



ORIGINAL COURSE IMPLEMENTATION DATE: September 1993
 REVISED COURSE IMPLEMENTATION DATE: September 2026
 COURSE TO BE REVIEWED (six years after UEC approval): March 2032
 Course outline form version: 29/08/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ENGL 310	Number of Credits: 4 Course credit policy (105)										
Course Full Title: Early Modern English Drama Course Short Title: Early Modern English Drama											
Faculty: Faculty of Humanities	Department/School: English										
Calendar Description: Examines a representative selection of sixteenth and seventeenth century English plays and performances, excluding Shakespeare's plays, taking into account historical contexts as well as contemporary critical contexts.											
Prerequisites (or NONE):	Any two 200-level English courses.										
Corequisites (if applicable, or NONE):											
Pre/corequisites (if applicable, or NONE):											
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every other year Maximum enrolment (for information only): 25										
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">30</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: center;">60</td> </tr> </table>	Lecture/seminar	30	Tutorials/workshops	30					Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.
Lecture/seminar	30										
Tutorials/workshops	30										
Total hours	60										
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: No	Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: Yes Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i>										
Department approval	Date of meeting: January 19, 2026										
Faculty Council approval	Date of meeting: February 13, 2026										
Undergraduate Education Committee (UEC) approval	Date of meeting: March 27, 2026										

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Evaluate performance decisions in relation to the texts of early modern plays, historical context, and current issues.
2. Analyze the language and structure of selected early modern plays, including language of race, class, and gender.
3. Apply knowledge of early modern social and historical contexts to early modern drama.
4. Articulate reflective, analytical, and critical responses to early modern plays.
5. Engage with current scholarly discussions of early modern plays, including those addressing race, colonialism, class, and gender and sexuality.
6. Use primary and secondary sources effectively and ethically in MLA style.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Final exam:	15%	Assignments:	70%	Holistic assessment:	15%
	%		%		%

Details:

- Class presentation or written assignment: 20%
- Short written assignment: 20%
- Longer written assignment: 30%
- Final exam: 15%
- Holistic assessment, such as discussion posts, reflective journal entries, or other contributions to the learning environment: 15%

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture/seminar/audio-visual material; attendance at one live performance.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Online resource	Ben Jonson	The Masque of Queens, https://www.hollowaypages.com/jonson1692fame.htm	
1. Book	Thomas Kyd	The Spanish Tragedy, Broadview	2016
2. Book	Christopher Marlowe	Tamburlaine the Great, Part One and Part Two	2014
3. Book	Thomas Dekker	The Roaring Girl	2008
4. Book	Thomas Dekker, John Ford, and William Rowley	The Witch of Edmonton	2001
5. Book	John Lyly	Galatea, Manchester UP	2008

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- Reading early modern plays
- Revenge tragedy and Anglo-Spanish relations: *The Spanish Tragedy*
- Fantasies of power: *Tamburlaine*
- Ovidian transformations and ecology: *Galatea*
- Gender and genre: *The Roaring Girl*
- Court performance: *The Masque of Queens*
- True crime: *The Witch of Edmonton*