



THTR13129 *Theatrical Realism: Ibsen, Strindberg and Chekhov*

Term 2 - 2024

Profile information current as at 29/07/2024 03:31 pm

All details in this unit profile for THTR13129 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit you will study the development and structure of realism as a theatrical style from the late nineteenth century to the mid-twentieth century. You will explore the styles and motivations of Ibsen, Strindberg and Chekhov. Beginning with the realist theatre movements in the nineteenth century, you will explore early twentieth century realist theatre as it has evolved for theatre, film and television during the 20th and 21st centuries. You will analyse important primary sources while studying the broader political, social and cultural contexts as they apply to the history of theatrical performance practice during this period.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisite: Minimum of 18 credit points

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2024

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 40%

2. **Presentation**

Weighting: 30%

3. **Creative work**

Weighting: 30%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Analyse the plays of Ibsen, Strindberg and Chekhov to explore European theatrical realism
2. Explore theatrical performance conventions of European theatrical realism through practical demonstrations
3. Analyse twentieth and twenty-first century interpretations of plays by Ibsen, Strindberg and Chekhov
4. Reinterpret a play script from Ibsen, Strindberg or Chekhov in a contemporary context and style.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 40%	•			
2 - Presentation - 30%		•		
3 - Creative work - 30%			•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving		•		•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work				
6 - Information Technology Competence				
7 - Cross Cultural Competence				
8 - Ethical practice				
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microsoft Teams

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Linda Lorenza Unit Coordinator

l.lorenza@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to theatrical realism		

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Ibsen's "A Dolls House"		

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Strindberg's "The Father"		

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Strindberg v Ibsen		

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 1 due

Chekhov "The Cherry Orchard"

Comparative analysis Due: Week 5
Friday (9 Aug 2024) 11:59 pm AEST

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Chekhov "The Cherry Orchard"		
Week 7 - 26 Aug 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Chekhov "The Cherry Orchard"		
Week 8 - 02 Sep 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Contemporising the Realists		Assessment 2 due
Week 9 - 09 Sep 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Contemporising the Realists		
Week 10 - 16 Sep 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Contemporising the Realists		Comedy in Chekhov Due: Week 10 Friday (20 Sept 2024) 11:59 pm AEST
Week 11 - 23 Sep 2024		
Module/Topic	Chapter	Events and Submissions/Topic
No classes		Assessment 3 due
Week 12 - 30 Sep 2024		
Module/Topic	Chapter	Events and Submissions/Topic
No classes		Contemporising the Realists Due: Week 12 Friday (4 Oct 2024) 11:59 pm AEST
Review/Exam Week - 07 Oct 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 14 Oct 2024		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Comparative analysis

Assessment Type

Written Assessment

Task Description

Strindberg wrote *The Father* in response to Ibsen's *A Dolls House*.

After careful reading of both plays, consider each playwright's own motivation for writing the play and where this play fits in the playwright's portfolio of work.

You must explore the social constructs in each play, particularly identifying how each playwright portrays women and men and the relationships between them. Consider the personal, social and political influences upon each playwright at the time they wrote the play. Explore how these influences are reflected in the play.

This assignment is to be saved as a Word document and submitted online through the course website.

- Use 12 point Time New Roman font
- Essays must be double-spaced
- Sub-heading may be used as appropriate
- All excerpts from scripts, diagrams and images should include an in-text reference, and full details included in the Reference list

Use of Generative Artificial Intelligence agents (Gen AI)

Within this assessment, the use of Microsoft Copilot, Chat GPT or other Gen AI agents is as follows:

- No Gen AI use at any point during this assessment.

Word count: 2000 words

WORD COUNT FOR WRITTEN ASSIGNMENTS:

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date

Week 5 Friday (9 Aug 2024) 11:59 pm AEST

Word document submitted online through Moodle

Return Date to Students

Week 7 Friday (30 Aug 2024)

Weighting

40%

Assessment Criteria

- Identification and justification of the playwright's motivation to write this play (15%)
- Identification and discussion of social constructs evident in the play (20%)
- Explanation of quotes selected from the script to support claims (20%)
- Relevant discussion of personal, social and political influences upon each playwright as evident in the plays (20%)
- Accurate APA 7th edition referencing style, including citations and reference list (15%)
- Accurate spelling and grammar (10%)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Word document (.doc or .docx) uploaded via Moodle

Learning Outcomes Assessed

- Analyse the plays of Ibsen, Strindberg and Chekhov to explore European theatrical realism

2 Comedy in Chekhov

Assessment Type

Presentation

Task Description

This assessment task is a pre-recorded presentation. In your presentation you will:

- Provide an overview of the plot/synopsis, identifying what happens prior to the selected scene
- Provide the context of the chosen scene, including relevant character and circumstantial background that is required to understand what happens in the scene, for example: what does the character want? what is stopping them from getting this? and what is at stake?
- Identify the comedy in the scene by referring to the specific dialogue and/or action in the script, the given circumstances of the scene and how the scene is portrayed to create the comedy.
- Demonstrate the comedy through a recorded reading of the scene. This may be a recording by you with your own selected cast, or, you may find an example online

that you analyse to clearly identify the comedy and how it is portrayed in that particular production of the script.

Submission requirements

- This assignment is to be pre-recorded and submitted as Youtube link or video file and submitted online through the course website.
- The pre-recorded presentation including interpretation of the scene can be up to 10 minutes in duration.
- You may include diagrams, images and footage to assist your presentation.
- In addition to the pre-recorded presentation you must submit a reference list as a Word document containing full details of all included diagrams, images and footage in APA 7th edition style.

Use of Generative Artificial Intelligence agents (Gen AI)

Within this assessment, the use of Microsoft Copilot, Chat GPT or other Gen AI agents is as follows:

- No Gen AI use at any point during this assessment.

Assessment Due Date

Week 10 Friday (20 Sept 2024) 11:59 pm AEST

Pre-recorded presentation as youtube link or video file submitted online through Moodle

Return Date to Students

Week 12 Friday (4 Oct 2024)

Weighting

30%

Assessment Criteria

Assessment criteria

- Clear identification of the scene and why you chose it (10%)
- Effective analysis of the synopsis/plot and characters to demonstrate the set-up for comedy in the scene (15%)
- Effective identification of dialogue and/or directions in the script excerpt that demonstrate the comedy (15%)
- Effective scene interpretation to demonstrate the comedy clearly to an audience through audio-visual media (15%)
- Ability to communicate your analysis and findings clearly and logically to an audience through audio-visual media (15%)
- Accurate APA 7th edition referencing style, including citations and reference list (10%)

Peer assessment criteria:

The audience felt you:

1. Gave a clear overview of the synopsis/plot
2. Presented effective insight into the set-up of your chosen scene
3. Provide a clear outline of what the character wanted, what was at stake and what was stopping them getting what they wanted
4. Provided good examples of dialogue or directions to demonstrate the comedy in the scene
5. Provided an effective interpretation of the scene to demonstrate the comedy

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Pre-recorded presentation provided as a Youtube link or video file submitted online through Moodle

Learning Outcomes Assessed

- Explore theatrical performance conventions of European theatrical realism through practical demonstrations

3 Contemporising the Realists

Assessment Type

Creative work

Task Description

Choose a play from Ibsen, Strindberg or Chekhov and write a “pitch” for the work to be reinterpreted in a contemporary context.

The context includes the given circumstances of the play which are influenced by the time period in which the playwright wrote the play: time, place, economics, politics and law, learning and the arts, spirituality/religion.

Your contemporary interpretation may be a stage performance, or you may transpose the work into another format such as a feature film or television series. You must not choose a work that has already been made into a film or television series, such as Simon Stone’s film “The Daughter” adapted from Ibsen’s “The Wild Duck”.

Your pitch must:

- identify the original play and why you have chosen it
- provide your clear understanding of the idea/issue or concern behind the play and how you will contemporise this
- provide an analysis of the synopsis and characters, using examples from the original script to demonstrate how the work will be adapted to your chosen contemporary context
- present three significant scenes or moments in the play and how you will adapt these for a contemporary context
- include at least four academic references (Google and Wikipedia not accepted, references must be sourced through the CQU library) in addition to the play script
- include correct use of APA7th edition style for the in-text referencing and the reference list

Use of Generative Artificial Intelligence agents (Gen AI)

Within this assessment, the use of Microsoft Copilot, Chat GPT or other Gen AI agents is as follows:

- No Gen AI use at any point during this assessment.

This assignment is to be saved as a Word document and submitted online through the course website.

- Use 12 point Time New Roman font
- Essays must be double-spaced
- Sub-heading may be used as appropriate
- All excerpts from scripts, diagrams and images should include an in-text reference, and full details included in the Reference list.

Word count: 2000 words (maximum)

WORD COUNT FOR WRITTEN ASSIGNMENTS:

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date

Week 12 Friday (4 Oct 2024) 11:59 pm AEST

Word document uploaded to the unit website

Return Date to Students

Exam Week Friday (18 Oct 2024)

Weighting

30%

Assessment Criteria

- Clear identification of the original play and why you chose it (10%)
- Clear understanding of the idea/issue or concern behind the play and how you will contemporise this (15%)
- Effective overview of the synopsis/plot and characters to demonstrate how the work will be adapted to a contemporary context (15%)
- Discuss three significant scene or moments in the play and how you will adapt/contemporise these for your chosen context (30%)
- Inclusion of at least four academic references sourced through the CQU Library (Google and Wikipedia references will not be accepted) in addition to the original play script to justify your analysis and discussion (10%)
- Accurate APA 7th edition referencing style, including citations and reference list (10%)

- Accurate spelling and grammar (10%)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

No submission method provided.

Submission Instructions

word document submitted online through Moodle

Learning Outcomes Assessed

- Analyse twentieth and twenty-first century interpretations of plays by Ibsen, Strindberg and Chekhov
- Reinterpret a play script from Ibsen, Strindberg or Chekhov in a contemporary context and style.

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem