

**Carleton University
Winter 2019
Department of English**

**ENGL 4609: *Drama Studies: Global Context*
(*Theatres of Dissent*)**

Prerequisites: 4th year standing, or permission of the Department

Time/Day: Wednesday 2:35 - 5:25 p.m.

Location: SA 408

Please confirm location on Carleton Central

Instructor: Prof. Janne Cleveland

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Office: DT 1913

Phone: 613-520-2600 ext 2320

Office Hours: TBD

Course Outline:

In this course we will begin by considering what we mean by the term "dissent", and from there examine the ways in which theatre has presented dissenting voices to social, political, and cultural issues of the times in which works are created and staged. As an art form that responds to the cultural moment, theatre, and the dramatic texts that emerge from within its practices, shed light on the concerns that emerge in our contemporary context, and can invite us to engage with issues from multiple perspectives. Studying a range of works, and their performance strategies, from a variety of geographical and cultural contexts (including South American, Caribbean, South African, Canadian, etc.), we will explore how 20th and 21st century playwrights have utilized theatre and drama as a means of staging dissenting social and political voices. Of particular interest is how drama is employed by communities that have been colonized (politically, economically, etc.) in order to push back against varying forms of oppression. We will examine dramas through which playwrights have presented alternate visions to the status quo of their time and place, as well as explore texts, contexts, and performance strategies used to variously educate and engage the public in sociopolitical debate, as well as make space for the voices of the marginalized throughout the world.

Course Objectives:

1. To develop a familiarity with a variety of cultural contexts within which the writing and staging of drama takes place.
2. To explore the function of particular performance and staging methods utilized as a means of making dissent visible.
3. To discover the context and histories out of which political theatres and dramas emerge.
4. To develop and fine-tune a critical analysis of the narratives of political performance.

5. To refine the skills of research and presentation.
6. To become aware of the power of drama - there's a reason why the Puritans, under Oliver Cromwell in the 17th century, banned it and closed the theatres!

Required Reading:

Seven Jewish Children Caryl Churchill (English 2009)* **available on Ares**
Ubu and the Truth Commission Jane Taylor (South African 1997)
The Geography Teacher's Orders Marta Bruno Singh (Argentinian-Canadian 2018)
A Tempest Aimé Césaire (French 1969)
Harvest Manjula Padmanabhan (Indian 2003)
Thanks for Giving Kevin Loring (Indigenous Canadian 2018)
Daisy Sean Devine (Canadian 2017)

Course pack available at Haven Books (Seneca & Sunnyside)

Highly recommended:

Composition handbook (e.g. *The Broadview Guide to Writing*)

Course Evaluation:

Seminar Presentations (20%)

Students will prepare a presentation on the materials assigned for one of the weeks during the term. There will be sign-up sheet available, with a maximum of 2 presentations per week, so don't wait to sign up. You may use the topic of the seminar to build your final research paper, which will be done in the form of a take-home exam. Presentations will be scheduled at the beginning of class, and should take 15 - 20 minutes. There will be time for discussion and questions following each presentation.

cuPortfolio (20%)

Students will be provided with access to cuPortfolio, in which they will create 4 portfolio pages (each worth 5%) to track their own progress across the term (due dates vary, so check the course calendar). For example, students will produce a bio page, a post-seminar report, a reflection on the annotated bibliography assignment, and a course evaluation. Prompt questions for each portfolio page will be provided.

Annotated Bibliography (20%)

This assignment is the foundation of your final paper. You will present a proposal for your final research paper that includes a thesis statement (argument), and a list of citations that you will use as evidence to support your argument. You must include **7 - 9** scholarly sources. Each source will be properly cited and annotated in **MLA format***, and will contain a **brief** summary of each article used (no more than 2 sentences), and a careful explanation of how each resource supports

your position, along with how you will use it in your paper. We will go over how to do an annotated bibliography in class, but here are also very good resources to help you:

<https://owl.english.purdue.edu/owl/resource/614/1/>

<https://owl.english.purdue.edu/owl/resource/747/01/>

Paper Workshop (10%)

This is an in-class assignment. Students will incorporate feedback from their annotated bibliography assignment, and make a short presentation on their final research paper, which is still in-progress. The expectation is not that this will be a finished product, but rather that this is an opportunity to share your ideas with your peers and get further feedback from them. All students will be expected to offer feedback to the other presenters. This is a chance to hone and clarify your ideas prior to handing in the final research paper.

Take-home exam/Research Paper (20%)

Due TBA

This is a formal writing assignment. Using feedback from the thesis/outline assignment and the paper workshop, students will present a polished, carefully crafted final paper of **10 - 12** pages (excluding Works Cited page) in **MLA format** with a coherent, arguable thesis supported by evidence from the text and scholarly sources, a conclusion that responds to and resolves the argument. The most important aspect of your paper is **critical analysis**; in other words, not just what your topic is, but why it is important. As well, elements of writing such as rich vocabulary, proper use of citation style, correct punctuation and grammar, and sentence structure (syntax) will be taken into account. Further, structural elements, such as the logical progression of ideas that form the basis of your argument, will be expected. This assignment is your opportunity to demonstrate what you have learned in the course. Don't be afraid to demonstrate your excitement about your discoveries!

Essay Topics:

Choose one of the weekly topics in connection with the reading schedule to produce a carefully crafted argument. You may choose to develop the argument from your seminar presentation. You are encouraged to discuss your topic, and your approach, in advance with the instructor.

Attendance (10%)

It is extremely important to attend class, and participate. You will be expected to provide feedback to your peers during their seminar presentations. To get the most benefit, you need to be prepared to give as much as you get (from yourself and your colleagues).

All assignments will be submitted electronically on cuLearn

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

NOTE: All assignments must be completed in order to be eligible to pass the course. Failure to hand in all assignments may result in a grade of “F”. Assignments submitted after the course has ended will NOT be accepted.

REQUEST FOR ACADEMIC ACCOMMODATION:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the

classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Plagiarism

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- ☒ reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- ☒ submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- ☒ using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- ☒ using another’s data or research findings;
- ☒ failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- ☒ handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

The policy can be found at: <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy.pdf>

Class Schedule *

January 9	Introduction to the course; read the syllabus; some remarks on "dissent"
January 16	<i>A Tempest</i> (Cesaire)
January 23	<i>The Geography Teacher's Orders</i> (Singh)
January 30	seminar presentations
February 6	<i>Ubu and the Truth Commission</i> (Taylor)
February 13	seminar presentations
February 27	<i>Seven Jewish Children</i> (Churchill)
March 6	<i>Daisy</i> (Devine)
March 13	<i>Harvest</i>
March 20	seminar presentations
March 27	<i>Thanks for Giving</i>
April 3	Paper workshops

*** schedule may be subject to change. check cuLearn frequently**