

OCT 21 2008

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		08-39m.	App-11/18/08	App-4/21/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Wendy Carse	Email Address wcarse@iup.edu
Proposing Department/Unit English	Phone 357-2261

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) ☐ New Course ☐ Course Prefix Change ☐ Course Deletion ☒ Course Revision ☒ Course Number and/or Title Change ☒ Catalog Description Change	
ENGL 217 Drama	ENGL 343 Drama
<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing
2. Additional Course Designations: check if appropriate ☐ This course is also proposed as a Liberal Studies Course. ☐ Other: (e.g., Women's Studies, Pan-African) ☐ This course is also proposed as an Honors College Course.	
3. Program Proposals ☐ New Degree Program ☐ Program Title Change ☐ Program Revision ☐ New Minor Program ☐ New Track ☐ Other	
<u>Current</u> program name	<u>Proposed</u> program name, if changing
4. Approvals	
Department Curriculum Committee Chair(s)	Date
Department Chair(s)	
College Curriculum Committee Chair	
College Dean	
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	

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Liberal Studies

* where applicable

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Liberal Studies

Part II. Description of the Curriculum Change

1. New Syllabus of Record

I. Catalog Description:

ENGL 343 Drama

3c-01-3cr

Prerequisites: ENGL 101, 122, or permission

Focuses on the forms and theories of drama as a genre. Emphasizes major writers and movements as well as significant historical developments.

II. Course Objectives:

At the end of the course, students will be able to:

1. Analyze the qualities and characteristics that define drama as a genre.
2. Explain the historical and cultural evolution of the drama genre, including current scholarly controversies surrounding the genre, its categories, and specific texts.
3. Apply a variety of theoretical approaches to reading and viewing drama.
4. Analyze texts through writing and discussion.
5. Distinguish “major” and “literary” writers and dramas in the canon from “popular” dramas and formulate opinions as to the value and significance of such distinctions.
6. Apply studies in drama to student-identified interests, including personal reading and viewing, coursework, teaching, etc.

III. Course Outline

Drama and Genre Theory

Introduction: Reading, Thinking, and Talking About Drama

(3 hours)

What is Drama?

How to Read a Play

The Great Ages of Drama

Sub-genres of Drama

Elements of Drama

For Illustration and Example

Sophocles' Oedipus Rex. + Commentaries.

(1 hour)

Drama and Feminist Theory

Aristophanes' Lysistrata

(1 hour)

Aphra Behn's The Rover; Or, The Banished Cavaliers

(1 hour)

Ibsen's A Doll House + Commentaries.

(2 hours)

Drama and Socio-Economic Theory

Miller's Death of a Salesman + Commentaries.

(3 hours)

Brecht's Mother Courage and Her Children + Commentaries

(1 hour)

Williams' The Glass Menagerie + Commentaries.

(2 hours)

MIDTERM EXAMINATION

(1 hour)

Discussion of Group Presentations and Semester Projects + Formation of Groups.

(1 hour)

Drama and Absurdist Theory

Chekhov's <u>The Cherry Orchard</u> + Commentaries.	(1 hour)
Pirandello's <u>Six Characters in Search of an Author</u> + Commentary.	(1 hour)
Beckett's <u>Krapp's Last Tape</u>	(1 hour)

Drama and Socio-Economic Theory

Miller's <u>Death of a Salesman</u> + Commentaries.	(3 hours)
Brecht's <u>Mother Courage and Her Children</u> + Commentaries	(1 hour)
Williams' <u>The Glass Menagerie</u> + Commentaries.	(2 hours)

Drama and Critical Race Theory

Renaissance Drama + Shakespeare's <u>Othello</u> + Commentaries.	(3 hours)
Hansberry's <u>A Raisin in the Sun</u> + Commentary.	(2 hours)
Fugard's " <u>MASTER HAROLD</u> "...and the boys + Commentaries.	(2 hours)
Wilson's <u>Fences</u>	(2 hours)

Drama and Queer Theory

Wilde's <u>The Importance of Being Earnest</u> + Commentaries.	(2 hours)
Kushner's <u>Angles in America</u> + Commentary.	(6 hours)

Final Exam Period: Group Presentations of Semester Projects	(2 hours)
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IV. Evaluation Methods

Reading Journals	20%
Midterm Examination	20%
Midterm Analysis Paper	20%
Presentation/Lead Discussion	10%
Participation	10%
Final Paper/Project	20%

Note: This will be a critical paper or creative project that applies theories of drama to particular texts.
Topic must be approved by the professor first.

V. Grading Scale

The final grade for the course will be determined as follows:

A = 90%-100%; B = 80-89.9%; C = 70-79.9%; D = 60-69.9%; F < 60%.

VI. Attendance Policy

The attendance policy will conform to IUP's Undergraduate Course Attendance Policy.

VII. Required textbook

Jacobus, *The Compact Bedford Introduction to Drama*, 6th ed. 2009.

VIII. Special Resource Requirements

There are no special resource requirements for this course.

IX. Bibliography

Aristotle. *The Poetics*. Tr. S. H. Butcher. Mineola, NY: Dover Publications, 1997.

Brater, Enoch, Ed. *Arthur Miller's America: Theater and Culture in a Time of Change*. Ann Arbor: U of Michigan Press, 2005.

Bentley, Eric. *The Theory of the Modern Stage: An Introduction to Modern Theatre and Drama*. New York: Applause, 1997

Esslin, Martin. *The Theatre of the Absurd*. 3rd ed. Garden City, NY: Doubleday, 1982.

Garner, Stanton B. Jr. *Trevor Griffiths: Politics, Drama, History*. Ann Arbor: U of Michigan Press, 1999.

Geis, Deborah R. and Steven F. Kruger, Eds. *Approaching the Millennium: Essays on Angels in America*. Ann Arbor: U of Michigan Press, 1998.

Goldman, Michael. *On Drama: Boundaries of Genre, Borders of Self*. Ann Arbor: U of Michigan Press, 2000.

Sell, Mike. *Avant-Garde Performance and the Limits of Criticism : Approaching the Living Theatre, Happenings/Fluxus, and the Black Arts Movement*. Ann Arbor: U of Michigan Press, 2008.

2. Summary of the proposed revisions

We've revised course objectives, adjusted assignments accordingly, and updated the bibliography.

3. Justification/rationale for the revision

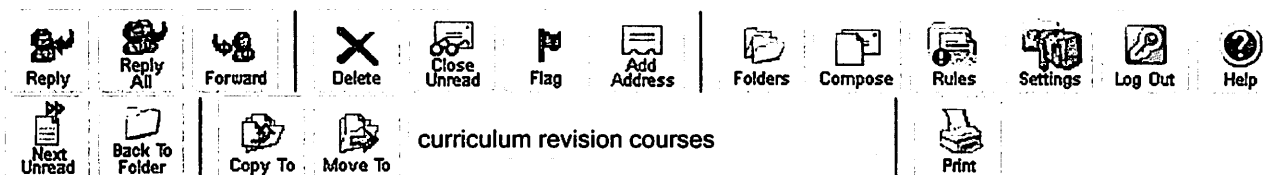
This course has not been revised in several years, and it has moved from a 200 to a 300-level course. We've adjusted the objectives and types of assignments to reflect higher-level objectives and updated the bibliography to reflect more current theoretical approaches to poetry.

4. The old syllabus of record

This course predates our last program revision. We were unable to find the old syllabus of record for ENGL 217 Drama.

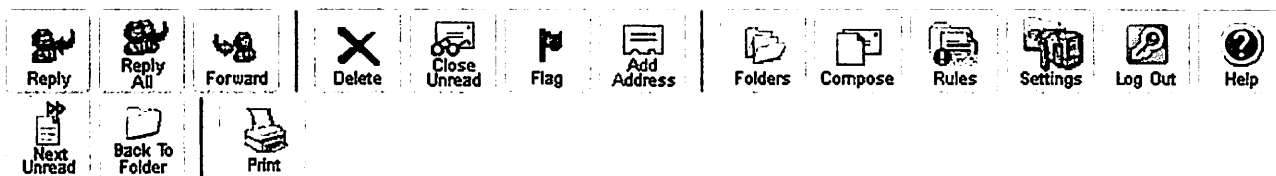
Part III. Letters of Support or Acknowledgement

See e-mail from Linda Norris, English Education coordinator regarding dropping the line in the description about teaching poetry.

IUP I-Mail: Message from InBox Folder**From:** "Linda C Norris" <lnorris@iup.edu>**Subject:** genre courses**Date:** Tue, 11 Nov 2008 14:50:06 -0500**To:** wcarse@iup.edu

Hi Wendy,

Yes, I think the way the wording is under the objectives in number 6 allows for projects that could include teaching/teacher education. As far as I am concerned, I do not have any objections, and the syllabi for the formerly-called genre courses should be approved. LN



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Last updated: 03/13/2004 by jbr