

## SCAND 280: Ibsen and his major plays in English

Professor: Olivia Noble Gunn, [ogunn@uw.edu](mailto:ogunn@uw.edu)

Time and place: Mondays and Wednesdays, 3:30 to 5:20, THO 217

Office hours: Thursdays from 2:00 to 3:15

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### Course description

Henrik Ibsen (1828-1906), the "father of modern drama," is the second most performed playwright in the world, after Shakespeare. Who was Ibsen? How did he innovate and change our world? And how is he performed on the global stage today? In SCAND 280, we will read four of Ibsen's major dramas, paired with contemporary adaptations in film, graphic novel, and dramatic genres. We will also practice critical reading, writing, revision, and peer review skills.

### Learning Objectives

- become familiar with some major works by Henrik Ibsen
- further develop skills to analyze texts orally and in writing
- learn about Ibsen's life, authorship, and place on the world stage
- think about adaptation and creative re-engagement with artworks from the past

### TEXTS

The texts listed below are available at the University Bookstore or online. Please be sure to purchase the correct edition/translation.

- *Peer Gynt: A Dramatic Poem* by Henrik Ibsen, 0199555532
- *Ibsen: Four Major Plays*, Volume I, 0451530225
- *Indian Arm* by Hiro Kanagawa, 1770915729
- Other readings and viewings will be made available on Canvas

### GRADING

Students who complete this course will receive VLPA and W credit!

#### Participation 10%

Participation will be based on in-class writes. I will randomly select the days on which you hand in in-class writes for credit. Completed work will receive full credit. Each write will be worth 2% of your participation grade.

#### Paper 1 30%

Using one or two of Elinor Fuchs's questions, you will produce an analytical interpretation of either *Peer Gynt* or *A Doll House*. The paper should be based on close reading, carefully revised, with an introduction that announces your interpretation and plan of action, body paragraphs that engage textual evidence in detail and with correct formatting, carefully crafted topic sentences, and a conclusion. The paper should be 5-8 pages long, 12-point Times New Roman font, double-spaced, with references (Chicago or MLA formatting).

### Paper 2 30%

Your second paper will advance and support an analytical claim that emerges from comparison of an original drama (or two) and adaptation(s). The formal requirements described above also apply to this paper. Additional research is optional.

### Peer Review 20%

You will have a peer review partner during the drafting process of each paper. You should read your partner's paper carefully and provide substantial feedback on phrasing, logic, and development. You will hand your review back to your partner and to me. Your grade will depend on the level of your engagement with your partner's work. Further instructions will be provided.

### Paper Conference 10%

During week 10, I will schedule individual paper conferences with each student. Participation in the conference will result in full credit.

### Policies and Procedures

**Academic Style and format:** Citations used in course work should follow either the MLA style (<http://guides.lib.uw.edu/research/citations/mla-style>), or The Chicago Manual of Style, 16<sup>th</sup> edition. Be consistent! Choose one style and stick with it. Some bibliographic information might not be available, but the following questions must always be answerable by the reader: Who said it (author's name), and how/where can one find the source (title and page number, date and publisher, URL)?

ACADEMIC INTEGRITY: Cheating and plagiarism include, but are not limited to:

- Copying the work of others or allowing others to do your work;
- Directly quoting the words of others without using quotation marks, indented format, and in-text citations to identify them; or
- Using sources (published or unpublished) without identifying them; or
- Paraphrasing materials or borrowing the ideas of others without identifying the sources.

**Plagiarizing**, or copying and/or using the words or ideas of others without proper acknowledgement, undermines your learning, devalues the degree that you are seeking, and will result in failure of the assignment. Acknowledge and/or cite every single source that you consider when producing assignments. Over-citing is better than under-citing! If you need help understanding and avoiding plagiarism, come talk to me. *Consequences for plagiarizing will be determined on a case-by-case basis*, but can include failing the assignment and failing the course. Please see the following information on Student Academic Responsibility:

<https://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

**Late assignments will NOT be accepted**, except in cases of emergency or illness, to be considered on a case-by-case basis. If you need an extension for legitimate, non-emergency reasons, you must arrange this with me *before* the due date

### Please respect yourself and others.

- EMAIL: You are more than welcome to email me and to come by during office hours or to make an appointment during another time. I will respond to your emails as soon as possible, but I do not check email after 6:00pm or on the weekends
- My office is an LGBTQ+ friendly place

- The classroom is a community in which we learn from one another, so please be present, kind, and focused
- Unless necessary for specific assignments, do not use mobile phones or laptops in class, as it distracts me and other students. In some cases, it can detract from your own learning.

### Schedule

#### Week 1

M.	1/6	Welcome! - Syllabus review
W.	1/8	Readings - "Visit to a Small Planet" (Elinor Fuchs, 2004) - <i>Peer Gynt</i> (Ibsen, 1867), pages xxi – 28 - Selected images, <i>Peer Gynt</i> (Mairowitz and Moen, 2014), Act 1

#### Week 2

M.	1/13	Readings - <i>Peer Gynt</i> , pages 29 – 70 - Selected Images
W.	1/15	Readings - <i>Peer Gynt</i> , pages 71-121 - Selected Images

#### Week 3

M.	1/20	<b>No class – MLK Day!</b> Readings - <i>Peer Gynt</i> , pages 122-169 - Selected Images
W.	1/22	Viewing - <i>Gatas Gynt [Gynt of the Streets]</i> (Hallvard Bræin, 2008) Reading - "Peer Gynt in Africa" (Frode Helland, 2015)

#### Week 4

M.	1/27	Reading - <i>A Doll House</i> (Ibsen 1879), Acts 1 and 2, pages 41-93
W.	1/29	Reading - <i>A Doll House</i> , Act 3, pages 94-114

#### Week 5

M.	2/3	Viewing - Sara (Mehrjui, 1993) Reading - "Three Chinese Dolls" (Frode Helland, 2015)
W.	2/5	NO REGULAR CLASS MEETING <b>Peer Review 1 due</b>

**Week 6**

M.	2/10	NO REGULAR CLASS MEETING Reading - <i>The Wild Duck</i> (Ibsen, 1884), Acts 1 and 2, pages 117-156
Th.	2/12	NO REGULAR CLASS MEETING Reading - <i>The Wild Duck</i> (Ibsen, 1884), Acts 3, 4, 5, pages 157-216 <b>Paper 1 due</b>

**Week 7**

M.	2/17	<b>No class – President’s Day!</b>
W.	2/19	Viewing - <i>The Daughter</i> (Simon Stone, 2015)

**Week 8**

M.	2/24	Reading - <i>Little Eyolf</i> (Ibsen, 1894), Acts 1 and 2, pages
W.	2/26	Reading - <i>Little Eyolf</i> (Ibsen, 1894), Acts 3 and 4

**Week 9**

M.	3/2	Reading - <i>Indian Arm</i> (Hiro Kanagawa, 2016), Act 1, pages 3-63
W.	3/4	Reading - <i>Indian Arm</i> (Hiro Kanagawa, YEAR), Act 2, pages 65-97

**Week 10**

M.	3/9	Paper conferences
W.	3/11	Paper conferences <b>Peer Review 2 due</b>

**Final Paper due** March 16<sup>th</sup>, before midnight

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Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disabled veteran or Vietnam era veteran in accordance with University policy and applicable federal and state statutes and regulations.

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

*If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu). DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.*