

COURSE IMPLEMENTATION DATE: September 1978
 COURSE REVISED IMPLEMENTATION DATE: September 2006
 COURSE TO BE REVIEWED: February 2010
 (Four years after UPAC final approval date) (MONTH YEAR)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department and the material will vary
 - see course syllabus available from instructor

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| FACULTY/DEPARTMENT: | Faculty of Arts and Applied Arts | |
| ENGL 230 | | 3 |
| COURSE NAME/NUMBER | FORMER COURSE NUMBER | UCFV CREDITS |
| | The Tragic in Western Drama | |
| COURSE DESCRIPTIVE TITLE | | |

CALENDAR DESCRIPTION:

This course examines representative dramatic texts from a variety of historical periods, with a view to understanding the forms, conventions, and concepts of tragedy in Western drama.

PREREQUISITES: Any two 100 level English courses – ENGL 105 or higher
 COREQUISITES: none

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| SYNONYMOUS COURSE(S) | SERVICE COURSE TO: |
| (a) Replaces: _____ (Course #) | Theatre |
| (b) Cannot take: _____ for further credit. (Course #) | (Department/Program) |
| | (Department/Program) |

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| TOTAL HOURS PER TERM: | 50 | TRAINING DAY-BASED INSTRUCTION |
| STRUCTURE OF HOURS: | | LENGTH OF COURSE: |
| Lectures: 30 Hrs | | HOURS PER DAY: |
| Seminar: 15 Hrs | | |
| Laboratory: Hrs | | |
| Field Experience: Hrs | | |
| Student Directed Learning: Hrs | | |
| Other (Specify): 5 Hrs | | |
| Attendance & analysis of live performance | | |

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| MAXIMUM ENROLLMENT: | 36 |
| EXPECTED FREQUENCY OF COURSE OFFERINGS: | Once per year |
| WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

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| AUTHORIZATION SIGNATURES: | |
| Course Designer(s): Virginia Cooke | Chairperson: Raymond Welch (Curriculum Committee) |
| Department Head: Jim Andersen | Dean: Eric Davis |
| UPAC Approval in Principle Date: | UPAC Final Approval Date: February 3, 2006 |

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Students who successfully complete ENGL 230 should:

- be familiar with seminal tragic plays and playwrights from classical Greek to contemporary drama
- be able to interpret dramatic texts in historical context
- illustrate a basic understanding of the major movements, forms, and conventions which have shaped western tragic drama
- understand and apply various theories and concepts of tragedy in analysing dramatic texts
- show enhanced ability to read, analyse and write critically about drama

METHODS:

The class will combine lecture, discussion and seminar presentations. Videos of scenes and plays will be shown as appropriate. Students will attend and analyse at least one live production.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) ☒ Yes ☐ No

METHODS OF OBTAINING PLAR:

Individual portfolio assessment. Check with English department for guidelines.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Texts may include an anthology of representative plays (e.g. Drama: Classical to Contemporary, ed. John C. Coldewey & W.R. Streitberger. New Jersey: Prentice Hall, 1988), or individual texts of plays by authors such as Sophocles, Euripides, Seneca, Shakespeare, Marlowe, Racine, Buchner, and Miller.

Aristotle, Poetics

Coursepack with sample essays on tragedy such as Nietzsche's "The Birth of Tragedy" and Arthur Miller's "Tragedy and the Common Man"

SUPPLIES / MATERIALS:

No unusual supplies needed.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

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| Written assignments (1 short and 1 longer) | 50% |
| Analysis of a live performance | 15% |
| Class presentation | 10% |
| Final exam | 25% |

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

- 1) Greek tragedy: Aeschylus, Sophocles, Euripides: the Dionysian roots of tragedy, the figure of the scapegoat, "eating the gods." Aristotle's "Poetics" and a definition of tragedy
- 2) Roman tragedy: Seneca
- 3) Medieval variations: Everyman
- 4) Renaissance tragedy: Shakespeare, Hamlet or King Lear; Marlowe, The Duchess of Malfi or Dr. Faustus; essays by Northrop Frye, A.C. Bradley, G.K. Hunter; concepts of the tragic hero
- 5) Neoclassical tragedy: Racine's Phaedra
- 6) Modern forms of tragedy and tragicomedy: two plays from among Ibsen's Ghosts or Hedda Gabler; J.M. Synge's Riders to the Sea; Arthur Miller, Death of a Salesman; Samuel Beckett, Endgame, Djanet Sears, Harlem Duet

