



Georgia Institute of Technology

LMC 3202: Drama

School of Literature, Media, and Communication

Section C, 3 Credits, Fall 2026

Instructor Information

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General Course Information

Description

What happens when a play leaves the page and enters the body?

This course treats drama not only as literature to be read, but as an event to be performed, embodied, and experienced. Combining close reading with theatrical practice, students will move between seminar and studio, learning how meaning in drama emerges through voice, gesture, space, and collaboration. Through scene work, students will learn techniques of character development, objective-setting, and interpretation. At the same time, we will examine how plays engage urgent questions of identity, ethics, and social life, including illness and care, memory and trauma, and the structures that shape human experience.

No prior acting experience is required: only a willingness to experiment, collaborate, and take creative risks.

Course Learning Outcomes

By the end of this course, students will be able to:

- Analyze dramatic texts through close reading and performance-based interpretation
- Demonstrate foundational acting techniques, including voice, movement, and objective-setting
- Explain how theatrical performance shapes meaning, audience experience, and interpretation
- Collaborate effectively in ensemble-based creative work
- Reflect critically on the relationship between embodiment, dramatic performance, and social meaning

Required Course Materials

Primary texts include:

- Sophocles, *Oedipus Rex*
- Luis Alfaro, *Oedipus El Rey*

- Margaret Edson, *Wit*
- Tennessee Williams, *Cat on a Hot Tin Roof*
- Larissa FastHorse, *The Thanksgiving Play*
- Jackie Sibblies Drury, *Fairview*
- Paula Vogel, *How I Learned to Drive*

Readings from Antonin Artaud, Declan Donnellan, and Augusto Boal among others will be available on Canvas.

Grading Policy

Final grades in this course are based on the weighted components listed below. Each assignment is designed to assess different aspects of your learning, including analytical reading, performance practice, collaboration, and reflective writing. At Georgia Tech, final course grades are awarded on a scale of A-F with no +/- grades (A = 90–100; B = 80–89; C = 70–79; D = 60–69).

- Monologue Performance: 20%
- Scene Study Performance: 20%
- Analytical Reflection: 20%
- Final Performance Project: 20%
- Performance Lab and Participation: 20%

Description of Graded Components

Monologue Performance: Students will select, prepare, and perform a monologue, developing skills in breath, movement, and character.

Scene Study: Students will rehearse and perform scenes in small groups, focusing on interpretation, collaboration, and staging.

Analytical Reflection: A short essay reflecting on how performance reshapes interpretation of a dramatic text.

Final Performance Project: A collaborative performance (adaptation, staging, or original interpretation) developed and presented at the end of the semester.

Performance Lab and Participation: Short, low-stakes exercises (in class and/or brief submissions) that develop skills in voice, gesture, and theatrical experimentation. Active engagement in discussion, rehearsal, and studio work.

Course Policies

Attendance Policy

This is an active, studio-based course. Regular attendance and participation are essential. I will take into account attendance when determining final grades. Consistent participation in discussion, rehearsal, and performance activities is required for success in the course.

Academic Integrity and Code of Conduct

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Any suspected violations of the [Honor Code](#) will be referred to the Office of Student Integrity.

Students are expected to adhere to the Georgia Tech [Student Code of Conduct](#) and maintain respectful and professional behavior in all course interactions.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Technology Policy

Because we will be working with voice, movement, and in-class performance, it is essential that we maintain a focused, distraction-free environment. Cell phones must be silenced and put away during class. Laptops and tablets are permitted only for ADA accommodations or when explicitly required for a class activity.

Generative AI Policy

In this course, you will develop skills in close reading, performance, collaboration, and embodied interpretation. These are practices that depend on your attention, your voice, your body, and your engagement with others in real time. Generative AI cannot perform this work for you. Overreliance on such tools not only undermines your development as a thinker and artist, but also short-circuits the interpretive and creative processes that this course is designed to cultivate.

Unless explicitly authorized as part of a specific assignment, the use of generative AI (e.g., ChatGPT or similar tools) to generate written work, analyses, or creative material for this course is not permitted. Unauthorized use will be considered a violation of the Georgia Tech Honor Code and may be referred to the Office of Student Integrity.

Extensions and Late Assignments Policy

Because this course is discussion- and performance-based, assignments are designed to build on one another and to support collaborative work in class. For this reason, deadlines are important and should be taken seriously. Late assignments are not accepted except in cases of documented extenuating circumstances (e.g., illness, family emergency). If such circumstances arise, you must

contact me as soon as possible and provide appropriate documentation. Extensions are granted at the instructor's discretion.

Missed in-class performances, workshops, or participation-based activities generally cannot be made up, as they depend on real-time collaboration. In exceptional cases, alternative arrangements may be offered. In accordance with Georgia Tech policy, accommodations will be made for approved Institute activities (such as athletic events or official university travel) and religious observances, provided that you notify me in advance. If you anticipate conflicts related to major academic or professional commitments (e.g., career fairs, interviews), please communicate with me as early as possible so that we can plan accordingly.

Consistent communication is key. Students who reach out early are much more likely to receive flexibility than those who do not.

Campus Resources for Students

Academic Success and Advising

Academic Success and Advising, a unit in the Office of Undergraduate Education & Student Success, provides free support for your courses. Students can attend scheduled supplemental review (PLUS) sessions, stop by Drop-In Tutoring, or schedule a one-on-one appointment through Knack. To explore what options work best for you, please visit us online at success.gatech.edu/tutoring, email us at tutoring@gatech.edu, or come see us at Clough Undergraduate Learning Commons, Suite 283.

Communication Center

[The Communication Center](#) supports writers and communicators from across the Georgia Tech community with communication skills and projects related to their academic work, careers, and civic and community lives. As an inclusive resource, the center welcomes those of all identities, languages, and ability levels. If you need support with a writing or public speaking assignment, I encourage you to schedule an appointment with a trained consultant at their location in 447 Clough Undergraduate Learning Commons.

Student Well-Being

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A comprehensive list of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being and can be found here: <https://students.gatech.edu/student-resource-guide>.

[Stamps Health Services \(SHS\)](#), a department within the Division of Student Engagement and Well-Being, is an outpatient facility designed to meet the health needs of students and their spouses/domestic partners. SHS's mission is to promote the health and well-being of the Georgia Tech community so each student can pursue their academic success. They are located within the Joseph Brown Whitehead Building. You may make an appointment online, in the patient portal, or by phone at (404) 894-1420.

Counseling and other mental health services are available at the [Center for Mental Healthcare and Resources](#). They work with all students who visit to develop an individualized care plan based on your unique needs. Their staff of case managers and counselors specialize in mental health concerns

that affect college students, and they provide students with evidence-based and data-driven interventions to help you to improve your functioning and get back on track with your personal, social, and academic goals. They are located in 238 Smithgall Hall and can be reached at (404) 894-2575.

Notes

A Note on Challenging Texts and Studio Culture

Many of the texts we encounter this semester will ask us to consider experiences and perspectives beyond our own, ones we may not relate to or even fully understand. While these works may make us feel uncomfortable or even vulnerable, I ask that we attempt to engage with the material and consider how these challenging texts may shape and reshape our thinking. Keep in mind that you do not have to relate to or even like a work to find value in its craft, its aim, its position in the world. Sometimes, the most difficult works are the ones we learn the most from, the ones we find ourselves coming back to, year after year.

Because this course also involves performance and collaborative work, we will encounter these texts not only through discussion, but through embodied practice with one another. This requires a classroom environment grounded in trust, respect, and generosity. I ask that you approach both discussion and performance with openness and care, supporting your peers as they take creative and interpretive risks. I recognize that engaging with these texts requires a certain level of risk, and I will do my best to create a safe classroom community that allows you to discuss and learn from these works in productive, meaningful ways. I expect that everyone in the class will do their part to sustain this community.

Because I believe that engaging with any artistic work requires vulnerability and because I do not want to make assumptions about my students' unique challenges, I do not offer content warnings. I do, however, encourage you to speak with me if you are concerned about specific forms of content. I will help prepare you to encounter assigned material on the terms best suited to your well-being. Finally, I understand that engaging with such material may take you to a place that no longer feels productive and may be trauma-inducing. Should this occur, I respect your right to exclude yourself from class discussion, and I encourage you to contact the Center for Mental Healthcare and Resources.

A Note on Changes to this Syllabus

This syllabus is subject to change. Students will be notified in advance of any changes.