

**ENG 105: Introduction to Drama**  
**“Adapted for the Stage”**

Fall 2013  
CRN: 12992  
T/H 12:00-1:20  
360 Condon

Rachel Bash  
Office: PLC 241  
Office Hours: T 1:30-3, H 10-11:30 and by appointment  
Phone: 346-0531  
E-mail: bash2@uoregon.edu

“Adapting is a bit like redecorating.” —Alfred Uhry

“The stage has always cheerfully swiped whatever good stories were going.” —Philip Pullman

**THE CLASS:** The world of art and literature is more a constantly evolving exchange of ideas than a series of geniuses producing brand new visions of the world. Shakespeare, after all, didn't create all his plays from scratch. He often adapted old stories and myths, molding them to his own purposes, shaping them to tell new kinds of stories to new audiences. This class will consider the process and theory of adaptation in six plays, ranging from Athens in 431 B.C. to Eugene, Oregon in 2008. We'll think about what is gained and enriched by reconsidering familiar stories or moving them from one medium to another, and about how adaptation can make us think differently about both the stories and ourselves. In the process, you'll develop some familiarity with dramatic terminology, practice the oral and written analysis of literary texts, and gain some experience as a performer yourself!

**THE TEXTS:**

- \*Euripides, *Medea*, trans. Michael Collier and Georgia Machermer
- \*Printed from Blackboard: excerpt of Per Lysander and Suzanne Osten, *Medea's Children*, trans. Anne-Charlotte Harvey
- \*William Shakespeare, *Hamlet*
- \*Tom Stoppard, *Rosencrantz and Guildenstern Are Dead*
- \*David Henry Huang, *M. Butterfly*
- \*Printed from Blackboard: excerpt of Max Rayneard and Johnathan Wei, *Telling* and excerpt of Reyneard, “Let Me Tell You the Story of How”
- \*David Ball, *Backwards and Forwards (BF)*
- \*Additional references and course materials will be found on Blackboard (BB)

**THE WORK:**

Character Study (2-3 pages)	10%
Drama Review (2-3 pages)	15%
Staging Paper (3 pages)	20%
Midterm Exam	20%
Final Exam	20%
Participation/Vocab Entries	10%
Dramatic Adaptation (1-2 pages)	5%

**Character Study (10%):** For your first paper, you will analyze the objective, action, and significance of one character from Euripides' *Medea*. Specific details will be available on Blackboard.

**Drama Review (15%):** You will either attend one of the exciting plays being staged in the Eugene area this fall (see BB for options) or watch a filmed adaptation of one of our plays, available on reserve in the library. In **2-3 pages**, you will review the production/film. See Blackboard for more details and sample reviews.

**Staging Paper (20%):** For your final writing project, you will create your own adaptation, a written “staging” of a scene from one of our plays. You will also write a justification paper for your adaptation. See Blackboard for more assignment specifics.

**Exams** (40%, 20% each): The midterm and final exam will test reading comprehension, terminology, and your ability to think critically about course materials. There will be little in-class exam prep, as exams are rewards for being present and doing the work; you will, however, receive information beforehand about the amount and type of questions you will face. There will be no make ups; please note the final exam date on the syllabus to be sure you'll be here. The final exam will be cumulative.

**Participation/Vocab Entries** (10%, 5% each): "Participation" is a catch-all for "are you doing the work." Quizzes will be given in the event that I suspect otherwise. Reading is required and may be heavy at times. See Blackboard for more on participation expectations.

In addition, on the first day that we read a play, you will sign up for a vocabulary term. In an entry on our Blackboard discussion forum and using the resources available to you in our texts and in our online course materials, you will define that term and, in one or two sentences, discuss how that term is significant in the play we are reading. You cannot simply copy and paste your definition; that constitutes plagiarism. Put the definition in your own words. Provide a parenthetical citation for anything you do quote. These entries will be due by class time on the last reading day of each play except for *Telling*, five entries in all. Should you all complete your entries fully and thoughtfully, you will end up compiling a helpful study guide for exams. Vocab entries will be graded pass/no pass, and cannot be turned in late. See Blackboard for a sample vocab entry.

**Dramatic Adaptation** (5%): You will sign up during week one to do a collaborative staged dramatic interpretation of a scene from one of the plays we study this term. Afterwards, you will turn in a brief (1-2 page) reflection paper. See Blackboard for assignment specifics.

#### **THE POLICIES:**

**Attendance:** Attendance is required and will affect your final grade: **every absence beyond two will lower your final grade one "step" (e.g. B- to C+)**. It is your responsibility to sign the attendance sheet for every class. In-class quizzes and dramatic interpretations cannot be made up. Lateness is disrespectful to your peer and your instructor; if you are late two times, it counts as an absence.

**Exams and Papers:** In order to pass the course, students must hand in all three papers and take both exams.

**Office hours:** Use them! Make an appointment if your schedule doesn't allow you to use them!

**Paper Format.** Papers must be typed and double-spaced with one-inch margins on all sides. Your name, date, and course number should be typed on the first page in the upper left hand corner. After page one, type last name and page number at upper right-hand corner of every page. All papers must be titled. Spelling, punctuation, and grammar do count. **All papers will be handed in and graded electronically; this means that instead of handing in a paper copy, you will e-mail your paper to me as a Word attachment. I will e-mail you back with comments and a grade. See me in week one if you will not have regular access to a computer with internet capabilities.**

**Late Papers.** If you have a good reason for an extension, you must contact me before the due date. I'll deduct one grading "step" for each day papers are late (weekends count as two days): if you turn a B paper in one day late it will receive a B-; two days late, it will get a C+. After two class periods, I will not accept late papers for a grade; they count as missed assignments (F). **Remember: in order to pass the course, students must turn in all three papers.**

**Access:** The University of Oregon is working to create inclusive learning environments. Please notify me in week one if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or [uoac@uoregon.edu](mailto:uoac@uoregon.edu).

**Plagiarism.** Unacknowledged borrowing of others' words or ideas constitutes plagiarism, a serious academic crime that results in disciplinary action up to expulsion. So don't do it. If you use someone else's words or ideas, just quote them and provide the relevant source info in parentheses and in a list of works cited at the end of the paper. If you have any doubts or questions about plagiarism or the University's policy on it, come talk to me or refer to the summary of the Code of Student Conduct on the Office of Student Conduct and Community Standards website. In this class, plagiarism carries a penalty of *at least* earning a zero on the assignment, and *may* include failure of the class *and* disciplinary action from the English department.

**A Note on Grading and Class Expectations:** “Introductory” does not mean “easy.” The purpose of this class is to provide an introduction to dramatic terminology and an opportunity to consider that terminology as we read six plays together, as well as to think about and theorize adaptation in those works. This means you will not be graded harshly for not having a great breadth or depth of knowledge in the field of dramatic literature beyond what we discuss and read together. You will, however, be held to collegiate and English department standards in terms of your in-class participation, your follow-through on syllabus requirements, your display of course mastery on exams and quizzes, and the structure, argument, and mechanics of your writing. The reading and written work for this course may be heavy at times.

As for grading, I do not “give” grades. I *will* do my best to make you aware of the standards of the class with respect to participation and assignments and provide you with some tools to work towards meeting those standards. If you want an “A” (and I know many of you do), you will be expected to meet “A” standards (and I am available to help you). Note that an “A” has to do with more than the effort you put in. See Blackboard for the course rubric and more information about course expectations.

## CLASS SCHEDULE

This schedule is tentative: readings and assignments may change as needed. Readings are due by class time on the date they are listed.

DATE	READINGS DUE	ASSIGNMENTS DUE
<b>Week 1</b>		
T 10/1	Syllabus (in class)	
H 10/3	<i>Medea</i> : p. 3-14, 37-50	
<b>Week 2</b>		
T 10/8	<i>Medea</i> : p. 51-72; <i>BF</i> 25-31	
H 10/10	<i>Medea</i> : p.22-31, 73-82; <i>BF</i> 60-67	[Dramatic Adaptations: <i>Medea</i> ]; <i>Medea</i> vocab entries due by class time
<b>Week 3</b>		
T 10/15	<i>Medea's Children</i> (print and have in class): p. 1-22	
H 10/17	<i>Medea's Children</i> : p. 33-38, 45-51; <i>BF</i> 35-36	
F 10/18		<b>Character Study Due to my e-mail by 5pm</b>
<b>Week 4</b>		
T 10/22	<i>Medea's Children</i> : 52-60; <i>BF</i> 19-24	[Dramatic Adaptations: <i>Medea's Children</i> ]; <i>MC</i> vocab entries due by class time
H 10/24	<i>Hamlet</i> : Act 1	
<b>Week 5</b>		
T 10/29	<i>Hamlet</i> : Acts 2 and 3; <i>BF</i> 39-44	
H 10/31	<i>Hamlet</i> : Act 4; <i>BF</i> 9-14	[Dramatic Adaptations: <i>Hamlet</i> I]; Optional: dress up as Hamlet's ghost!
<b>Week 6</b>		
T 11/5	<i>Hamlet</i> : Act 5; <i>BF</i> 15-18	[Dramatic Adaptations: <i>Hamlet</i> II]; <i>Hamlet</i> vocab entries due by class time
H 11/7		<b>Midterm exam</b>
<b>Week 7</b>		
T 11/12	<i>Rosencrantz and Guildenstern</i> : Act One	
H 11/14	<i>RG</i> : Act Two; <i>BF</i> 45-59	
<b>Week 8</b>		
Su 11/17	<i>Last day to drop a class with a "W"</i>	<b>Drama Review Due to my e-mail by 5pm</b>
T 11/19	<i>RG</i> : Act Three; <i>BF</i> 92-93	[Dramatic Adaptations: <i>RG</i> ]; <i>RG</i> vocab entries due by class time
H 11/21	<i>M. Butterfly</i> : Act One	
<b>Week 9</b>		
T 11/26	<i>M. Butterfly</i> : Acts Two and Three; <i>BF</i> 76-78	[Dramatic Interpretations: <i>M. Butterfly</i> ]; <i>MB</i> Vocab entries due by class time
H 11/28	<b>No Class—have a safe and happy break!</b>	
<b>Week 10</b>		
T 12/3	<i>Telling</i> excerpt and Reynard, "Let Me Tell You" excerpt: print and have in class	
H 12/5	None: <i>Telling</i> conclusions, course wrap-	

	up	
F 12/6		<b>Staging Papers due to my e-mail by 5pm</b>
<b>Finals Week</b>		
T 12/10	<b>Final exam held in our classroom (360 Condon) from 8-9:50am (apologies)</b>	