

Module title	THE502 Theatre in London: From Shakespeare's Globe to the West End	Level	5
Module Author		Credit value	12
		ECTS* Credits	6
Module type	<i>Elective</i>	Notional learning hours	120

1. Module aims

This module explores the origins of drama and the development of the theatrical tradition in England and Western Europe. Visits to the London theatres, including the reconstructed Shakespeare's Globe on the South Bank, will provide the basis for an examination of the historical and contemporary worlds of London theatre, and how they are linked and complementary.

Key texts related to the periods investigated will form the basis of seminar and workshop explorations of content and style, and how they relate to the era in which they were written and performed.

Lectures on various significant periods in theatre history will be supplemented by background reading and classes on text and staging of relevant plays. These will provide context for the productions seen during the semester.

2. Pre-requisite modules or specified entry requirements

None.

Students should be willing to explore London on foot, and participate in out-of-class fieldwork and visits.

3. Intended level learning outcomes

a) Knowledge and understanding

At the end of the module, learners will be expected to:

- A1 Effectively define a broad range of relevant information, demonstrating understanding through the application of a number of relevant concepts used to interrogate and order the information identified.
- A4 Be able to organise a wide range of different information sources that are effectively targeted to the task. Be able to synthesise this wide range and communicate precisely and with depth findings and conclusions posited. Be able to demonstrate some sophistication in debating with different forms of information as evidence.

b) Cognitive skills

At the end of the module learners will be expected to:

- B3 Be able to closely analyse assumptions and contexts with a detailed awareness of contexts. Be able to organise such insights into an effective position in discussion and debate.
- B5 Be able to present logical and persuasive arguments drawing on a broad range of evidence. Be able to anticipate and synthesise a broad range of perspectives and to prioritise these highly effectively.

c) Practical and professional skills

At the end of the module, learners will be expected to:

- C1 Frequently and effectively articulates application of understanding beyond the classroom deepening and enhancing contributions to class discussions and academic work. Actively seek a broader perspective in order to deepen understanding.

d) Key transferable skills

At the end of the module, learners will be expected to:

- D3 Habitual application of prior learning and experiences in tackling new tasks. Consequently solutions are frequently creative and innovative, comprehension is enhanced. Be able to respond with confidence to new situations.

4. Indicative content

This module provides an overview of selected key periods of theatre history and practice: the selection is dependent upon productions in London during the semester, which form a core area of experiential learning and study. Theatre history lectures and seminars on contextual material are broadly related to the plays seen. Selected periods include Greek and Roman Origins of Theatre, and the Elizabethan and Jacobean Stage; other areas have included the Restoration Stage, Medieval theatre, Brecht, Stanislavski and Chekhov, Ibsen and 19th Realism and 19th Century Popular Theatre.

Seminar topics may include:

- x Why we study theatre history. What can we know? Is it relevant?
- x The play in production: interpretation of text into performance
- x Analysing theatrical performance
- x The Early Modern English stage and Shakespeare's Globe
- x How directors work on texts

5. Assessment strategy, assessment methods and their relative weightings

Formative assessment:

- x Pair Presentations (8-10 minutes)
- x Theatre History Quiz

Summative assessment:

Assessment 1 40%

Performance Analysis Essay (1,250 words)

Assessment 2 60%

Theatre History Production Project (1,750 words)

12 credit module - 120 learning hours	
Directed learning	TBC hours
Lectures	
Seminars	
Collaborative Learning	TBC hours
Tutorials (1:1 and group)	
Self-directed learning	TBC hours
Preparation for class	
Self-study after class	
Preparation for assessments	
Assessment	
Total	TBC

6. Mapping of assessment tasks to level learning outcomes

Assessment tasks	Level Learning outcomes					
	A1	A4	B3	B5	C1	D3
Pair Presentations		9			9	
Performance Analysis Essay			9			9
Theatre History Quiz	9					
Theatre History Production Project			9	9		9

7. Teaching staff associated with the module

Tutor's name and contact details	Contact hours
Anna Sullivan sulliva@regents.ac.uk	36

8. Key reading list

Author	Date	Title	Publisher
Brown, John Russell	2001	<i>The Oxford Illustrated History of Theatre</i>	Oxford
Carson, Christie and Karim-Cooper, Farah (eds)	2008	<i>Shakespeare's Globe: A Theatrical Experiment</i>	Cambridge University Press
Donohue, James	2015	<i>The Cambridge History of the Theatre, Vol. 2</i>	Cambridge University Press
Eyre, Richard and Wright, Nicholas	2000	<i>Changing Stages: A View of British Theatre in the Twentieth Century</i>	Bloomsbury
Ibell, Paul	2010	<i>Theatreland: A Journey Through the Heart of London's Theatre</i>	Bloomsbury
Kershaw, Baz	2015	<i>The Cambridge History of the Theatre, Vol. 3</i>	Cambridge University Press
Milling, Jane and Thomson, Peter	2015	<i>The Cambridge History of the Theatre, Vol. 1</i>	Cambridge University Press
Rosenthal, Dan	2013	<i>The National Theatre Story</i>	Oberon
Shepherd, Simon and Shepherd John Ed	1996	<i>English Drama: A Cultural History</i>	John Wiley and Sons
Trussler, Simon	2000	<i>British Theatre</i>	Cambridge University Press

Websites:

London Theatre: www.officiallondontheatre.co.uk

London Theatre Guide: www.londontheatre.co.uk/

What's Onstage: www.whatsonstage.com/

National Theatre: www.nationaltheatre.org.uk

National Theatre Video Collection: <http://www.nationaltheatre.org.uk/discover-more>

Royal Shakespeare Theatre: www.rsc.org.uk/

Discount tickets for students:

studentbeans.entstix.com/

<http://www.nationaltheatre.org.uk/entrypass>

www.theatremonkey.com/buyingforless.htm

www.ukstudentlife.com/Life/Entertainment/Theatre/Tickets.htm

<http://bargaintheatreland.com/>

Indicative content:

Week	Topics & Readings
<p>1</p> <p>Anna Sullivan</p> <p>Play Visit</p> <p>Reading</p>	<ul style="list-style-type: none"> • Intro to the syllabus, play list, presentations and assignments and the • Lecture and discussion - <i>The Merry Wives of Windsor: Shakespeare and the Renaissance Stage</i> <p><i>The Merry Wives of Windsor</i> by William Shakespeare Shakespeare's Globe Theatre New Globe Walk London SE1 Tube: London Bridge, Mansion House, St Pauls</p> <ul style="list-style-type: none"> • Seminar: <i>The Merry wives of Windsor</i> by William Shakespeare • Lecture and discussion: <i>Contemporary London Theatre- Producers and Patronage.</i> <p><i>History of Theatre</i> by Glynne Wickham (Pages 113-133) (copies in library) <i>The Merry Wives of Windsor</i> by and William Shakespeare (read online or purchase a copy)</p>
<p>2</p> <p>William Harris</p> <p>Theatre Visit</p> <p>Reading</p>	<p>PUBLIC HOLIDAY - NO SEMINAR</p> <p>BACKSTAGE TOUR Royal National Theatre Upper Ground London SE1 Tube: Waterloo</p> <ul style="list-style-type: none"> • Seminar: The Royal National Theatre & National Drama • National Theatres & the idea of National Culture • Directors' Theatre & London context • Assignment 1 Preparation • Assignment 2 Introduction <p><i>Changing Stages</i> by Eyre, Richard and Wright, Nicholas 2000</p>
<p>3</p> <p>Andy Greenhalgh</p>	<ul style="list-style-type: none"> • Page to Stage on <i>Merry Wives of Windsor</i> and <i>Mountain Language</i> • Preparing for our show – looking ahead to <i>The Woman in Black</i>

<p>Play visit:</p> <p>Reading</p>	<p><i>The Woman in Black</i> Fortune Theatre Russell Street Nearest tube – Covent Garden</p> <ul style="list-style-type: none"> • Seminar on <i>The Woman in Black</i> • Adapting a literary text for the stage and screen <p><i>Mountain Language</i> by Harold Pinter <i>The Woman in Black</i> by Susan Hill</p>
<p>4</p> <p>Professor Olaf Jubin</p> <p>Play Visit:</p>	<ul style="list-style-type: none"> • The Core Elements of Musical Theatre • Musical Theatre & the London Stage • The West End & Broadway – similarities and differences <p><i>Everybody’s Talking About Jamie</i> by Tom McRae & Dan Gillespie Sells Apollo Theatre Shaftesbury Avenue W1D 7ES Tube: Piccadilly Circus</p> <ul style="list-style-type: none"> • Seminar – Everybody’s talking about Jamie • British Musical and the Outsider
<p>5</p> <p>Leigh Tredger</p> <p>Play Visit:</p>	<ul style="list-style-type: none"> • Fringe theatre’s genesis around Edinburgh International Festival • London’s Current Fringe scene – structures, works, audiences • Before the Fringe – a history of alternative performance spaces in London • Preparing for our show – looking ahead to <i>Bronx Gothic</i> <p><i>Bronx Gothic</i> by Okwui Okpokwasili Young Vic Theatre, the Cut, SE1 Tube: Southwark or Waterloo</p> <ul style="list-style-type: none"> • Seminar on <i>Bronx Gothic</i> • Exploring physical theatre and scenographic techniques
<p>6</p> <p>Kwong Loke</p> <p>Play Visit:</p>	<ul style="list-style-type: none"> • Introduction. • Lecture and Discussion: influence of migration and cultural diversity on contemporary theatre discourse. <p><i>Summer Rolls</i> by Tuyen Do at the Park Theatre: (<i>Summer rolls - Gỏi cuốn</i> -^[1]</p>

Preparation and Reading:	<p>Vietnamese hors d'oeuvre)</p> <ul style="list-style-type: none">• Seminar: <i>Discussion of the play and its related themes.</i>• Discussion with the writer, Tuyen Do, on the genesis of her play. <ol style="list-style-type: none">1) <i>Summer Rolls</i> (the text will be provided prior to Monday 24th June).2) https://en.wikipedia.org/wiki/Vietnamese_boat_people.3) https://en.wikipedia.org/wiki/Vietnam_War.4) General research and thoughts on the economics and politics of refugee migration.
--------------------------	--