

English Theatre

Code: 100265
ECTS Credits: 6

Degree	Type	Year	Semester
2500245 English Studies	OT	3	0
2500245 English Studies	OT	4	0

Contact

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Use of languages

Principal working language: english (eng)
Some groups entirely in English: Yes
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Prerequisites

This subject requires having passed the basic, obligatory subjects on literature in the syllabus of the Grau en Estudis Anglesos.

Objectives and Contextualisation

The overall purpose of this course will be to explore aspects of the history of Elizabethan-Jacobean drama by focussing on its two main genres, namely, comedy and tragedy. We will examine the main transformations that these two genres underwent in the late sixteenth and the early seventeenth century. It will attempt to describe and contextualize theatre understood as an evolving cultural practice, and will include the possibility of a critique of dramatic art. The examination of five masterpieces by the leading playwright of the period, William Shakespeare, will allow students to get a sense of the rich variety of the early modern stage and gain an understanding of the complex ways in which drama, culture, and society interacted at this crucial moment of English and European culture.

- Acquiring a solid knowledge of the cultural context that generated Elizabethan and Jacobean drama.
- Reaching an adequate understanding of the relationship between social/religious change in Early Modern England and the developments in drama.
- Understanding the links between early modern drama and other literary forms of the period (poetry, prose romance, the beginnings of the essay)
- Reaching a solid perspective of the relationship between the new developments in drama and the emerging forms of individualism and self-configuration.
- Acquiring a solid perspective on the discourses on gender, sexuality, religion and politics were projected and discussed on the stage.

Skills

English Studies

- Critically assessing the scientific, literary and cultural production in the English language.

- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

Learning outcomes

1. Analysing and interpreting texts in an advanced level about the literary genres and literary criticism in English.
2. Applying appropriate secondary academic sources to text comments and argumentative essays about literary genres and literary criticism in English.
3. Carrying out oral presentations about topics related to the genres of English literature and its academic criticism using secondary academic sources.
4. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
5. Comparing in an advanced level different topics and texts related to literary genres and literary criticism in English.
6. Comparing in an advanced level the methodologies of the literary criticism in English.
7. Demonstrate a master of the specific methods of individual academic work that prepare the student for a postgraduate specialised education in the same or a different field of study.
8. Describing in detail and in an academic way the diachronic and synchronic evolution of the topics and texts of literary genres and literary criticism in English.
9. Distinguishing the main ideas from the secondary ones and summarising the contents of primary and secondary texts related to the literary genres and literary criticism in English.
10. Drawing up academic essays of medium length in relation to the genres of the English literature and its academic criticism using secondary academic sources.
11. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
12. Explaining in an advanced level, the nature and main traits of the literary genres and literary criticism in English.
13. Localising secondary academic sources in the library or on the Internet related to the literary genres and literary criticism in English.
14. Mastering the advanced knowledge and scientific methodologies related to linguistics, literature, history and culture that prepare the student for a postgraduate specialised education in the same or a different field of study.
15. Students must be capable of comprehending advanced academic or professional texts in their own language or the another acquired in the degree.
16. Students must be capable of precisely arguing ideas and opinions in their own language or another acquired in the degree.
17. Summarising the content of primary and secondary academic sources about literary genres and literary criticism in English.

Content

Unitat 1: The conditions of drama in the early modern stage.

Unitat 2: Christopher Marlowe, Doctor Faustus

Unitat 3: William Shakespeare, The Tempest
 Unitat 4: The conditions of theatre in the Restoration
 Unitat 5: Lord Byron, Cain
 Unitat 6: Oscar Wilde, Salomé
 Unitat 7: T.S. Eliot, Murder in the Cathedral

Methodology

Directed activities:

Lectures

Classroom debates/discussions

Supervised activities:

Read-aloud texts, oral presentations.

Autonomous activities:

Study of main and secondary bibliography

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Classroom debates/discussions	20	0.8	16, 14, 7, 8, 9, 12, 11, 4
Lectures	30	1.2	1, 2, 16, 15, 9, 17
Type: Supervised			
Read-aloud texts/Oral presentations	30	1.2	15, 3, 12, 11, 4
Type: Autonomous			
Critical study of main bibliography	25	1	1, 16, 6, 5, 15, 14, 7, 9, 13
Study of secondary sources	25	1	16, 15, 9, 13, 17

Evaluation

1. Class participation = 10%

2. Oral presentation = 40% (end of March)

2. Paper (2,500 words, 4 secondary sources) (individual) = 50% (end of May)

-Class participation will be required on a regular basis. The students will not only be expected to answer the teacher's questions, but to generate some debates on their own initiative

-In the exam, the students will be expected not only to show an adequate mastery of the texts that they have read, but also of the relevant articles from the bibliography that will have been specified at different moments though the course.

-In the paper, they will be expected to establish adequate links between the texts that will be studied and other texts and contexts, from the Renaissance to the present day. The specific subjects for the papers will have to be chosen by the students themselves. They will be expected to project some personal perspective into the subject they have chosen. Any kind of plagiarism will be strongly penalised.

Reassessment will be available for any student that has done all the exercises and exams, and whose overall results are over the mark of 3.5. The re-evaluation will take the form of a final exam.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Academic paper	50%	5	0.2	1, 2, 16, 6, 5, 15, 14, 7, 8, 9, 12, 11, 4, 13, 10, 17
Class participation	10%	10	0.4	1, 16, 5, 14, 7, 11, 4
Oral presentation	40%	5	0.2	7, 8, 3, 12, 11, 4, 13, 17

Bibliography

- Auden, W.H., *The Dyer's Hand*, Vintage, 1989.
- Bradley, A.C., *Shakespearean Tragedy*, Penguin Books, 1991.
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- Eisaman Maus, Katherine, *Inwardness and Theater in the English Renaissance*, Chicago UP, 1995.
- Everett, B., *Young Hamlet. Essays on Shakespeare's Tragedies*, Clarendon Press, 1989.
- Goddard, Harold C., *The Meaning of Shakespeare*, 2 vols., The University of Chicago Press, 1951.
- Greenblatt, Stephen, *Renaissance Self-Fashioning: From More to Shakespeare*, The University of Chicago Press, 1980.
- Jackson, Russell (ed.), *The Cambridge Companion to Shakespeare on Film*, CUP, 2007.
- Jones, James Earl, *Othello, Actors on Shakespeare*, Faber and Faber, 2003.
- Kermode, Frank, *Shakespeare's Language*, Penguin Books, 2000.
- Nuttal, A.D., *Shakespeare the Thinker*, Yale UP, 2007.
- Poole, Adrian, *Tragedy: A Very Short Introduction*, Oxford UP, 2005.
- Redgrave, Vanessa, Antony and Cleopatra, *Actors on Shakespeare*, Faber and Faber, 2002.
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