

English Drama 1660-1800
50:350:351
T/Th 11:10-12:30 ATG 224
Office hours T/Th 12:30-1:30 & by
appointment

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COURSE DESCRIPTION

In this class we will read English plays from the Restoration and eighteenth century in a variety of genres. While we will analyze the literary merits of the texts, the course content will also focus on stage craft and performance. We will answer questions such as: how were plays performed without modern sound technology and lighting in large theaters? Were actors often wealthy celebrities in the past? Who went to the theater and how did they behave when they got there? The class will also regularly engage in script read throughs and think critically about how a performance is deeply influenced by actors, set designers, and directors. Requirements will include readings, short assignments, leading a class discussion, a midterm, a performance, and a final paper.

LEARNING GOALS

In this course students will learn to. . .

- Recognize how drama and its subgenres are distinct from other major literary forms, such as narrative and poetry.
- Think critically about the role the theater played in Restoration and eighteenth-century culture.
- Understand how theatrical performances function as interpretations with composite authorship.
- Perform and interpret a scene from a Restoration or eighteenth-century play.
- Lead their colleagues in an engaging discussion related to a section of a specific play.
- Write a persuasive and original research paper on a topic and/or text of the student's choosing.

TEXT

- *The Routledge Anthology of Restoration and Eighteenth-Century Drama*, eds. Kristina Straub, Misty Anderson, and Daniel O'Quinn. ISBN 978-1138915428

REQUIREMENTS AND GRADING

- | | |
|---------------------------------------|-----|
| • Attendance and Participation | 10% |
| • Discussion Leadership (1 meeting) | 10% |
| • Midterm Examination | 20% |
| • 3 Annotation Assignments | 10% |
| • Reading Quizzes | 10% |
| • Performance and Self-Evaluation | 10% |
| • Topic, Thesis, and Outline document | 05% |
| • Rough Draft of Paper | 05% |
| • Final Paper | 20% |

Quizzes

Students will complete 4 quizzes to assess their comprehension of the reading and lecture material and to help prepare them for the week's learning activities. Each quiz will be 10 multiple choice questions.

Playposit Video Lecture Questions

This semester I will be using a tool called Playposit that allows the instructor to make videos interactive by asking questions during recordings. Your responses to these questions will be graded. (The video, which should be viewed by 4/23/23, will have 10 questions worth 1-point each and will be recorded with your quiz grades.) However, you will be able to answer multiple times until you get the question correct. You will also be able to rewind the video to find the correct answer to the question. Please note: in order to have your points counted, Playposit requires that you finish viewing the video. So, even if you have answered the last question, you must view the entire video to receive credit for your answers.

Discussion Leadership

Following a schedule established on the first day of class, one time during the semester you will be responsible for leading class discussion on the reading for that day. As part of the assignment, you will be submitting the discussion questions to me via email no later than 11:59pm the night before class. During class, the leaders will introduce the main ideas of our authors and raise pertinent questions, leading discussion with (of course) assistance from the professor as needed. A document entitled "Model Notes for Discussion Leadership" is available under Module 1 on Canvas.

Midterm

Students will complete 1 midterm to assess their comprehension of the reading and lecture material and to provide feedback. The midterm will cover the first half of the semester. The questions will be the "objective" type (multiple choice, T/F, matching, fill-in-the blank, short answer, etc.)

Annotation Assignments

Students will complete 3 Annotations of critical articles that further contextualize the play being studied. The purpose of the annotations is to broaden students' understanding of eighteenth-century culture, which is one of the course's chief learning goals. Instructions for Annotations will appear under Module 3.

Group Performance Assignment

Students will complete one group performance of a significant scene contained in one of the plays we have read this semester. The purpose of this assignment is to assess the student's ability to comprehend and to interpret textual material. It also underscores our learning goal of thinking about drama as a performative genre.

Participation and Attendance

The purpose of a participation grade is to help you with your work preparation and to develop skills related to the course learning goals. Being absent from class *more than twice* over the course of the semester will seriously affect your participation grade. However, to receive an “A” for the participation portion, *you must be both present and actively engaged* with the class. I define “active engagement” as the following: answering and/or asking questions, responding to your classmates’ ideas, participating in group work, and volunteering to read passages.

Final Paper

Students will complete 1 final paper (to be submitted via Canvas) in lieu of a final examination. The purpose of this paper is to assess the student’s overall grasp of course learning goals as they relate to a topic of their choice. As part of this assignment, students will hand in a document detailing their topic, working thesis, and tentative outline. They will also workshop a draft of their paper during the final days of class.

ACADEMIC INTEGRITY, POLICIES, AND PENALTIES

Academic Integrity

Refraining from plagiarism or cheating in any form fosters an environment of fairness vital to your academic success and that of your peers. Because “grey areas” can appear in a variety of situations, please review the Rutgers-Camden academic integrity policy:

<https://deanofstudents.camden.rutgers.edu/sites/deanofstudents/files/Academic%20Integrity%20Policy.pdf> You will be held accountable to this standard. If you have any questions about

citations, group work, or exam preparation, please do not hesitate to contact me.

Students with Disabilities

Rutgers University welcomes students with disabilities into all University educational programs. To receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form at <https://webapps.rutgers.edu/student-ods/forms/registration>.

Disability services can be found at: <https://success.camden.rutgers.edu/disability-services>

Late Assignments

Late assignments are subject to a reduction of 1/3 of a letter grade for each calendar day past the due date. For example, if the assignment is due Monday and the student turns it in on Tuesday, the submission that would have been an A will now earn an A-. On Wednesday the grade will become a B+, on Thursday a B, and so on.

Electronic Devices

Cell phones should be turned off or on silent mode during class. Texting is not permitted at any time. Laptops should only be used for activities related to the class.

Reading About and Discussing Difficult Subjects

A guiding principle of instruction in this class is that every student will be respected and protected during our time together this semester. At the same time, the wide-ranging nature of academic inquiry in the college classroom routinely means engagement with topics, language, and situations that can provoke discomfort and confusion. This course, in particular, explores material that may deal with challenging topics such as racism, homophobia, misogyny, sexual violence, anti-Semitism, ableism, classism, and other ways in which privileged groups have dominated or abused groups that have been historically marginalized. While every effort will be made to discuss these topics with sensitivity, please be aware that class readings and class discussion will be devoted to exploring them. If you feel you are unable to read or to discuss sensitive topics at this time, please address your concerns with the professor at the start of the semester.

Module 1: Introduction to the Course

- T 01.17.23 Introduction to the Course
- Sign up for Discussion Leadership dates

Module 2: The Restoration Theater

- Th 01.19.23 Introduction to the Restoration Theater
- “Introduction: Performing Drama, Performing Culture,” pp. xxiii-xxxi;
 - “Restoring the Theatre: 1660-1700” pp. 1-8*

Module 3: The Man of Mode

- T 01.24.23 George Etherege, *The Man of Mode* (1696): Act I
- Headnote, pp. 123-3
 - Prologue, p. 125
 - Act I, pp. 126-132
- Th 01.26.23 *The Man of Mode*, Act II
- Act II, pp. 132-8
- T 01.31.23 *The Man of Mode*, Act III
- Act III, pp. 138-48
 - **Annotation Assignment 1 “18th Century Queer Cultures #1: The Macaroni and His Ancestors” Due**
- Th 02.02.23 *The Man of Mode*, Act IV
- Act IV, pp. 148-156
 - Sir Richard Steele, *The Spectator* No. 65, 15 May 1711 (A Review of *The Man of Mode*), pp. 172-4
- T 02.07.23 *The Man of Mode*, Act V
- Act V, pp. 157-66
 - **Quiz 1**

*All page numbers refer to *The Routledge Anthology of Restoration and Eighteenth-Century Drama*

Module 4: The Early Eighteenth-Century Theater

- Th 02.09.23 Introduction to the Early Eighteenth-Century Theater
- “Managing Entertainment: 1700-1760” pp. 355-360

Module 5: The Beggar’s Opera

- T 02.14.23 John Gay, *The Beggar’s Opera* (1728)
- Headnote pp. 489-490
 - **Annotation Assignment 2 “To lash the age: John Gay and *The Beggar’s Opera*” Due**
- Th 02.16.23 *The Beggar’s Opera*, Act I
- Introduction, p. 492
 - Act I, pp. 492-500
- T 02.21.23 *The Beggar’s Opera*, Act II
- Act II, pp. 500-09
 - **Quiz 2**
- Th 02.23.23 *The Beggar’s Opera*, Act III
- Act III, pp. 509-517
- T 02.28.23 Midterm Review
- Th 03.02.23 **Midterm Exam**

Module 6: The Late Eighteenth-Century Theater

- T 03.07.23 Introduction to the Late Eighteenth-Century Theater
- “Entertainment in the Age of Revolutions: 1760-1800” pp. 649-56

Module 7: The Belle’s Stratagem

- Th 03.09.23 Hannah Cowley, *The Belle’s Stratagem* (1780): Act I
- Headnote, pp. 842-3
 - Act I, pp. 845-51

SPRING BREAK

- T 03.21.23 *The Belle’s Stratagem*, Act II
- Act II, pp. 852-57
- Th 03.23.23 *The Belle’s Stratagem*, Act III
- Act III, pp. 858-863
 - **Quiz 3**
- T 03.28.23 *The Belle’s Stratagem*, Act IV
- Act IV, pp. 863-69
- Th 11.09.20 *The Belle’s Stratagem*, Act V
- Act V, pp. 869-77
 - Epilogue, p. 877

- T 04.04.23 **ONLINE ASYNCHRONOUS CLASS**
The Belle's Stratagem Online Analysis
- Watch and Answer Embedded Questions in Video: “Bull Session: *The Belle's Stratagem*” under Module 7 in Canvas

Module 8: The West Indian

- Th 04.06.23 **ONLINE ASYNCHRONOUS CLASS**
Richard Cumberland, *The West Indian* (1771): Act 1
- Read Headnote pp. 684-5 and Prologue, pp. 686-7
 - Read Act I, pp. 688-693
 - View Module 8, Class 1 Video Lecture (Canvas)
 - Post a Response to 2 Discussion Questions and 2 Responses to your Peers (Canvas)

- T 04.11.23 *The West Indian*, Act II
- Read Act II, pp. 693-701
 - **Annotation Assignment 3 “Capitalism and Slavery” Due**

- Th 04.14.23 *The West Indian*, Act III
- Act II, pp. 701-10
 - **Topic, Thesis, and Outline document due**

- T 04.18.23 *The West Indian*, Act IV
- Act IV, pp. 710-17

- Th 04.20.23 *The West Indian*, Act V
- Act V, pp. 717-23
 - Epilogue, pp. 723-4
 - **Quiz 4**

Module 9: Paper Workshops and Performances

- T 04.25.23 Paper Workshop
- **Bring a *completed*, hard copy of your paper to class**
 - ***Optional* Rough Draft due at Midnight via Email**
- Th 04.27.23 Scene Performances
- **Be prepared to perform your group's chosen scene in class**

FINAL PAPER DUE TUESDAY MAY 9th AT 11:59PM ON CANVAS