REQUIRED READING LIST—Please order the books from the SDSU Bookstore or your favorite bookseller.

- Bly, Mark, ed. — *The Production Notebooks: Theatre in Process, Volume 1*
- Wright, Doug — *I Am My Own Wife*
- Additional assigned reading is available on Blackboard. More information will be provided in class.

REQUIRED PERFORMANCE LIST—Please see all performances that are part of the SDSU Theatre Season. I recommend that you take advantage of the student subscription for the semester. Visit the online Box Office: http://ttf.sdsu.edu

- *The Blameless.* At The Old Globe. A group will be organized to attend on Mar. 22 at 7:00.

Please also join LMDA, Literary Managers and Dramaturgs of the Americas, as a student member. More information will be provided in class. The website where you can join the organization is: www.lmda.org

EVALUATION—Students will be evaluated using a 400-point system.

- Preparation, Attendance, and Class Participation: 80 points (20%)
- Five (5) Arts Alive Teaching Exchange Image-Based Response Posts: 50 points (12.5%)
- Short Projects (5 projects, 30 points each): 150 points (37.5%) Three of the five short projects will be associated with the SAGE Project and some will be completed in collaboration with your team. One of the short projects is a Research Scavenger hunt, another is Dramaturging a New Play with the MOXIE and SDSU BIG Night of Little plays.
- Final Project: 120 points (30%)

Final Grades will be awarded as follows: 100%-90%: A, 89%-80%: B, 79%-70%: C, 69%-60%: D, 59% + below: F.

CLASS PREPARATION AND PARTICIPATION: This class relies heavily on active daily discussion. I will expect you to be prepared to discuss the reading or viewing assigned on the calendar below. Please also bring the appropriate text to each class period. Feel welcome to pose questions and respond to the input of your fellow participants. Please keep in mind: participation that is thoughtful, considered, and includes others in the discussion is the most valuable.

SHORT PROJECTS: These projects will be assigned in class and completed in a relatively brief period of time. Detailed information and guidelines for these assignments will be provided in class and are posted on Blackboard.

Below are some of the projects that will be completed:

- Research scavenger hunt (+ in-class presentation)
- Actors’ Packet
- Structure Diagram
- Lobby Display Plan
- Dramaturgy with a playwright on a new script

- Season Planning project (+ in-class presentation)
- Program note (500 words)
- Imaging assignment
- Devising a script based on interviews
- Creating a “radio play” based on your research

ARTS ALIVE TEACHING EXCHANGE AND SAGE PROJECT

The *Arts Alive Teaching Exchange* project is an initiative from the Arts Alive program, in the College of Professional Studies and Fine Arts (http://artsalivesdsu.org/). Arts Alive is designed to encourage cross-disciplinary work in courses throughout the university. This semester, you will be working in teams with students in COMM 462: Ethnography and Communication to explore ways to gather and analyze data and adapt it for a wider audience. The teams might produce performances, readings, performative recordings using voice, audio, and images, and other ways that communicate your themes, patterns, issues, and arguments to audiences.

As part of the Arts Alive Teaching Exchange, you will also be asked to submit image-based responses to your collaboration with the COMM class working on the SAGE Project. At five points during the semester you will post an image on Instagram with a designated hashtag. A few words of caution about this, as Instagram will have license to use your images: Here is the first paragraph of their Terms of Use:

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"Instagram does not claim ownership of any Content that you post on or through the Service. Instead, you hereby grant to Instagram a non-exclusive, fully paid and royalty-free, transferable, sub-licensable, worldwide license to use the Content that you post on or through the Service..."

Potential risks could include social discomfort, as due to the nature of the instrument used data is social, shared and public. In order to minimize this risk, students are encouraged to create an Instagram account specifically for use during this project for academic purposes. A new, separate account can be created and easily attached/accessed via an existing account with only a few steps.

Your team will have a choice of topics, aligned with two of the areas addressed by the SAGE Project here at SDSU. Each year SAGE partners with a neighboring community. From the website (http://sage.sdsu.edu):

The Sage Project is a partnership between San Diego State University (SDSU) and a local government in the San Diego region. Students, through their course work, engage in meaningful real-world projects and contribute to pressing social needs in a community in SDSU’s service area. Students from across the University assist local governments with partner-directed projects that address their livability and sustainability goals.

This year’s SAGE partner city is Lemon Grove, located about 4 miles south of the SDSU campus. There will be two opportunities to share your work at the SAGE symposium on April 24 from 4-7pm in Montezuma Hall and on May 3 in the Experimental Theatre, presentation will begin at 7:30pm. The areas of focus for this semester are:

**Homeless Outreach/Resources**

Uncover what services are needed and what solutions would be most effective in solving the unsheltered homeless issue in the City of Lemon Grove. While the 2015 unsheltered homeless count showed 11 unsheltered homeless in the City, there has been an increase in homeless individuals within the City. The goal is to find what resources are available to match the needs of those living on the streets, in cars, and in tents.

**Place-making**

Create a collaborative process by which the residents of Lemon Grove shape the use of public space within the City to maximize shared values. More than just promoting better urban design, place-making will facilitate creative patterns of use, paying particular attention to the physical, cultural, and social identities that define Lemon Grove and support its ongoing evolution. The goal is to engage residents in the planning of quality public spaces that contribute to people’s health, happiness, and well-being. The most effective approach for creating and revitalizing public spaces is by adopting a collaborative community process.

**Team Meetings:** You will meet five times in class with your partner teams from COMM 462. These class meetings will take place in another classroom that can accommodate both classes: the Music Building, room 113. The days we will meet jointly are noted on the schedule, below. You will also meet outside of class time with your SAGE team at various times during the semester and at locations in Lemon Grove. Contact me with questions.

**Final Project:** Significant time outside of class will be spent working on a dramaturgical project that will be the final project for the class. You will decide on the content and form for this project, in consultation with the instructor. One of the tenets of this class is that the category of “dramaturgical work” is a broad one that may include: a dramaturgy protocol for a production you are dramaturging or would like to dramaturg, an in-depth research project, an extensive collection of image research, an adaptation, a translation, an essay, or something else entirely. Guidelines are available on Blackboard for the Final Project. A one-page proposal for your final project is due on 22 February 2017. A verbal update on your progress on the final project should be shared in office hours or via email the week of 20 March 2017.

**LMDA:** Students are asked to join the professional organization for dramaturgs in North America: the Literary Managers and Dramaturgs of the Americas (LMDA). Members of this organization work in all areas of dramaturgy, in professional, non-profit, and academic theatres, as well as in film and television. The membership is comprised of dramaturgs at all different points in their career. Students are especially encouraged to take advantage of the Early Career Dramaturgs’ group in LMDA. More information is available at www.lmda.org (this link is also on Blackboard). Of particular note: LMDA’s international annual conference is coming to Berkeley from June 22-24, 2017, and all students are encouraged to attend the events and sessions and volunteer for this conference, if at all possible. More information will be provided on the conference as it becomes available.
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If you have questions about the readings or assignments, please come to office hours or contact me at morr@mail.sdsu.edu. Note that the syllabus is subject to change. I will inform you of changes as soon as possible, both in class and through Blackboard.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Material Discussed / Reading Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 18</td>
<td>Introduction and Goals of the Course: The varied category of “dramaturgical work.” What is a play?</td>
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<tr>
<td>2</td>
<td>January 25</td>
<td>The History and Definition of the Role(s) of the Dramaturg. Reading: Bly’s Production Notebooks “Introduction;” Katz’s “The Compleat Dramaturg” and Lindemann’s “A Tough Sell…” on Blackboard.</td>
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<tr>
<td>3</td>
<td>February 1</td>
<td>Working on the Work: Dramaturging “New” Plays &amp; “Old” Plays  [SHORT PROJECT 1 DUE] Reading: Fuchs’s “Visit to a...” and Lerman’s “Toward a Process…” Articles on the [murmur] project, all on Blackboard. MEET WITH COMM 462 TEAMS in M113, form teams, decide on project, and start fieldwork</td>
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<tr>
<td>4</td>
<td>February 8</td>
<td>Dramaturgical Challenges—working with very old plays Reading: “The Clytemnestra Project” in Bly’s Notebooks (1-62).</td>
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<tr>
<td>5</td>
<td>February 15</td>
<td>Dramaturgy and History and Structure; Working on a “New” Play; Analyzing Structure MEET COMM 462 TEAMS in M113, create a plan to gather data, share fieldwork in process Reading: Act One of I Am My Own Wife by Doug Wright  [SHORT PROJECT 2 DUE]</td>
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<td>6</td>
<td>February 22</td>
<td>Dramaturgy and History and Structure: Using Diagrams; Sharing Research <em>FINAL PROJECT PROPOSAL DUE</em> Reading: finish I Am My Own Wife by Doug Wright Additional Discussion: production of Matsuyama Mirror (see performance before this class period).</td>
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<td>8</td>
<td>March 8</td>
<td>Working with Writers and Devising New Scripts Reading: “The Dramaturgical Dialogue” by Michael Bigelow Dixon and “The Archaeology of Performance” by Mary Zimmerman on Blackboard MEET WITH COMM 462 TEAMS in M113, share data, script outline  [SHORT PROJECT 3 DUE]</td>
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<tr>
<td>9</td>
<td>March 15</td>
<td>Developing a Relationship with the Audience Reading &amp; Discussion: “Audience Relationship” Reading on Blackboard</td>
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<tr>
<td>10</td>
<td>March 22</td>
<td>Working with a Living Writer <em>UPDATE ON FINAL PROJECT DUE</em> Viewing: See the World Premiere of The Blameless at The Old Globe Reading: TBA on Blackboard</td>
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<tr>
<td>11</td>
<td>April 5</td>
<td>Dramaturging an “Old” Play with an Auteur Director Reading: Danton’s Death in Bly’s Notebooks (63-124)  [SHORT PROJECT 4 DUE]</td>
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<tr>
<td>12</td>
<td>April 8-9</td>
<td>MOXIE and SDSU’s BIG Night of Little Plays, 48-hour new play festival at MOXIE Theatre</td>
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<td>13</td>
<td>April 12</td>
<td>The Dramaturg as Artist Reading: “Research, Counter-Text, Performance” by D.J. Hopkins on Blackboard MEET WITH COMM 462 TEAMS in M113, finalize presentations  [SHORT PROJECT 5 DUE]</td>
</tr>
<tr>
<td>14</td>
<td>April 26</td>
<td>Dramaturgy and the Theatre—Plans and Realities Discussion: production of The Full Monty (see performance before this class period).</td>
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<tr>
<td>15</td>
<td>May 3</td>
<td><strong>Presentations of SAGE Projects in Experimental Theatre 7:30pm</strong> (rehearsal at 6pm)  [SAGE PUBLIC PRESENTATION]</td>
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<tr>
<td>Finals</td>
<td>May 10</td>
<td>Final Exam Period 4:00-6:00pm. We will meet at 4:00 to wrap up the semester. Brief presentations of Final Projects. Final Projects are due at this time.</td>
</tr>
</tbody>
</table>
STUDENTS NEEDING ACCOMMODATIONS: If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

NOTE ON ACADEMIC HONESTY: Academic honesty is an important tenet of the university community, and one that I take seriously. Cheating on a quiz or test, or plagiarism on the discussion board (turning in another’s writing as your own) will be grounds for failing that assignment (zero points) and will result in referral to the Center for Student Rights and Responsibilities. Flagrant or repeated cheating or plagiarism will be grounds for failing the course. I use measures to prevent cheating on my exams and regularly use the Internet to confirm the originality of students’ work. Contact me with any questions on this policy.

SDSU adheres to a strict policy regarding cheating and plagiarism. These activities will not be tolerated in this class. Become familiar with the policy (http://www.sa.sdsu.edu/srr/conduct1.html). Any cheating or plagiarism may result in failing this class and a disciplinary review by Student Affairs. Examples of Plagiarism include but are not limited to:

- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
- Copying and pasting work from an online or offline source directly and calling it your own
- Using information you find from an online or offline source without giving the author credit
- Replacing words or phrases from another source and inserting your own words or phrases
- Submitting a piece of work you did for one class to another class

If you have questions on what is plagiarism, please consult the policy (http://www.sa.sdsu.edu/srr/conduct1.html) and this helpful guide from the Library: (http://infodome.sdsu.edu/infolit/exploratorium/Standard_5/plagiarism.pdf)