STUDIES IN BRITISH THEATER AND SOCIETY
ENG 412/512
4 Credits
No Prerequisites

Rational for conversion: The conversion will give students greater opportunity to practice critical thinking and writing about dramatic literature in its social and cultural contexts by requiring students to read a significant number of additional primary and secondary texts, by increasing the length and complexity of writing assignments, and by raising research expectations.

[N.B. This ENG 412/512 proposal is an augmented version of one under concurrent review at the 3 credit level in a Catalog II proposal.]

The four credit version will:
• Add a primary and secondary text appropriate to the study of British theater and society;
• Increase the length and complexity of writing assignments;
• Add research instruction in incorporating print and non-print sources.
The core syllabus is the three credit version most recently taught.

Catalog Description:
Study of major dramatists and the audiences they addressed, of socio-economic conditions and their interrelations with theatrical institutions. Readings may include dramatic and non-dramatic literature. Historical period and content may vary. Upon departmental approval, may be repeated for a maximum of 9 credits.

Specific Course Content: Travel & Theater in Early Modern England
Studying dramatic and historical literature in a cross-disciplinary manner, this course examines the playhouses of early modern London as sites of vicarious exposure to the exotic worlds that contemporary English mariners and merchants actually engaged in a growing traffic. The readings juxtapose the reports of travelers to several travel-based plays. The class interrogates theater’s contributions to the emergence of, and the debates over, global ambitions in Shakespeare’s England.

412 Student Learning Outcomes:
• Identify key authors of early modern drama and travel literature.
• Account for and explain interrelationships between economic, cultural, and literary initiatives.
• Demonstrate knowledge of London’s theatrical and maritime industries, 1500-1640.
• Demonstrate highly developed critical reading, thinking, and writing skills necessary for advanced work in the Humanities.

Further 512 Student Learning Outcomes:
• Analyze and appraise contemporary critical discourses and theories concerning the study of early modern literature and culture.
• Demonstrate mastery of various research methods.

Evaluation of 412 Student Performance:
Students will demonstrate learning through:

- participation (10%), oral presentation (10%), critical essay, 5 pages (20%), final examination (25%), research paper, **10 pages on two of the readings and their relation to early modern English theater and culture, motives and methods of travel, or foreign involvements (35%). This paper must incorporate at least four outside sources. [The research assignment reflects an increase in length and requires the use of additional secondary sources.]**

Further Evaluation of 512 Student Performance:
Students will demonstrate learning through:

- participation (10%), oral presentation (20%), critical essay, 8 pages (30%), research paper, **12-15 pages incorporating at least six outside sources and addressing a contemporary critical issue related to England’s relations with non-English peoples and civilizations (40%). [This paper assignment reflects an increase in length and requires the use of additional secondary sources.]**

Learning Resources:
The following texts are required for both 412 and 512:
Course Packet: Bermuda pamphlets from Virginia Co; East India Co. papers; Fletcher, *Island Princess, Sea-Voyage*; selected secondary scholarship
Richard Hakluyt, *Voyages & Discoveries* (Penguin)
Thomas Heywood, *The Fair Maid of the West* (Regents)
Christopher Marlowe, *The Jew of Malta* (New Mermaids)
William Shakespeare, *The Tempest* (Folger)
Additional texts of scholarship (optional) on reserve

Statement Regarding Disability Access Services:
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

Link to Statement of Expectations for Student Conduct:
[http://oregonstate.edu/admin/stucon/achon.htm](http://oregonstate.edu/admin/stucon/achon.htm)

Weekly Outline of Required Readings and Assignments:
**Week One:** Historical Introduction, Travel Narratives: Richard Hakluyt (selections)
**Week Two:** Richard Hakluyt (selections); Mary Fuller (Packet)
**Week Three:** Marlowe, *Jew of Malta*; Daniel Vitkus, Jonathan Burton (Packet)
**Week Four:** Heywood, *Fair Maid of the West I*; Jean Howard (Packet) CRITICAL ESSAY DUE
**Week Five:** Marlowe, *Doctor Faustus*; Jonathan Dollimore (Packet)
**Week Six:** Jourdain and Strachey pamphlets (Packet)
**Week Seven:** Shakespeare, *Tempest*; Peter Hulme, John Gillies (Packet)
**Week Eight:** East India Co. journals & letters (Packet)
**Week Nine:** Fletcher, *Island Princess*; Michael Neill (Packet)
**Week Ten:** Fletcher, *Sea Voyage*, Anthony Parr (Packet) RESEARCH PAPER DUE

412 Final exam during exam week, 512 Research paper due by end of exam week