

COURSE SPECIFICATION DOCUMENT

NOTE: ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTPC.

Academic School/Department:	CASS
Programme:	Performance and Theatre Arts
FHEQ Level:	6
Course Title:	Classical British Theatre: Fire Over England
Course Code:	THR 6200
Course Leader:	
Student Engagement Hours:	120
Lectures/Presentations:	20
Seminar / Tutorials:	15
Field Trips and Screenings:	10
Independent / Guided Learning:	75
Semester:	Fall/Spring
Credits:	12 UK CATS credits 6 ECTS credits 3 US credits

Course Description: Examines the classical traditions in British theatre, as they are perceived today. Students look at a range of plays from the Renaissance tragedies of Christopher Marlowe, William Shakespeare and John Webster to the twentieth century tragedies of dramatists such as T. S. Eliot. Lectures concentrate on textual studies and criticism, and a number of theatre visits are undertaken where possible, these are productions of plays taught on the course.

Prerequisites: THR 4200

Aims and Objectives: This course surveys the tragic tradition in English theatre from the Renaissance, with its roots in Ancient Greek Drama, through to the present day. The roots of Elizabethan Drama in Ancient Greek Drama and the Medieval Morality play are explored with specific references to the work of Euripides, Sophocles and Aeschylus well as Aristotle's' *Poetics* to examine their influence on Marlowe and Shakespeare. Drama is studied as text and in performance.

Programme Outcomes:

6A (ii); 6A (iii), 6B(iii); 6C (i), 6C(iii); 6D(i)

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by the Academic Registry and found at: <http://www.richmond.ac.uk/content/academic-schools/academic-registry/program-and-course-specifications.aspx>

Learning Outcomes:

By the end of this course, successful students should be able to:

- Demonstrate a comprehensive understanding of the influence of Classical Greek Drama on late 16th and early 17th Century English drama.
- Demonstrate a comprehensive understanding of the production practice and conditions of Elizabethan and Jacobean theatres within their socio-economic and historical contexts.
- Demonstrate the ability to develop critical responses to the theories and concepts relating to Classical Theatre through the study of specific texts and should be able to articulate ideas of character and representation through the structures of key works in drama from this period.
- Demonstrate the ability to produce detailed analyses of competing perspective and to identify the possibility of new, novel or abstract concepts from a range of secondary sources.
- Demonstrate the ability to act with minimal supervision to engage in independent research using feedback to appraise and plan their work following stated guidelines.

Indicative Content:

- Introduction to Ancient Greek Drama and the Medieval Morality Play.
- An analysis of the impact of Classical drama on the Elizabethan Theatre.
- An exploration of the Italianate themes in Jacobean Revenge Tragedy .
- The revival of English Verse Drama (Fry and Eliot)
- Approaches to Classical Drama in the present day on the London stage.

Assessment:

This course conforms to the Richmond University Theatre Assessment Norms approved at Academic Council on June 28, 2012.

Teaching Methodology:

In additions to studying the set texts and seeing plays, students are expected to watch some full length films on their own, which are regarded as set works for the course. Students are required to read the plays in advance of each class.

Bibliography:

See syllabus for complete reading list

Indicative Texts:

Holland, Peter and Stephen Orgel (eds.), *From Script to Stage in Early Modern England (redefining British Theatre History.* Palgrave,2004

Orgel, Stephen, *Spectacular Performances: Essays on Theatre, Imagery, Books and Selves in Early Modern England.* Manchester University Press, 2013.

Please Note: The core and the reference texts will be reviewed at the time of designing the semester syllabus

Change Log for this CSD:

Major or Minor Change?	Nature of Change	Date Approved & Approval Body (School or LTPC)	Change Actioned by Academic Registry
Major	Rewrite of Programme Outcomes Learning	LTPC 30/5/14	
Major	Rewrite of Learning Outcomes	LTPC 30/5/14	
Major	Indicative Content revised	LTPC 30/5/14	
Minor	Indicative Sources updated	LTPC 30/5/14	
	(note that pre-req in catalogue is not correct; it is correct on this CSD.)		
Major	Assessment Norm change		