

Syllabus

Indiana Wesleyan University

ENGL 511: Drama and Culture (Online)

Winter/Spring I 2022: 1/4/2022 – 2/28/2022

Instructor: Dr. Janet Novotny, janet.novotny@agsfaculty.indwes.edu

Course Description

A selective study of drama focused on a specific cultural theme, cultural group, or specific historical period. (Examples might include, but are not limited to, a focus on Christian culture, Asian-American drama, or Sixteenth-Century European drama.) The course will be writing-intensive—including formal and informal writing—and will focus on formalist and cultural analytical approaches to drama.

Credit Hours: 3

Prerequisite Courses: None

Course Outcomes

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

1. Explain how the form of a piece of drama (e.g. literary devices) conveys meaning.
 2. Manage the writing process effectively to generate organized, coherent, creative, specifically-supported, rhetorically-effective literary analyses.
 3. Interpret dramatic texts based on the culture of focus for the course (i.e. based upon the cultural theme, cultural group, or culture of the historical period of focus).
 4. Evaluate the meaning of a dramatic text using specific biblical principles. (Faith integration)
 5. Assess the ability of artistic drama to foreground the results of evil and so encourage moral thinking and behavior.
 6. Evaluate the writing of student peers for accuracy and effectiveness.
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Course Topics

- Conveying meaning through literary devices & conventions
 - Morally honest & artistic plays
 - Ability of artistic plays to convey psychological and moral truth. (All truth is God's truth)
 - A biblical view of human nature
 - Using biblical principles to evaluate dramatic texts
 - Influence of Christian culture on the dramatic arts.
 - Developing and refining a thesis sentence.
 - The writing process
 - Generating effective formal and informal literary analyses
 - Effective peer evaluation
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Workshop Resources

Workshop One

- Website: [BibleGateway](#)
- Website: [OCLS APA Style Tutorials](#)
- File: [Aristotle's Six Elements of a Play](#)
- Video: [Crash Course Theatre #3 Tragedy Lessons from Aristotle](#)
- Video: [An Introduction to Greek Theater](#)
- Webpage: [Antigone](#)
- File: [Final Analysis Essay Overview](#)

Workshop Two

- Article: [Why and How to Read Augustine's Confessions](#)
- Webpage: [Confessions](#)
- Webpage: [Everyman](#)
- Video: [Everyman](#)
- Video: [Everyman Morality Play Lecture by John Stacy](#)
- Video: [The Lit Plague: Everyman and the Morality Plays by Ricardo Matthews](#)
- eBook: [Spectacles](#)

Workshop Three

- Webpage: [Confessions](#)
- Play: [Tartuffe](#)
- Video: [Crash Course Theatre video #20 Rules, Rule-Breaking, and French Neoclassicism](#)
- Website: [OCLS homepage](#)
- Webpage: [Purdue Owl Tips and Examples for Writing a Thesis Statement](#)
- Webpage: [Reference List: Basic Rules](#)

Workshop Four

- Website: [BibleGateway](#)
- Article: [Multilingual Version of Our Town Now Available for Licensing from Concord Theatricals](#)
- Video: [Our Town](#)
- Video: [The Trip to Bountiful \(1985\) YouTube \(full movie\)](#)
- Video: [The Trip to Bountiful: Trailer | Lifetime \(trailer for the African-American cast of the movie\)](#)
- Video: [Horton Foote on "A Trip to Bountiful" \(YouTube\)](#)
- Video: [Horton Foote: To Kill A Mockingbird: Adapting the Novel \(YouTube\)](#)
- PDF File: [Waiting for Godot](#)
- Website: [OCLS APA Style Tutorials](#)

Workshop Five

- Website: [BibleGateway](#)
- Play: [The Old Settler](#)
- Article: [The Story of the Pittsburgh Neighborhood that Inspired "Fences"](#)
- Video: [Before it Hits Home \(Act 1\)](#)
- Video: How to Give and Get Effective Writing Feedback (embedded in [Activity 5.5](#))
- File: [Peer Review Feedback](#)

Workshop Six

- Website: [BibleGateway](#)
- File: [The Sacred Use of the Profane](#)
- File: [The Prophetic Imagination and Passion of David Mamet](#)
- Website: [OCLS APA Style Tutorials](#)

IWU Diversity Statement

IWU, in covenant with God's reconciling work and in accordance with the Biblical principles of our historic Wesleyan tradition, commits to build a community that reflects Kingdom diversity.

We will foster an intentional environment for living, teaching, and learning, which exhibits honor, respect, and dignity. Acknowledging visible or invisible differences, our community authentically values each member's earthly and eternal worth. We refute ignorance and isolation and embrace deliberate and courageous engagement that exhibits Christ's commandment to love all humankind. (2016)

Grading Scale

Grade	Quality Points Per Credit	Percentage	Score
A	4.0	95%–100%	950–1000
A–	3.7	92%–94.9%	920–949
B+	3.3	89%–91.9%	890–919
B	3.0	85%–88.9%	850–889
B–	2.7	82%–84.9%	820–849
C+	2.3	79%–81.9%	790–819
C	2.0	75%–78.9%	750–789
C–	1.7	72%–74.9%	720–749
D+	1.3	69%–71.9%	690–719
D	1.0	65%–68.9%	650–689
F	0.0	0%–64.9%	0–649

Note: In graduate level courses, a grade of C– or below will require the course to be repeated.

Grading Policies

Your grading policy for your course is dependent on your school and program. Your grading policies can be found in the [IWU Catalog](#).

Letter Grade Equivalencies

The chart below provides a broad overview of how Indiana Wesleyan University understands each grade level. Grade levels are primarily associated with the degree to which a student meets (or exceeds or fails to meet) the outcomes of a particular assignment. Scores and grades are based on the quality of student work as measured by stated rubrics. The pluses and minuses in each grade level allow the instructor some leeway as they apply their expertise in the evaluation of student work. Grades are often a delicate matter that involves both the instructor's sincere judgment and the student's effort and openness to feedback. If you have any questions about IWU's grading practices, please contact your instructor personally.

Check out the [video explanation of the Letter Grade Equivalencies table](#).

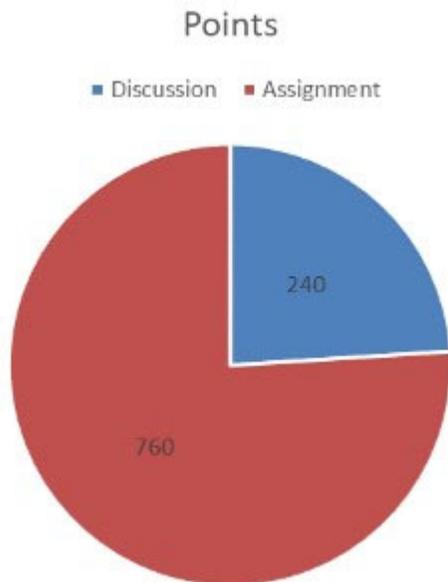
Grade	Category	Description
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Grade	Category	Description
A	Excellent	The student's work exceeds some or all stated outcomes (with all outcomes being met). The work demonstrates original thinking, critical analysis, and probing beneath basic issues that result in fresh insights. The student shows an awareness of the breadth of the subject matter and integrates relevant points into his/her work in wise and creative ways.

B	Competent	The student's work either competently meets all stated outcomes or has a mixture of excelling on some outcomes while falling slightly below on others. The student's work demonstrates some critical thinking and analysis, dealing directly with the assigned topic and developing sound content. The student shows an awareness of some other dimensions of the subject matter and makes reasonable connections at a few points.
C	Needs Improvement	The student's work meets some outcomes and fails to meet others. Critical thinking and analysis have flaws or are applied inconsistently and incompletely, leading to gaps and mistakes. The work shows noticeable gaps in the awareness of the subject matter and does not make helpful connections, resulting in work that needs improvement.
D	Inadequate	The student's work fails to meet most of the stated outcomes. Critical thinking and analysis are either largely absent or regularly flawed, resulting in mere restating of content or problematic conclusions. The work shows little awareness or mistaken representations of the subject matter and misses obvious connections. This work demonstrates a lack of competence in this area.
F	Failing	The student's work fails to meet the stated outcomes, sometimes not even touching on some of the assignment requirements. Critical thinking and analysis
Grade	Category	Description
		are either entirely absent or seriously flawed. The work shows no connections to the broader subject matter or reiterates mistaken understandings. Such work demonstrates a severe lack of competence and suitability for passing an assignment or course.

Note: In graduate level courses, a grade of C– or below will require the course to be repeated.

Grade Summary



Workshop Overviews

Workshop One Outcomes

Upon successful completion of this workshop, you will be able to:

- Identify the ways that theater has or has not played a role in your own cultural formation.
- Name Aristotle's Six Elements of Drama and begin to apply them to dramatic literature.
- Articulate the importance of story and how culture impacts stories and mean of storytelling.
- Apply characteristics to Sophocles play "Antigone."
- Recognize the cultural impact of dramatic literature and its subsequent force and effect when produced.
- Process critique and form original opinions.
- Articulate a decision-making process and justify the final decision.

Workshop One Outline

Title	Due Dates	Time	Points
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1.1 Assignment: Your Life as a Garden - Called to Cultivate	Due by the end of the workshop.	1 hour	25
1.2 Assignment: Creating a Culture	Due by the end of the workshop.	2 hours	20
1.3 Discussion: The First Attempt at Naming Things	Initial post due by the fourth day of the workshop. Responses to other posts due by the end of the workshop.	2 hours	40
1.4 Assignment: Sophocles' "Antigone" and Application of Characteristics Rooted in Aristotle	Due by the end of the workshop.	3 hours	40
1.5 Assignment: Step One of Final Paper - Choose Your Play	Due by the fourth day of the workshop.	4 hours	30
Totals		12 hours*	155

*These times are only estimates. Actual completion times will vary.

Workshop Two Outcomes

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

- Articulate the role pride plays in culture.
- Identify pride in ourselves and its consequences.
- Begin to think deeply about one of the most influential writers who has shaped western culture.
- Think critically about the application of the ancient text to current realities and find relevancy.
- Identify the ways in which culture both changes and stays the same and the artifacts that influence change.
- Begin to see how the nature of humanity is fleshed out in dramatic literature.
- Learn to apply characteristics of drama, rooted in Aristotle's Six, to dramatic literature across time.

- Develop a better understanding of the cultural, moral, and theological context in which *Everyman* was written.
 - Begin to identify the influence of ancient Roman culture on contemporary culture.
 - Apply cultural realities of antiquity to contemporary realities.
 - Hear multiple perspectives of text and learn from peers.
- Articulate a decision-making process that distinguishes between two good choices.
- Begin to read dramatic literature for cultural formation and understanding.
 - Identify philosophical ideas in literature.
 - Begin to ask the questions that will shape the rest of your analysis.

Workshop Two Outline

Title	Due Dates	Time	Points
2.1 Assignment: The Pharisaic Process - An Unholy Wedlock	Due by the end of the workshop.	1 hour	25
2.2 Assignment: Study Guide - Augustine's	Due by the end of the workshop.	2 hours	25
Totals		12 hours*	160
Title	Due Dates	Time	Points
"Confessions"			
2.3 Assignment: "Everyman" and Application of Characteristics Rooted in Aristotle	Due by the end of the workshop.	3 hours	40

2.4 Discussion: The Argument Against	Initial post due by the fourth day of the workshop. Responses to other posts due by the end of the workshop.	2 hours	40
2.5 Assignment: Step Two of Final Paper Meaning and Culture Analysis	Due by the end of the workshop.	4 hours	30
Totals		12 hours*	160

*These times are only estimates. Actual completion times will vary.

Workshop Three Outcomes

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

- Apply Biblical principles to the arts, particularly to the theatre.
- Articulate personal thinking regarding God's creation out of nothing.
- Begin to see how the nature of humanity is fleshed out in dramatic literature.
- Learn to apply characteristics of drama, rooted in Aristotle's Six, to dramatic literature across time.
- Develop a better understanding of the cultural, moral, and theological context in which the play was written.
- Think deeply about one of the most influential writers who has shaped western culture.
- Think critically about the application of the ancient text to current realities and find relevancy.
- Identify the ways in which culture both changes and stays the same and the artifacts that influence change.
- Identify cultural change and how it came about.
- Acquaint yourself with the artifacts of the period and articulate their value.
- Apply ancient suppositions to current realities.
- Synthesize readings, research, and analysis into new thinking.
- Use the process to write.
- Establish a roadmap for further research and final paper writing.

Workshop Three Outline

Title	Due Dates	Time	Points
3.1 Assignment: Working in the Garden Presuppositions About Being Creative	Due by the end of the workshop.	1 hour	25
3.2 Assignment: "Tartuffe" and Application of Characteristics Rooted in Aristotle	Due by the end of the workshop.	3 hours	40
3.3 Assignment: Study Guide - Augustine's "Confessions," Book III, chapter 2 & 6	Due by the end of the workshop.	2 hours	25
3.4 Discussion: Rules of the French Academy	Initial post due by the fourth day of the workshop. Responses to other posts due by the end of the workshop.	2 hours	40
3.5 Assignment: Step Three Final Paper - Thesis	Due by the end of the workshop.	4 hours	30
Totals		12 hours*	160
Title	Due Dates	Time	Points
Statement			
Totals		12 hours*	160

*These times are only estimates. Actual completion times will vary.

Workshop Four Outcomes

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

- Articulate new thinking regarding theological truths.
- Make application of spiritual living to your own life.
- Identify the ways in which comparison may be robbing you of fulfillment.
- Begin to see how the nature of humanity is fleshed out in dramatic literature
- Learn to apply characteristics of drama, rooted in Aristotle's Six, to dramatic literature across time.
- Develop a better understanding of the cultural, moral, and theological context in which the play was written.
- Identify in the dramatic literature the nature of reality and the nature of what it means to be human.
- Become aware of and learn from multiple perspectives.
- Articulate the differences and commonalities of Film and Theatre.
- Articulate the value of one of the most significant English language play of the 20th century.
- Compare the cultural realities of a post-WWII world with the emergence of Absurdism.
- Synthesize course materials with research materials and your own thoughts regarding a piece of dramatic literature.
- Adopt an appreciation for writing as a process.

Workshop Four Outline

Title	Due Dates	Time	Points
4.1 Assignment: Soaking	Due by the end of the	1 hour	25
Title	Due Dates	Time	Points
in the Stew of Social Comparison	workshop.		
4.2 Assignment: "Our Town" and Application of Characteristics Rooted in Aristotle	Due by the end of the workshop.	2 hours	40

4.3 Discussion: Juxtaposing Theater and Film (Horton Foote), "Trip to Bountiful"	Initial post due by the fourth day of the workshop. Responses to other posts due by the end of the workshop.	4 hours	40
4.4 Assignment: Study Guide - The Role of the Absurd & Beckett's "Waiting for Godot"	Due by the end of the workshop.	2 hours	25
4.5 Assignment: Step Four Final Paper - First Draft of Analysis Essay	Due by the end of the workshop.	4 hours	30
Totals		13 hours*	160

*These times are only estimates. Actual completion times will vary.

Workshop Five Outcomes

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

- Apply a hermeneutical approach to dramatic literature, film watching, and reading.
- Value with intention the purpose of life-long learning.
- Begin to see how the nature of humanity is fleshed out in dramatic literature.
- Learn to apply characteristics of drama, rooted in Aristotle's Six, to dramatic literature across time.
- Develop a better understanding of the cultural, moral, and theological context in which the play was written.
- Identify the significant events shaping and defining inter-racial relations and inter-racial justice during the 1950s in America.
- Apply principles from ancient text to contemporary dramatic literature. Apply the critical thinking skill of Multiple Perspectives
- Identify cultural specificity inside dramatic literature.
- Assess the structure and organization of the final paper.
- Provide effective feedback to your fellow writers.
- Integrate feedback into your revision process.

Workshop Five Outline

Title	Due Dates	Time	Points
5.1 Assignment: Theatrical Hermeneutics	Due by the end of the workshop.	1 hour	25
5.2 Assignment: "The Old Settler" and the Application of Characteristics Rooted in Aristotle	Due by the end of the workshop.	2 hours	40
5.3 Assignment: Study Guide Assignment: August Wilson's, "Fences"	Due by the end of the workshop.	2 hours	25
5.4 Discussion: Cheryl West's, "Before it Hits Home"	Initial post due by the fourth day of the workshop. Responses to other posts due by the end of the workshop.	3 hours	40
5.5 Discussion: Final Paper - Peer Review	Initial post due by the first day of the workshop. Responses to other posts	5 hours	30
Totals		13 hours*	160
Title	Due Dates	Time	Points
	due by the end of the workshop.		
Totals		13 hours*	160

*These times are only estimates. Actual completion times will vary.

Workshop Six Outcomes

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

- Exercise the critical thinking skill of multiple perspectives for the purpose of evaluation and problem-solving.
- Distinguish between what is presented/performed as merely descriptive from that which is prescriptive.
- Reflect on the aesthetic principle of “fittingness.”
- Discuss the meaning of prophetic imagination.
- Reflect on how works of art can influence one’s life.
- Learn to apply characteristics of drama, rooted in Aristotle’s Six, to dramatic literature across time.
- Develop a better understanding of the cultural, moral, and theological context in which the play was written.
- Analyze the work by explaining how the form of a piece of drama conveys meaning.
- Interpret the text based on the culture of focus.
- Assess the ability of artistic drama to foreground the results of evil and so encourage moral thinking and behavior.

Workshop Six Outline

Title	Due Dates	Time	Points
6.1 Assignment: The	Due by the end of the	1 hour	25
Totals		18.5 hours*	205
Title	Due Dates	Time	Points
Sacred Use of the Profane	workshop.		
6.2 Discussion: The Prophetic Imagination and Passion of David Mamet	Initial post due by the fourth day of the workshop. Responses to other posts due by the end of the workshop	3 hours	40

6.3 Assignment: "Glengarry Glen Ross" and Application of Characteristics Rooted in Aristotle	Due by the end of the workshop.	2 hours	40
6.4 Assignment: Final Paper Submission	Due by the end of the workshop.	12 hours	100
End of Course Survey	Due by the end of the workshop.	30 minutes	10 extra credit
Totals		18.5 hours*	205

*These times are only estimates. Actual completion times will vary.

Outline Totals

Total Time	Total Points
80.5 hours*	1,000

* These timings are based on estimations of average times to complete each activity. Actual activity completion times will vary.

Alternative Assignment Policy

Students with a documented disability may request accommodations for an alternative assignment(s) for course activities (Examples: video assignments, etc.). It is the student's responsibility to submit the form received from the Disability Services Office indicating his/her specific accommodation to the instructor prior to the start of each course.

Expectations, Policies, and Important Student Information

School/Division	Link
DeVoe School of Business Division of Liberal Arts School of Services and Leadership	Review School/Division Expectations, Policies, and Student Information
School of Educational Leadership	Review School/Division Expectations, Policies, and Student Information
Wesley Seminary @ IWU	Review School/Division Expectations, Policies, and Student Information
School of Nursing	Review School/Division Expectations, Policies, and Student Information

Course References

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