

# USC School of Dramatic Arts

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

63186D/Units: 4

Fall 2021 Thursdays — 6:00-9:50pm

**Location: GFS 111**

**Instructor: Boni B. Alvarez**

**Office:** MCC 214

**Office Hours:** By appointment,

**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. 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

Technology (should the course move to an online platform)

### 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 8/26	Course Overview <u>Contemporary Australian Plays - Foreward</u> Group Research – getting to know our terrain – unearthing inspiration	
2	THURS 9/2	<b>Research Presentations DUE</b> – what’s popped? Enoch & Mailman’s <i>7 Stages of Grieving</i>	
3	THURS 9/9	Rayson’s <i>Hotel Sorrento</i> First Pitches – what’s sticking?	
4	<b>WED 9/15</b>	<b>EDI @SDA: Professional Development/Mandatory EDI Training</b> All SDA students are welcome to join an interactive community building experience that explores how we integrate core values of equity, diversity, and inclusion into our educational and artistic journey at SDA. Competencies that will be covered will include, but not limited to, Anti-Racism as Everyday Practice; Equity-Mindedness (w/colleagues from USC Race & Equity Center); and Theatrical Intimacy & Building Cultures of Consent. More details will follow. <b>NOTE: All SDA classes will be cancelled to support involvement in this effort. We encourage all to participate.</b>	
	THURS 9/16	Lui’s <i>Kill the Messenger</i> <b>Play Proposals DUE</b>	
5	THURS 9/23	Workshop – 10-20 pages	
6	THURS 9/30	Workshop – 10-20 pages	
7	THURS 10/7	Workshop – 10-20 pages	
8	THURS 10/14	<b>FALL RECESS – NO CLASS</b>	
9	THURS 10/21	Workshop – 10-20 pages	
10	THURS 10/28	Developmental Reading – Playwright 1	Class held over Zoom
11	THURS 11/4	Developmental Reading – Playwright 2	Class held over Zoom
12	THURS 11/11	Developmental Reading – Playwright 3	Class held over Zoom
13	THURS 11/18	Workshop – 10-20 pages	

- 14 THURS 11/25 Workshop – 10-20 pages
- 15 THURS 12/2 **Statements of Revision DUE**  
Wrap-up
- FINAL THURS 12/9 7:00-9:00pm COMPLETE DRAFT DUE**

## 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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### Health and Participation in Class

You are expected to complete your Trojan Check screener daily and, as your instructor, I may ask you to show your daily screening in class. Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on Trojan Check. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I will ensure that you can continue to participate in class remotely so that your education is not disrupted.

To reduce the spread of COVID-19, USC requires that face coverings (masks) be worn indoors including in classrooms. Face coverings must cover your nose and mouth and be worn throughout the class session. A mask with a valve is not considered an adequate face covering and should not be used, as it can expel exhaled air, increasing the risk to others. Eating or drinking during class is prohibited because of the risk posed by removing your mask for these activities. Failure to comply with these requirements will result in your being asked to leave the classroom immediately. Requests for accommodations related to the face covering and eating/drinking policies should be directed to the Office for Student Accessibility Services (<https://osas.usc.edu/>).

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### SDA Student Support & Reporting Form:

To facilitate a supportive environment of accountability, SDA has created an internal system of reporting for students to address issues/concerns and to offer feedback or suggestions for improvement. This mechanism provides a pathway for reporting and offering feedback without fear of retaliation or judgment. Any submission filed through this form will be reviewed and processed accordingly through SDA Office of Equity, Diversity, and Inclusion.

To file a report, please visit: <https://bit.ly/SDAstudentreporting>

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## Support Systems:

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*  
[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*  
[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call*

[studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298*  
[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*  
[usc-advocate.symplicity.com/care\\_report](http://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*The Office of Student Accessibility Services - (213) 740-0776*  
<https://osas.usc.edu>

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Campus Support and Intervention - (213) 821-4710*  
[campussupport.usc.edu](http://campussupport.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*  
[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*  
[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)



Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*  
[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.