

ENGL 4305
Summer 2026
Dr. Xinyuan Qiu
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Office hours: MWF 6 – 7:30 pm
Via Teams: Meeting ID: 279 315 462 240 113
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Topics: British Drama from Restoration to the Early 20th Century

Course Description

In this course, you will read drama written by British or Anglo-American authors from the 1660s to the early 20th century. By watching stage performances and TV or film adaptations of plays as well as reading the original texts, you will be introduced to playwrights including Aphra Behn, William Wycherley, William Congreve, Hannah Cowley, Elizabeth Inchbald, Richard Brinsley Sheridan, Anna Cora Mowatt, Mrs. Henry Wood, Oscar Wild, and George Bernard Shaw. You will watch comedies, satires, and tragedies, study various renderings of recurring themes such as life and fate, intrigue, love and infidelity, and learn to interpret plays within their historical and social contexts. By watching contemporary adaptations, we discuss what new media make possible for old plays. With recourse to graphic prints and caricatures, anecdotes of actors and actresses, as well as other accounts of the stage, you will also learn about how these plays were played and received by the audience back in the days.

Student Learning Outcomes (SLOs)

After taking this course, you will be able to

- Name major British and Anglo-American playwrights from the 17th century to the early 20th century
- Describe the historical contexts in which these playwrights composed their works
- Interpret plays in their cultural and social contexts
- Identify the connection between these plays and contemporary culture
- Analyze lines, characters, and themes in the plays
- Compare texts of plays and their adaptations on stage/screen to identify what new media make possible for old works
- Create a stage project that introduces a play in a way that both reflects its historical context and appeals to a contemporary audience

English (Undergraduate) Student Learning Outcomes

Graduating students will demonstrate that they can

- SLO1 – Students will be able to construct documents that demonstrate unity, organization, coherence, and development, and are grammatically correct.

- SLO 2 – Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.

Marketable Skills

- Students will communicate effectively in writing and speaking.
- Students will recognize how social and cultural contexts shape meaning and language.

Texts

Aphra Behn, *The Rover* (1670)

- Stage: [The Rover: Shakespeare in the Dark's 2018 Winter Show](#)
- Text: [1401-407-The Rover Script.pdf](#)

William Wycherley, *The Country Wife* (1675)

- Film adaptation: [The Country Wife 1673 Film in English, Anthony Andrews, Leslie Sarony, Phil Daniels - YouTube](#)
- Text: [The Project Gutenberg eBook of \[The Plays of\] William Wycherley, by William Wycherley.](#)

Richard Brinsley Sheridan, *The School for Scandal* (1777)

- Stage Performance: [The School for Scandal](#)
- Text: [The School for Scandal, by R. B. Sheridan, Esq.](#)

Royall Tyler, *The Contrast* (1787)

- Text: [The Project Gutenberg eBook of The Contrast, by Royall Tyler.](#)

Hannah Cowley, *A Bold Stroke for a Husband* (1783)

- Stage Performance: ["A Bold Stroke for a Husband" by Hannah Cowley](#)
- Text: [A bold stroke for a husband, a comedy, as acted at the Theatre Royal, in Covent Garden. By Mrs. Cowley. 1784 : Cowley, Mrs. \(Hannah\) : Free Download, Borrow, and Streaming : Internet Archive](#)

Elizabeth Inchbald, *Lovers' Vows* (1798)

- Performance clips: [Lovers' Vows - YouTube](#)
- Text: [The Project Gutenberg eBook of Lovers' Vows, by Mrs. Inchbald](#)

Anna Cora Mowatt, *Fashion* (1845)

- Stage performance: [Fashion](#)

Mrs. Henry Wood, *East Lynne* (1894)

- Movie: [east lynne movie 1982 - Search](#)

Oscar Wilde, *The Importance of Being Earnest* (1895)

- Movie: [The Importance Of Being Earnest | FULL MOVIE | Oscar Wilde | Comedy Drama - YouTube](#)
- Text: [The Importance of Being Earnest | Project Gutenberg](#)

George Bernard Shaw, *Mrs. Warren's Profession* (1902)

- Adaptation: [NBP YT Mrs Warrens Profession](#)
- Text: University library [Mrs. Warren's profession - EBSCO](#)

--, *Pygmalion* (1913)

- Movie: [My Fair Lady \(1964\) Full Movie HD - video Dailymotion](#)
- Text: [The Project Gutenberg eBook of Pygmalion, by George Bernard Shaw](#)

Assignments

Discussion board posts -----	30%
Open book quiz 1 -----	10%
Open book quiz 2 -----	10%
Essay 1: introducing a character -----	15%
Essay 2: propose a screen adaptation -----	15%
Creative project: creating a play program -----	20%

Modules and Schedule

Module	Week	Day	Homework
Module 1: Course overview	1	May 27	<ul style="list-style-type: none"> • Read “Course Overview” in Content (Blackboard) • Read the course syllabus (posted on Blackboard) • Post a self-introduction on the discussion board • Optional: post your questions on the Q&A board
Module 2: Restoration plays		May 28	<ul style="list-style-type: none"> • Read “Aphra Behn and the Rover” lesson (posted in Module 2) • Watch The Rover: Shakespeare in the Dark's 2018 Winter Show • Discussion board post
		May 29	<ul style="list-style-type: none"> • Read Acts I and II in 1401-407-The Rover Script.pdf • Watch movie <i>Libertine</i> (2004), accessible through Kanopy in SRSU library databases • Discussion post

Module	Week	Day	Homework
Module 3: Eighteenth-Century Plays	2	June 1	<ul style="list-style-type: none"> • Read “William Wycherley and The Country Wife” lesson (posted in Module 2) • Watch The Country Wife 1673 Film in English, Anthony Andrews, Leslie Sarony, Phil Daniels - YouTube
		June 2	<ul style="list-style-type: none"> • Read Act 4, Scenes 3 – 4 in The Project Gutenberg eBook of [The Plays of] William Wycherley, by William Wycherley. • Discussion post
		June 3	<ul style="list-style-type: none"> • Read “The School for Scandal” lesson • Watch The School for Scandal • Take quiz 1
		June 4	<ul style="list-style-type: none"> • Read Act 1, Scenes 1 and 2 in The School for Scandal, by R. B. Sheridan, Esq.
		June 5	<ul style="list-style-type: none"> • Read Prologue, Acts I and II in The Project Gutenberg eBook of The Contrast, by Royall Tyler.
		June 7	Essay 1 due on Blackboard, by the end of the day. Instructions will be posted in “Assignments” folder.
	3	June 8	<ul style="list-style-type: none"> • Read Acts III to V in The Project Gutenberg eBook of The Contrast, by Royall Tyler. • Watch a discussion of the play THE CONTRAST Marquee Moment • Discussion post
		June 9	<ul style="list-style-type: none"> • Watch "A Bold Stroke for a Husband" by Hannah Cowley • Discussion post
		June 10	<ul style="list-style-type: none"> • Read Prologue and Acts I and II in The Project Gutenberg eBook of Lovers' Vows, by Mrs. Inchbald • Work on essay 2
		June 11	<ul style="list-style-type: none"> • Read Acts III and IV in The Project Gutenberg eBook of Lovers' Vows, by Mrs. Inchbald • Work on essay 2
		June 12	<ul style="list-style-type: none"> • Read Acts V in The Project Gutenberg eBook of Lovers' Vows, by Mrs. Inchbald • Work on essay 2

Module	Week	Day	Homework
		June 14	Essay 2 due on Blackboard, by the end of the day. Instructions will be posted in “Assignments” folder.
Module 4: Nineteenth-Century Plays	4	June 15	<ul style="list-style-type: none"> • Read Basic Bio – Anna Cora Mowatt Ritchie • Watch Fashion • Discussion post
		June 16	<ul style="list-style-type: none"> • Watch east lynne movie 1982 - Search • Discussion post
		June 17	<ul style="list-style-type: none"> • Watch The Importance Of Being Earnest FULL MOVIE Oscar Wilde Comedy Drama - YouTube • Read Act I in The Importance of Being Earnest Project Gutenberg
		June 18	<ul style="list-style-type: none"> • Read Act II in The Importance of Being Earnest Project Gutenberg • Discussion post
		June 19	<ul style="list-style-type: none"> • Read Act III in The Importance of Being Earnest Project Gutenberg • Take quiz 2
Module 5: Early Twentieth- Century Plays	5	June 22	<ul style="list-style-type: none"> • Watch NBP YT Mrs Warrens Profession
		June 23	<ul style="list-style-type: none"> • Read Act I in Mrs Warren's Profession, by George Bernard Shaw • Discussion post
		June 24	<ul style="list-style-type: none"> • Read Act IV in Mrs Warren's Profession, by George Bernard Shaw • Work on Creative Project
		June 25	<ul style="list-style-type: none"> • Work on Creative Project
		June 26	<ul style="list-style-type: none"> • Work on Creative Project
		June 28	Creative Project due on Blackboard, by the end of the day. Instructions will be posted in “Assignments” folder.
	6	June 29	<ul style="list-style-type: none"> • Watch My Fair Lady (1964) Full Movie HD - video Dailymotion
June 30		<ul style="list-style-type: none"> • Watch Topsy-Turvy (2000), available on Amazon Prime Watch Topsy-Turvy Prime Video • Discussion post 	

Class Policies

Attendance

This course is asynchronous. The class do not meet at a scheduled time, but to keep yourself on page and complete the course, it is your responsibility to check the weekly schedule (listed below) and finish homework/assignment on time. **Your lesson and tasks for the next day will be available from midnight of the day. For instance, your lesson and tasks for May 28 will be available from 12 am on May 28.**

Late Work Policy

You should work to meet the deadlines of assignments as listed on this syllabus. Although I do not encourage procrastination, I understand sometimes you could feel stuck or encounter difficulties in writing. Start working as early as possible. Trying to write an essay from scratch only a few hours before deadline produces nothing but stress and terror. Reach out to me when you feel not able to meet a deadline, and we will figure it out together. A late submission without prior notice and my consent will not be graded.

AI Policy

All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, **the use of generative AI tools to complete any aspect of assignments for this course is not permitted and will be treated as plagiarism.** If you have questions about what constitutes a violation of this statement, please contact me.

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Student Responsibilities

All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for **checking their Sul Ross email as an official form of communication from the university.** Every student is expected to obey all federal, state and local laws and is expected to familiarize him/herself with the requirements of such laws.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Helpful Resources on Campus

Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Contact:

- srsulibrary@sulross.edu
- srsuarchives@sulross.edu
- Eagle Pass (D-129) Front Desk: 830-758-5035

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](https://www.timelycare.com/SRSU). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Writing Center

The Writing Center provides tutoring support for your brainstorming, writing, and revising. I encourage you to make an appointment for a tutoring session. If you are interested, contact Robin Alvarez, Writing Center Coordinator, rka19ro@sulross.edu. To access the Writing Center page, go to **Blackboard**. If you are logged into Blackboard, all you have to do is click this link: https://shsu.blackboard.com/ultra/organizations/_195798_1/cl/outline

Tutoring Center

The Lobo Den Tutoring Center offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

- Drop-in and Scheduled Appointments: Flexible options to fit your needs.
- Hours of Operation: Monday–Friday, 8:00 AM – 5:00 PM.

- Workshops: Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- Location: BWML Room 128.
- Contact Us: For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

Looking for additional support?

- Tutor.com offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- Access Tutor.com via Blackboard: Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!