

Theory and Analysis of Theatre

Code: 100242
ECTS Credits: 6

Degree	Type	Year	Semester
2500245 English Studies	OT	3	0
2500245 English Studies	OT	4	0
2500248 Spanish Language and Literature	OT	3	0
2500248 Spanish Language and Literature	OT	4	0
2501801 Catalan and Spanish	OT	3	0
2501801 Catalan and Spanish	OT	4	0
2501902 English and Catalan	OT	3	0
2501902 English and Catalan	OT	4	0
2501907 English and Classics	OT	3	0
2501907 English and Classics	OT	4	0
2501910 English and Spanish	OT	3	0
2501910 English and Spanish	OT	4	0
2501913 English and French	OT	3	0
2501913 English and French	OT	4	0
2503998 Catalan Philology: Literary Studies and Linguistics	OT	4	0
2504211 Spanish Language and Literature	OT	3	0
2504211 Spanish Language and Literature	OT	4	0
2504212 English Studies	OT	3	0
2504212 English Studies	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

Since the students have duly given evidence of having acquired the basic competences of the subject, they will need to be able to express properly their ideas both in oral and in written form. Spelling mistakes will be marked down. Coursework will have to be original work and plagiarism either partial or total will be penalised 1 marked down. Coursework will have to be original work and plagiarism either partial or total will be penalised with a failure (0) in the final assessment. The students are expected to be acquainted with the basic rules of academic language and presentation, and also follow the instructions and conventions indicated by the teacher.

Objectives and Contextualisation

The fundamental objectives of the subject are to prepare students to be able to make a deeper understanding of the theatrical genre, either from a literary or spectacular perspective. For this reason, the students must know the specificity of the theatrical communication, they must acquire useful concepts and dramatic terms to carry out a theoretical or interpretative reflection of the theatre production.

Competences

English Studies

- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

Spanish Language and Literature

- Applying the fundamental theoretical concepts to the comprehension of the narrative, poetic and dramatic texts from a gender perspective.
- Interpreting the thematic and symbolic content of the narrative, poetic and dramatic texts according to the textual and pragmatic strategies, following the main methodologies of analysis.
- Relating the methods and results of the literary analysis to the literature as a system and the social sciences, and being capable of interpreting the interlocking of literary texts with other aspects of the human (individual and collective) activity.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- 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 to undertake further training with a high degree of autonomy.

Catalan and Spanish

- Apply the fundamental theoretical concepts to the comprehension of the narrative, poetic and dramatic texts from a gender perspective.
- Interpret the thematic and symbolic content of the narrative, poetic and dramatic texts according to the textual and pragmatic strategies, following the main methodologies of analysis.
- Relate the methods and results of linguistics with those from other sciences and currents of thought and interpreting the overlapping of language with other aspects of the human activity.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- 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.

English and Catalan

- Apply the fundamental theoretical concepts to the comprehension of the narrative, poetic and dramatic texts from a gender perspective.
- Interpret the thematic and symbolic content of the narrative, poetic and dramatic texts according to the textual and pragmatic strategies, following the main methodologies of analysis.
- Relate the methods and results of linguistics with those from other sciences and currents of thought and interpreting the overlapping of language with other aspects of the human activity.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

English and Classics

- Apply the fundamental theoretical concepts to the comprehension of the narrative, poetic and dramatic texts from a gender perspective.
- Interpret the thematic and symbolic content of the narrative, poetic and dramatic texts according to the textual and pragmatic strategies, following the main methodologies of analysis.
- Relate the methods and results of linguistics with those from other sciences and currents of thought and interpreting the overlapping of language with other aspects of the human activity.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

English and Spanish

- Apply the fundamental theoretical concepts to the comprehension of the narrative, poetic and dramatic texts from a gender perspective.
- Interpret the thematic and symbolic content of the narrative, poetic and dramatic texts according to the textual and pragmatic strategies, following the main methodologies of analysis.
- Relate the methods and results of linguistics with those from other sciences and currents of thought and interpreting the overlapping of language with other aspects of the human activity.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

English and French

- Apply the fundamental theoretical concepts to the comprehension of the narrative, poetic and dramatic texts from a gender perspective.
- Interpret the thematic and symbolic content of the narrative, poetic and dramatic texts according to the textual and pragmatic strategies, following the main methodologies of analysis.
- Relate the methods and results of linguistics with those from other sciences and currents of thought and interpreting the overlapping of language with other aspects of the human activity.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.

- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

Catalan Philology: Literary Studies and Linguistics

- Critically read and interpret texts.
- Interpret literary texts from a philological and comparative viewpoint.
- Interpret the thematic and symbolic content of narrative, poetic and theatrical texts in accordance with the main analytical methodologies and according to their textual and pragmatic strategies.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.

Learning Outcomes

1. Argue a case regarding several literary topics and problems arising from different works, and evaluate the results.
2. Argue about several issues and literary problems for the purpose of different works and the assessment of the results.
3. Arguing about several issues and literary problems for the purpose of different works and the assessment of the results.
4. Arguing on various subjects and literary works about different problems and evaluate the results.
5. Carry out a play for the development of a subject-related work.
6. Carrying out a planning for the development of a subject-related work.
7. Critically interpret literary works considering the relationships between different fields of literature and its relation to human, artistic and social areas.
8. Critically interpret literary works take into account the relationships between different areas of literature and its relationships with human, artistic and social areas.
9. Critically interpret literary works, taking into account the relationships between the different areas within literature and their relationship to humanistic, artistic and social areas.
10. Critically interpreting literary works taking into account the relationships between different areas of literature and its relationships with human, artistic and social areas.
11. Critically interpreting literary works taking into account the relationships between the different areas of literature and its relationships with human, artistic and social areas.
12. Detect the cohesion and coherence of the different genres and identifying the factors that contribute to that cohesion and coherence, as well as its adequacy to various contexts.
13. Detect the degree of cohesion and coherence of the different genres and identify the factors that contribute to these and to their suitability in different contexts.
14. Detecting the cohesion and coherence of the different genres and identifying the factors that contribute to that cohesion and coherence, as well as its adequacy to various contexts.
15. Identify and explain the fundamentals of the literary communication process in each genre and those of the interpretation process based on questions and theoretical and/or practical activities.
16. Identify and explaining the basic foundations of the process of literary communication in every genre and the interpretation process from questions and theoretical and/or practical activities.
17. Identifying and explaining the basic foundations of the process of literary communication in every genre and the interpretation process from questions and theoretical and/or practical activities.
18. Match literary texts to their corresponding formal and cultural contexts.
19. Place the literary texts in their corresponding genres.
20. Placing the literary texts in their corresponding genres.
21. Summarise the knowledge acquired about the origin of the various fields within the discipline and the transformations they have undergone.
22. Summarising acquired knowledge about the origin and transformations experienced in its several fields of study.
23. Write text commentaries from a critical standpoint.

Content

The course is intended to be a complete and detailed description of the theatrical genre and its various forms and specific components, as well as of the various explanations and theoretical formulations that it has had over the centuries. The syllabus will carry out an in-depth study of the essential parts of a play from a semiotic perspective, but without neglecting the main theoretical explanations that have existed from Aristotle's *Poetics* to the most recent formulations. In this way, although the course is based on an eminently theoretical approach, the contents' practical application will be essential, as it can be seen in the commentaries on specific theatre plays during the last classes of the course.

Units

Unit 1. Theatrical genre conventions.

Unit 2. Theatrical semiotics.

2.1. The plot.

2.2. The language.

2.3. The character.

2.4. The time.

2.5. The space.

Unit 3. Classic and classicist dramatic theory.

Unit 4. Modern and contemporary dramatic theory: four examples.

Methodology

El aprendizaje de esta asignatura por parte del alumno se distribuye de la manera siguiente:

- Actividades dirigidas (30%). Clases magistrales con apoyo de TIC y debate en gran grupo.
- Actividades supervisadas (15%). Presentaciones individuales. Recensiones o trabajos de curs (individuales o en grup) a partir de una guía para su realización.
- Actividades autónomas (50%). Lectura comprensiva y crítica de textos literarios y teóricos. Realización de esquemas, mapas conceptuales y resúmenes. Realización de trabajos y comentarios de texto.
- Evaluación (5%). Comentarios de textos en el aula.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes with ICT support and debates in large groups.	45	1.8	3, 14, 20, 17, 22
Type: Supervised			

Individual presentations. Reviews or course works (individual or in group) to be realized on the basis of a guide in order to complete these works.	22.5	0.9	3, 14, 20, 6, 17, 22
Type: Autonomous			
Comprehensive and critical reading of literary and theoretical texts. Realization of schemes, conceptual maps and summaries. Realization of works and commentary of texts.	75	3	3, 14, 20, 6, 17, 22

Assessment

The evaluation of the course will be carried out primarily through two tests: there will be a theoretical exam (with a value of 50% of the final grade) and practical exam (with a value of 40% of the final grade) on the subject taught throughout the course. Also, there will be a third test, which will consist of a review, monograph or specific exercise, with a value of 10% of the final grade, on some aspect of the compulsory reading works or topics proposed by the teacher, such as the theatrical period style, the author's poetics, the specific study of the work, the comparison of the play with some other work, the analysis of characters, staging inscribed in the text, various staging, adaptations, etc.

Only those students who have submitted at least one of the two final exams will be eligible for the re-evaluation of the subject, and only those exams that have been previously evaluated may be re-evaluated, provided that a minimum grade of 1,5 points in each exercise has been obtained.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Monographic work, review or exercise	10%	4.5	0.18	3, 4, 2, 1, 14, 12, 18, 20, 19, 6, 5, 17, 16, 11, 7, 10, 8, 9, 23, 22, 21
Text Comment in the class	40%	1.5	0.06	3, 4, 2, 1, 14, 12, 18, 20, 19, 6, 5, 17, 16, 11, 7, 10, 8, 9, 23, 22, 21
Theory Test in the class	50%	1.5	0.06	3, 4, 2, 1, 14, 12, 13, 20, 19, 6, 5, 17, 16, 15, 11, 7, 10, 8, 22, 21

Bibliography

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M. C. Bobes Naves [1987/1997], *Semiología de la obra dramática*, Madrid, Arco Libros, 1997.

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- R. X. Rosselló [1999], *Anàlisi de l'obra teatral (Teoria i pràctica)*, València/Barcelona, IIFV/PAM, 1999.
- R. Salvat [1966], *El teatre contemporani*, I-II, Barcelona, Edicions 62.
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- P. Szondi [1978], *Teoría del drama moderno (1880-1950). Tentativa sobre lo trágico*, Barcelona, Destino, 1994.
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- J. Urrutia [2007], *El teatro como sistema*, Madrid, Biblioteca Nueva.

Software

Teams.