end of the scale for students whose attendance and participation in class have been excellent or good and toward the lower end for those with average or poor attendance and participation.

### Assignment Submission Policy

NO LATE ASSIGNMENTS WILL BE ACCEPTED.

## Additional Policies

**Attendance** is compulsory. Unexcused absences will affect your grade adversely – if you are not in class, you are not participating in the class discussion.

### Technology

#### Camera Policy

This course has a “camera-on” policy. Class dynamics are substantially compromised without the ability to see the people in class. For privacy concerns, students may use virtual backgrounds. If there are other challenges and concerns, please contact the professor regarding other accommodations.

#### Time Zone Accommodations

USC consider the hours from **7:00am to 10:00pm**, in the local time zone for each student, as reasonable times for students to attend synchronous sessions. Students facing

obstacles to their learning as a result of time zone differences should contact the professor.

**Recording Online Classes**

USC policy requires that all classes conducted online be recorded. ITS has set up Zoom to automatically record and transcribe class sessions, which are then made available in Blackboard. Students should review their responsibilities towards the appropriate use and handling of these recordings under existing SCampus policies regarding class notes (<https://policy.usc.edu/scampus-part-c/>). Students are not permitted to create their own class recordings. Violations of these policies will be met with the appropriate disciplinary sanction. Zoom recordings will be retained in the cloud until the submission of Fall grades, at which point they will be deleted.

<u>WK</u>	<u>DATE</u>	<u>WEEKLY SCHEDULE</u>
1	THURS 8/20	Course Overview READ: Rayson's <i>Hotel Sorrento</i> READ: Foreward from <u>Contemporary Australian Plays</u>
2	THURS 8/27	Research Report – Australian overview; English colony; Ecology & Environment READ: Lui's <i>Kill the Messenger</i>
3	THURS 9/3	Research Report – Socio-political landscape; Indigenous Cultures READ: Enoch & Mailman's <i>The 7 Stages of Grieving</i> DISCUSS: Play Proposals
4	THURS 9/10	Play Proposals DUE
5	THURS 9/17	Workshop – 10-20 pages
6	THURS 9/24	Workshop – 10-20 pages
7	THURS 10/1	Workshop – 10-20 pages
8	THURS 10/8	Workshop – 10-20 pages
9	THURS 10/15	<b>Developmental Reading – Playwright 1</b>
10	THURS 10/22	<b>Developmental Reading – Playwright 2</b>
11	THURS 10/29	Workshop – 10-20 pages
12	THURS 11/5	Workshop – 10-20 pages
13		<b>COMPLETE DRAFT DUE</b>
<b>FINAL</b>	<b>THURS 11/19</b>	<b>7:00-9:00pm Final Statement DUE</b>

## Statement on Academic Conduct and Support Systems

### Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### 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 for DSP and contact information: (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) [ability@usc.edu](mailto:ability@usc.edu).

### 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. See the university’s site on Campus Safety and Emergency Preparedness.

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### Support Systems:

*Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

*National Suicide Prevention Lifeline – 1 (800) 273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

*Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu)

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](https://dsp.usc.edu)

*Student Support and Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](https://studentaffairs.usc.edu/ssa)

*Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](https://diversity.usc.edu)

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](https://emergency.usc.edu)

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.*

Provides overall safety to USC community. [dps.usc.edu](https://dps.usc.edu)