A Concise History of Theatre provides a selective, culturally diverse introduction to the world's most influential theatrical and dramatic traditions. The primary focus of this new book is to place theatre in the society that spawned it. Although names and dates are important, these facts are presented as less important than the significance of these names and dates in the culture of a particular society. A Concise History of Theatre is designed in full color to help students understand the events, places, and people that have populated theatre during the past three millennia. The book’s clear and logical presentation of material, together with the carefully chosen illustrations, will appeal to students. The captions for each image are presented as teaching tools that clarify and enrich the text.

Special Features

Two sidebars supplement most chapters:

The Play’s the Thing centers on the story of a significant play and why it is important, and offers some biographical information about the playwright. This feature is intended to give students a general sense of a play; it is not intended as a substitute for reading a particular play that the instructor may assign as collateral reading. This feature can, however, introduce a student to the theatre literature of specific eras.

How We Know concentrates on original documents and artifacts with commentary to describe how we know—or do not know—about theatre history. This will introduce students to the work of theatre historians and to the sometimes provisional nature of the conclusions drawn from fragmentary evidence. These sidebars are not intended to teach facts about theatre history as much as to teach that theatre history is a living discipline that has changed through time. The implication is that it will continue to change as new evidence surfaces and new theories are posited and supported by evidence.

A Concise History of Theatre contains five additional teaching features to help students master the material:

- Learning Objectives at the beginning of each chapter alert students to what is important for them to take away from reading each chapter.
- Key Terms at the conclusion of each chapter alert students to significant, and probably testable, concepts. These terms can also serve as a brief review. For some foreign key terms, pronunciation guides are provided. These are meant to be general US pronunciations, not authentic foreign pronunciations.
- Glossary at the end of the text includes definitions of all key terms with notation of the page on which the term first appears.
- Timelines for most chapters, titled “Chapter at a Glance,” offer a quick view of important events along a vertical continuum to aid understanding of theatre chronology. The left column of the timeline is a context section offering a small number of other historical events
of the period covered, which should connect theatre history to other commonly taught historical dates.

• **Illustrations and photographs** help students to visualize important places and events. These carefully chosen illustrations, engravings, and photographs present visual records of theatre over its 2,500-year history. *A Concise History of Theatre* is profusely illustrated.

### Teaching Resources for Instructors

Instructors who use *A Concise History of Theatre* will have access to three ancillary features designed to help students master the intricacies of a serious inquiry into theatre’s history. First a chapter-by-chapter PowerPoint™ presentation that includes illustrations found in the text plus additional visual material not included in the text. Captions link the new and old images. This feature will help instructors build compelling visual classroom presentations.

A second resource is an *Instructor’s Manual* that provides for each chapter suggestions for lectures and questions for classroom discussion.

The *Test Bank* resource presents the instructor with chapter-by-chapter test questions in three formats: True/False, Multiple Choice, and discussion. Correct answers are provided for the first two types of questions.

The three resources are available electronically via Pearson’s Instructor’s Resource Center at [www.pearsonhighered.com/irc](http://www.pearsonhighered.com/irc). (Instructors should contact their local Pearson representative for access.)

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