

Course Outline

COURSE: THEA 3 **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2020 **CURRICULUM APPROVAL DATE:** 06/09/2020

SHORT TITLE: EL TEATRO CAMPESINO

LONG TITLE: El Teatro Campesino

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

Reading, viewing and discussing the development of the Chicano (Mexican American) culture in American Society reflected in the works of playwright and director Luis Valdez and El Teatro Campesino (The Farm Worker's Theatre) are the focus of this course. It traces the historical and cultural influences of the theatrical company from its creation in 1965 to the present. Students will read actos, plays and view live theatrical production, film and video produced by El Teatro Campesino. This course has the option of a letter grade or pass/no pass. **ADVISORY:** Eligible for English 250 and English 260.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

05 - Hybrid

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Identify the societal influences behind the historical development of El Teatro Campesino and examine the struggle of the Chicano (Mexican-American) culture in American Society.
2. Analyze and discuss the background, diverse cultural, historical, and artistic influence of writer, director Luis Valdez inspiring the development of Chicano Theater and theater of social protest in the Americas
..
3. Demonstrate how actos can be used to communicate ideas, how people are feeling and bring cultural awareness to a social problem.
4. View and evaluate live and/or video theatrical performances, film and video productions produced by El Teatro Campesino and reflect on their cultural significance.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 06/09/2020

6 HOURS

Content: The Beginning 1965 - The Farm-workers Theatre; Joining the United Farm-workers Union - La Huelga; The years of actos, political and social sketches.

Student Performance Objectives: Identify the purpose of actos. State how the Actos inspired social action and cultural awareness. Discuss the historical, cultural and artistic influences of the founding of El Teatro Campesino by Luis Valdez and the connection with the Great Grape Strike and the United Farm-workers Union. Explain and describe the plight of the Farm-workers as it relates to the creation of El Teatro Campesino.

6 HOURS

Content: El Centro Campesino Cultural - The company establishes itself in Del Rey and becomes "concerned with the broad sweep of history that the Chicano was caught up in."

Student Performance Objectives: Explain how the use of comedy in the actos was used to promote understanding of the farm-workers situation. Identify how stereotypes and behavior in the characters being satirized promoted cultural awareness in the actos assigned.

6 HOURS

Content: The years of the MITOS or myths, stories drawn against cultural backdrops of Mexican Indian Legend and mythology. El Teatro Campesino begins nationwide and world wide touring. It becomes an award winning theatre company recognized by Broadway with an Obie award in 1968.

Student Performance Objectives: Explain how "alma", "cuerpo" and "corazon" are used in the CD to promote cultural understanding. Compare and contrast what you learned to your personal beliefs. "From field to Hollywood" to guide one through the CD in reference to the work of El Teatro Campesino. Discuss the themes, ideas and cultural expression present in each of the plays. Explain how the protagonists are presented in the plays.

6 HOURS

Content: El Teatro Campesino establishes its home in San Juan Bautista and evolves two folk plays into a seasonal tradition staged in the Mission. "La Virgen del Tepeyac based on a mystery play and "La Pastorela" a shepherd's play remade in the Chicano image.

Student Performance Objectives: Recognize how a folk tale can be adapted to a live theatrical production. Describe the significance and influence of religion and belief as portrayed by the play. Compare and contrast your personal views and beliefs with those reflected in the production.

3 HOURS

Content: Peter Brook and El Teatro Campesino. El Teatro Campesino welcomes Sir Peter Brook and his company to San Juan Bautista for a collaboration or "unholy" theater.

Student Performance Objectives: Recognize the world-wide significance of El Teatro Campesino as a theatrical ensemble creating work which crosses cultural boundaries through theatrical performances.

MID TERM EXAMINATION. SUBMIT ACTOS.

3 HOURS

Content: "La Carpa de los Rasquachis: The Tent of the Underdogs"

Student Performance Objectives: Discuss the universal themes evident in the play.

3 HOURS

Content: "El Fin del Mundo" (The End of the World-A Chicano retelling of a medieval mystery play.).

Examining the literature and theatrical history influencing the plays.

Student Performance Objectives: Compare and contrast the style and production aspects of the two plays. Describe how the first play influenced the second.

6 HOURS

Content: El Teatro Campesino and Luis Valdez embark on a world tour and come home to San Juan Bautista California and begin to work in film. "Zoot Suit" is presented at the Aquarius Theater in Los Angeles. Edward James Olmos play "El Pachuco" It is the first play by a Chicano playwright to appear on Broadway. It is made into a film.

Student Performance Objectives: Discuss the historical and cultural issues evident in the play Zoot Suit. Identify the historical, cultural and social elements contributing to the Zoot Suit riots. Recognize how a playwright transforms a real event to the page and then to the stage and then to film. Discuss the historical influence behind Zoot Suit. Identify the cultural climate among different people during World War II in California.

3 HOURS

Content: La Bamba, a film written and directed by Luis Valdez, is a biography of Chicano rock'n'roll singer Ritchie Valens.

Student Performance Objectives: Recognize and discuss the struggle of Chicano recording artists during the 50's. Identify the cultural challenges overcome by the protagonist in La Bamba.

3 HOURS

Content: "I Don't Have to Show You No Stinking Badges". Examine how the situation comedy influenced the writing of this play.

Student Performance Objectives: Compare and contrast the style of "Badges" with "Zoot Suit". Evaluate and explain the motivations of the protagonist. Describe the social, economic and cultural lives of the characters in the play. Question the resolution of the play. Compare and contrast the style of "Badges" with "Zoot Suit". Evaluate and explain the motivations of the protagonists and how the characters embody the complexities of one culture merging into another.

3 HOURS

Content: Bandido! The American Melodrama of Tiburcia Vasquez, Notorious California Bandit, Exam, Essay

Student Performance Objectives: Analyze the main character, Tiburcio Vasquez. Discuss the use of melodramatic techniques in this play. Compare and contrast this play with Zoot Suit. Discuss the themes, ideas and cultural environment present in the play.

4 HOURS

Content: Mummified Deer

Student Performance Objectives: Analyze the affects of genocide on the family structure. Discuss the use of flashback and how it works in the telling of the play.

2 HOURS

Final - Written Examination

METHODS OF INSTRUCTION:

Lecture and discussion. Reading and written analysis of actos and plays. Viewing films, interviews, stage readings on video and possibly attending live theatrical productions.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 12

Assignment Description:

Reading: "The Shrunken Head of Pancho Villa"

Actos: Las Dos Caras del Patroncito

View: The Four Roads

Writing Project: "Writing an Acto"

Required Outside Hours: 12

Assignment Description:

Reading: Actos: Los Vendidos and No Saco Nada en la Escuela

View: Los Vendidos

Required Outside Hours: 12

Assignment Description:

Reading: "Bernabe", "Soldado Razo", "The Dark Root of a Scream"

View: "From Fields to Hollywood" CD

Required Outside Hours: 12

Assignment Description:

Read: The assigned plays. Write reflection paper.

View: ETC Teledramatic Showcase: The Passion Play

Research: The sources of folk-plays, cycle plays and the shepard's plays.

Required Outside Hours: 6

Assignment Description:

Read: Segments from "The Empty Space" by Peter Brook.

Required Outside Hours: 6

Assignment Description:

Study for midterm.

Required Outside Hours: 6

Assignment Description:

Read: "La Carpa"

View: El Corrido

Required Outside Hours: 6

Assignment Description:

Read: "El Fin del Mundo" and "Mundo Mata"

View: Available segments.

Required Outside Hours: 12

Assignment Description:

Read: Zoot Suit

View: Zoot Suit the movie and segments of the staged play. Interviews with the producer and designer of the 2004 tour.

Required Outside Hours: 6

Assignment Description:

View: The Film La Bamba and answer study guide questions.

Required Outside Hours: 6

Assignment Description:

Read: The play "I Don't Have to Show You No Stinking Badges" Write a discussion paper.

Write a play analysis.

View: Segments of the live productions.

Research: Reviews of the productions.

Required Outside Hours: 6

Assignment Description:

Read: The play Bandido! Write a play analysis.

Study for exam.

Required Outside Hours: 6

Assignment Description:

Read: Mummified Deer

View: Available segments of "Corridos" and Corridos Remix

Study for final exam.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 50.00 %

Percent range of total grade: 35% to 55% Written Homework; Reading Reports; Essay Exams; Other: Critiques, Writing Projects: Actos, Plays

Objective examinations

Percent of total grade: 45.00 %

Percent range of total grade: 35% to 55% Multiple Choice; True/False; Matching Items; Completion

Other methods of evaluation

Percent of total grade: 5.00 %

Percent range of total grade: 5% to 10% Special project: Theater, Film, Video, Website

REPRESENTATIVE TEXTBOOKS:

Luis Valdez. Luis Valdez, Early Works: Actos, Bernabe and Pensamiento Serpentino, or other appropriate college level text.. Houston, TX: Publico Press, University of Houston,1990.

Note: The textbooks are anthologies of actos and plays which do not require updating.

ISBN: ISBN: 1-55885--003-1

Reading Level of Text, Grade: 12th Verified by: MS Word

Luis Valdez. Mummified Deer. Houston, TX: Publico Press, University of Houston,,2005.

Note: The textbooks are anthologies of actos and plays which do not require updating.

ISBN: 18558854177

Reading Level of Text, Grade: 12th Verified by: MS Word

Luis Valdez. Zoot Suit and Other Plays. Houston, TX: Publico Press, University of Houston,1992.

Note: The textbooks are anthologies of actos and plays which do not require updating.

ISBN: 978-1-55885-048-4

Reading Level of Text, Grade: 12th Verified by: MS Word'

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C1, effective 201470

GAV F, effective 201470

CSU GE:

CSU C1, effective 201470

IGETC:

IGETC 3A, effective 201470

CSU TRANSFER:

Transferable CSU, effective 201470

UC TRANSFER:

Transferable UC, effective 201470

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000163021

Sports/Physical Education Course: N

Taxonomy of Program: 100700