

Course Last Updated 3/26/2024



## Theatre in the City

### Section I: Course Overview

**Course Code:** THDA310

**Subject Area(s):** Theatre Studies

**Prerequisites:** None

**Language of Instruction:** English

**Total Contact Hours:** 45

**Credits:** 3

**Course Fees:** N/A

### Course Description

Theatre in the City places students at the heart of the experience of theatre. What is a play, and what are its qualities, conditions and boundaries? Are there limits to what the theatre can represent in terms of subject matter? How are audiences engaged, stimulated and provoked, and to what end? What philosophical issues does the theatrical experience engage with, and how are they demonstrated within the live performance event? During our journey, we consider the origins of theatre, the changing roles of performers and spectators over time and assess the theatre's future prospects.

### Learning Objectives

- Articulate theatre as a primarily urban phenomenon, a cultural form that reflects changes in the city itself.
- Describe how different performance forms and genres are successful in engaging an audience.
- Explain the ways theatrical works are produced, ie subsidized or commercially funded, and the implications of such funding.
- Analyze the 'polyphonic' nature of theatre and how it permits the representation of diverse viewpoints and ideologies.

## Section II: Instructor & Course Details

### Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: TBC

### Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Mid-term test - 25%

Presentation Task - 25%

Final Paper - 30%

### Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

**Engagement (20%):** Students are expected to be engaged in class, to have read the [CEA CAPA Engagement Policy](#), and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

**Mid-term test (25%):** This assignment is a short-answer test, comprising of 20 questions. The questions are based on readings and class notes from weeks 1-6 of the semester. Students will have 45 minutes to complete the test.

**Presentation Task (25%):** The Presentation Project requires the student to choose an object/genre/performance or performer represented in the Theatre Galleries in the VICTORIA AND ALBERT MUSEUM and to research and present about them in final class. The presentation may use PowerPoint or Prezzi. The presentation should be of 5-10 minutes duration, including an opportunity for a brief Q and A session at the end. Students may present individually or in a pair. **Each student should submit a sheet of notes (bullet points acceptable) to the course tutor at the presentation's end.**

**Final Paper (30%):** For the Final Paper, students will respond to one of five published prompt statements. These will be published in the week following semester break. The Final Paper should be 2000 words. Students may go 10% over the target. Students should include citations and a full bibliography. Students must remember to cite all shows referred to, as well as in-class resources if used.

### Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

The assigned field component(s) are:

- Two visits to plays in London
- A relevant walk or gallery/exhibition visit

## Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

### Required Readings

- Aristotle (trans M. Heath). Poetics (Penguin)
- Boal, A. The Theatre of the Oppressed (Routledge).
- McLeish, K. A Guide to Greek Theatre and Drama (Methuen)
- White, M. Renaissance Drama in Action (Routledge)
- Smith, E. This is Shakespeare (Pelican)
- Shepherd and Womack, English Drama (Blackwell)

## Course Calendar

<b>Session 1</b>	
Topics	<b>THE EYE OF THE MIND</b>
Activity	Introductions, student interests, what we watch and why, introduction to the key themes and course structure
Readings and Assignments	<b>Readings:</b> A Guide to Greek Theatre and Drama (excerpt)
<b>Session 2</b>	
Topics	<b>TRAGEDY</b>
Activity	Lecture, discussion, play viewing in class
Readings and Assignments	<b>Readings:</b> Poetics by Aristotle
<b>Session 3</b>	
Topics	<b>COMEDY</b>
Activity	Lecture, discussion, play viewing in class Field Study: COWBOIS at the Royal Court Theatre @ 7.30pm

Readings and Assignments	<b>Readings:</b> This is Shakespeare (excerpt)
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<b>Session 4</b>	
Topics	<b>MEDIEVAL TO EARLY MODERN</b>
Activity	Lecture, discussion, play viewing in class
Readings and Assignments	<b>Readings:</b> A Midsummer Night's Dream

<b>Session 5</b>	
Topics	<b>THE EARLY MODERN THEATRE 1</b>
Activity	Lecture, discussion, play viewing in class
Readings and Assignments	<b>Readings:</b> The Renaissance Theatre in Action

<b>Session 6</b>	
Topics	<b>THE EARLY MODERN THEATRE 2</b>
Activity	Lecture, group discussion, play viewing in class MIDTERM TEST IN THE SECOND HALF OF THIS CLASS!
Readings and Assignments	<b>Readings:</b> Revision of lectures and readings weeks 1-5

<b>Session 7</b>	
Topics	<b>Midterm Break</b>

<b>Session 8</b>	
Topics	<b>CANDLES AND CRIME: JACOBEAN THEATRE</b>
Activity	Lecture, group discussion and critique
Readings and Assignments	<b>Readings:</b> Melodrama 1

<b>Session 9</b>	
Topics	<b>MELODRAMA</b>
Activity	Lecture, group discussion, play viewing in class
Readings and Assignments	<b>Readings:</b> Melodrama 2

<b>Session 10</b>	
Topics	<b>THEATRE RESEARCH VISIT</b>
Activity	Research visit
Readings and Assignments	<b>Readings:</b> On Naturalism

<b>Session 11</b>	
Topics	<b>THE REAL AND THE NATURAL</b>
Activity	Lecture, discussion, play viewing in class Field Study: FAITH HEALER AT The Lyric Theatre Hammersmith @ 7.30PM

Readings and Assignments	<b>Readings:</b> TBD, Prepare class presentations
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<b>Session 12</b>	
Topics	<b>POLITICAL THEATRE</b>
Activity	Lecture, discussion, CLASS PRESENTATIONS
Readings and Assignments	<b>Assignments:</b> Work on final papers

<b>Session 13</b>	
Topics	<b>PERFORMANCE ART/ART AND PERFORMANCE</b>
Activity	Gallery visit to Performance Art exhibits
Readings and Assignments	<b>Assignments:</b> Prepare your presentation/final paper

<b>Session 14</b>	
Topics	<b>PRESENTATIONS</b>
Activity	Student presentations
Readings and Assignments	<b>Assignments:</b> N/A

<b>Session 15</b>	
Topics	<b>PRESENTATIONS (Continued)</b>
Activity	Student presentations
Readings and Assignments	<b>Assignments:</b> FINAL PAPERS ARE DUE IN THIS CLASS

## Section III: Academic Policies and Standards

### Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

### Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.