



## LEARNING MODULE DESCRIPTION (SYLLABUS)

### I. General information

1. Module title: Histories of theatre I
2. Module code – 15-HT1-TD-11
3. Module type – compulsory
4. Programme title – English studies, Theatre and Drama in English
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme) – 1<sup>st</sup>
6. Year of studies (where relevant) – 1<sup>st</sup>
7. Terms in which taught (summer/winter term) – winter term
8. Type of classes and the number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours) – 30 hours of practical classes.
9. Number of ECTS credits – 3 points
10. Name, surname, academic degree/title of the module lecturer/other teaching staff: Jacek Fabiszak, PhD, [fabiszak@amu.edu.pl](mailto:fabiszak@amu.edu.pl)
11. Language of classes – English
12. Online learning - yes (partially / fully) / no : No.

### II. Detailed information

1. Module aim (aims)

<b>A1</b>	Passing on the knowledge on the origins of theatre in the world
<b>A2</b>	Presentation of the most important information on the development of ancient Greek and Roman theatre and drama
<b>A3</b>	Transferring the knowledge on the development of Medieval and Renaissance theatre and drama in Europe
<b>A4</b>	Presentation of the most important information on theatre and drama in the 18 <sup>th</sup> century Europe and America
<b>A5</b>	Developing skills in observing the development of theatre technology and its influence on stage practices and drama
<b>A6</b>	Developing skills in finding relations between theatre and drama and their cultural context
<b>A7</b>	Providing students with theatre terminology in English
<b>A8</b>	Developing skills in using terminology of theatre studies in practice in English
<b>A9</b>	Developing skills in the use of secondary sources

2. Pre-requisites in terms of knowledge, skills and social competences (where relevant):

The most basic criterion is a sufficiently high level of language skills in English (at least B2 or C1) as well as basic knowledge on theatre and drama (secondary school level).

3. Module learning outcomes in terms of knowledge, skills and social competences and their reference to programme learning outcomes

Learning outcomes symbol*	Upon completion of the course, the student will:	Reference to programme learning outcomes#
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15-HT1-TD-11_1	Present and compare theories of the origins of theatre	K_W01, K_W02, K_W03, K_W04, K_W05, K_W06, K_W10
15-HT1-TD-11_2	Describe, connect and investigate key historical and cultural processes that influenced the development of theatre practices and drama of a historical period	K_W01, K_W02, K_W03, K_W04, K_W05, K_W06, K_W10
15-HT1-TD-11_3	Characterise and assess the contribution of the most significant playwrights in the development of theatre in Europe from the ancient times until the 18 <sup>th</sup> century	K_U08, K_K03, K_W01, K_W02, K_W03, K_W04, K_W05, K_W06, K_W10
15-HT1-TD-11_4	Characterise the development of theatrical centres, stages, theatres in Europe from the ancient times until the 18 <sup>th</sup> century	K_W01, K_W02, K_W03, K_W04, K_W05, K_W06, K_W10
15-HT1-TD-11_5	Use secondary sources in English	K_U06, K_K06,
15-HT1-TD-11_6	Properly use basic terminology in the field of theatre studies	K_U09, K_K06

\* module code, e.g. KHT\_01 (KHT – module code in USOS; stands for Polish “Kataliza Heterogeniczna” /Heterogeneous Catalysis/)

# programme learning outcomes (e.g. K\_W01, K\_U01, ...); first K stands for programme title symbol in Polish, W for “wiedza” (knowledge) in Polish, U – for “umiejętności” (skills) in Polish, K – for “kompetencje społeczne” (social competences) in Polish  
01, 02... - learning outcome number

#### 4. Learning content

Module title		
Learning content symbol*	Learning content description	Reference to module learning outcomes #
TK_1	Theories of the origins of theatre (ritual, storytelling, static and dynamic societies), emergence of performative practices in ancient cultures	15-HT1-TD-11_1 15-HT1-TD-11_5 15-HT1-TD-11_6
TK_2	Ancient Greek theatre and drama; the satyr play, comedy and tragedy; dramatic festivals; actor, chorus and theatrical conventions; architecture of the theatre; most significant playwrights	15-HT1-TD-11_2 15-HT1-TD-11_3 15-HT1-TD-11_4
TK_3	Hellenistic and ancient Roman; ancient theories of theatre and drama (Aristotle); Hellenistic stage; popular plays; theatre and	15-HT1-TD-11_2-6

	other entertainments in Rome; Roman festivals; tragedy and comedy (Seneca, Terence and Plautus); Roman theatrical architecture and theatrical conventions	
TK_4	Medieval theatre and drama in continental Europe; role of ancient legacy and religious practice in shaping the Medieval theatre; religious drama, its genres; theatre conventions and types of stages; performative practices	15-HT1-TD-11_2-6
TK_5	Medieval theatre in England; cycles of mysteries, morality plays; pageant, theatre in the round, booth stage; interlude; major plays	15-HT1-TD-11_2-6
TK_6	Renaissance theatre in Italy; proscenium arch stage; commedia dell'arte and commedia erudite; the role of patronage; drama poetics; movable scenery; ideal theatre according to Sebastiano Serlio; opera seria	15-HT1-TD-11_2-6
TK_7	Renaissance theatre in Spain; dramatic genres; types of stages (pageants, corrales); religious and secular drama; 'The Golden Age' of Spanish theatre and drama (Tirso de Molina, Pedro Calderón de la Barca, Lope de Vega)	15-HT1-TD-11_2-6
TK_8	Renaissance theatre and drama in France; religious drama, translation of classical plays; perspectival stage; public stages in Paris: the architecture of the theatre and theatre conventions; Renaissance drama (Corneille, Racine, Molière); famous actors and companies	15-HT1-TD-11_2-6
TK_9	Renaissance theatre in England; major playwrights (University Wits, Shakespeare, Jacobean dramatists); Tudor and Stuart stages (public vs private theatres; court masque); closing of theatre in 1642; London theatres; 'exporting' Elizabethan theatre onto the continent, including Central Europe – the Fencing School in Gdańsk	15-HT1-TD-11_2-6
TK_10	Restoration theatre in England; comedy of manners, types of tragedies; changes in the architecture of the theatre; actresses	15-HT1-TD-11_2-6
TK_11	Italian and French theatre in the 18 <sup>th</sup> c.; architecture of the stage; sentimental vision of the scenery, sentimental comedy; Carlo Goldoni's influence on drama; development of melodrama in France; Voltaire's and Diderot's reforms; opera and operetta; Comédie Française; acting schools; stage conventions	15-HT1-TD-11_2-6
TK_12	Theatre in German-speaking countries, The Netherlands, Scandinavia, Russia and Poland; influence of the Italian and French theatrical traditions; major theatre centres;	15-HT1-TD-11_2-6



	religious drama; Gottsched's reform; the most significant actors and companies; the influence of Lessing, Goethe and Schiller on German drama and theatre ('Sturm und Drang'); theatre academy in Amsterdam; drama in Denmark and Sweden; first stages in Russia and the development of theatre under the rule of Catherine II; theatre in Poland	
TK_13	Theatre in England in the 18 <sup>th</sup> c.; consequence of censorship (Licensing Act, 1737); ways to get round censorship; comedy of manners and tragedy; actor-managers in the 18 <sup>th</sup> c. (David Garrick)	15-HT1-TD-11_2-6
TK_14	Colonial, English-speaking theatre in North America; first English-speaking theatres in America; actor families and their influence on American stage; theatres in schools, garrisons and cities	15-HT1-TD-11_2-6
TK_15	Final test	15-HT1-TD-11_1-6

\* e.g. TK\_01, TK\_02, ... (TK stands for "treści kształcenia" /learning content/ in Polish)

# e.g. KHT\_01 – module code as in Table in II.3

#### 5. Reading list

- Brockett, Oscar G. and Franklin J. Hildy. 2014. *History of the Theatre*. 14<sup>th</sup> edition. Harlow: Pearson.
- Brown, John Russell (ed.) 1995. *The Oxford Illustrated History of Theatre*. Oxford: Oxford University Press.
- Hartnol, Phyllis. 2012. *The Theatre. A Concise History*. Fourth edition. London: Thames and Hudson.
- Pavis, Patrice. 1998. *Dictionary of the Theatre: Terms, Concepts and Analysis*. Toronto and Buffalo: University of Toronto Press.
- Wickham, Glynne. 2002. *A History of the Theatre*. Second edition. New York: Phaidon Press Inc.
- Zarrilli, Philip B. et al. 2010. *Theatre Histories. An Introduction*. 2<sup>nd</sup> edition. London – New York: Routledge.

#### 6. Information on the use of blended-learning (if relevant)

Most of the class materials are uploaded onto the Moodle Platform.

#### 7. Information on where to find course materials

Materials for the class can be found on Moodle.

### III. Additional information



1. Reference of learning outcomes and learning content to teaching and learning methods and assessment methods

Teaching and learning methods	✓
Lecture with multimedia presenting parts of the material.	✓
Conversational lecture	✓
Problem lecture	
Discussion	✓
Work on the text	✓
Case study analysis	
Problem-based learning	
Didactic/ stimulation game	
Exercises (e.g.: calculating, artistic, practical)	
Exercise-based method	
Laboratory method	
Research method	
Workshop method	
Project method	
Presentation and observation	
Sound and video demonstrations	✓
Activation methods (brainstorming, SWOT analysis, decision-tree method, snowball method, mind-maps)	
Group-work	✓
Other	

It is advisable to include assessment tasks (questions).

2. Student workload (ECTS credits)

Evaluation methods	EK Symbols for the module/course					
Written exam						
Oral exam						
Open-book exam						
Final written test	15- HT1 -TD- 11_ 1	15- HT1 -TD- 11_ 2	15- HT1 -TD- 11_ 3	15- HT1 -TD- 11_ 4		
Oral test						

Test						
Project						
Essay						
Report						
Multimedia presentation						
Practical exam (observation of performance)						
Portfolio						
Other						
...						

Module title: Histories of theatre II	
Activity types	Mean number of hours* spent on each activity type
Contact hours with the teacher as specified in the programme	30 h
Independent study 1	20 h
Independent study 2 (preparation for the test)	20 h
Independent study 3 (preparation of the performance and presentation)	
Independent study 4 (reading of literature)	20h
Total hours	90 h
Total ECTS credits for the module	3 points

\* Class hours – 1 hour means 45 minutes

#Independent study – examples of activity types: (1) preparation for classes, (2) data analysis, (3) library-based work, (4) writing a class report, (5) exam preparation, etc.

### 3. Assessment criteria

very good (bardzo dobry, bdb; 5,0): excellent knowledge of histories of theatre in Europe, origins of theatre and very good skills of establishing relations between a culture and theatre and drama in historical context;

good plus (dobry plus, +db; 4,5): very good knowledge of histories of theatre in Europe, origins of theatre as well as very good skills of establishing relations between a culture and theatre and drama in historical context.

good (dobry, db; 4,0): good knowledge of histories of theatre in Europe, origins of theatre as well as good skills establishing relations between a culture and theatre and drama in historical context

satisfactory plus (dostateczny plus, +dst; 3,5): satisfactory knowledge of histories of theatre in Europe, origins of theatre as well as satisfactory skills of establishing relations between a culture and theatre and drama in historical context; some mistakes are allowed.

satisfactory (dostateczny, dst; 3,0): satisfactory knowledge of histories of theatre in Europe, origins of theatre as well as satisfactory skills of establishing relations between a culture and theatre and drama in historical context; more serious and numerous mistakes are allowed

unsatisfactory (niedostateczny, ndst; 2,0): unsatisfactory knowledge of histories of theatre in Europe, origins of theatre as well as unsatisfactory skills of establishing relations between a culture and theatre and drama in historical context; too many serious mistakes