1. **Title of the module**

DRAM6830 (DR683) Theatre and Ideas

1. **Division or partner institution which will be responsible for management of the module**

Arts and Humanities (School of Arts)

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA Drama and Theatre and associated programmes

BA Media Studies

BA Art History

Available as a wild module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate an ability to combine creative and conceptual ideas in a cogent and coherent manner.

8.2 Demonstrate a systematic understanding of the relationship between theoretical and philosophical ideas and performance practice.

8.3 Demonstrate a deep understanding of the ways in which performance can support or enrich a critical understanding of theoretical ideas.

8.4 Express themselves articulately orally, in debate and discussion, and in writing through the development of sustained argument and the use of ideas at the forefront of the discipline.

8.5 Demonstrate a thorough knowledge and systematic understanding of key aspects of ethical, aesthetic and political philosophy and its implications for performance.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Work collaboratively with other students, thereby gaining a deep understanding of group dynamics and handling interpersonal issues.

9.2 Apply the methods, skills and ideas they have learned to review and extend their knowledge to carry out projects.

9.3 Apply critical and creative skills in diverse forms of discourse and media.

9.4 Demonstrate an ability to communicate effectively, to a professional standard, coherent and sustained arguments in a variety of media, verbally and in writing.

9.5 Work independently on a self-directed research project, thus developing organisational skills and demonstrating an ability to manage their own learning.

1. **A synopsis of the curriculum**

This module will ask students to critically engage with fundamental questions about theatre, such as 'what is performance?', 'who decides what a performance means?', 'why do we care about the fates of fictional characters?', 'why do we enjoy watching tragic events on stage?', 'what ethical questions does performance raise?', 'can performance be a kind of philosophy?'. After writing an essay focussing on one of these questions, the class will then turn its attention to a specific performance text and the various conceptual and philosophical questions that arise from it. Once they have engaged with a range of theoretical perspectives on the text the course will culminate in an assessed presentation where the students propose a production which engages with these issues.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Critchley, S. (2004) *Very Little…Almost Nothing.* (2nd Edition). London: Routledge.

Cull, L. & Lagaay, A. (2014) *Encounters in Performance Philosophy.* Basingstoke: Palgrave Macmillan

Esslin, M. (1970) *Theatre of the Absurd: Revised and Enlarged Edition.* London: Penguin Books

Lamarque, P. & Olson, S. (2004) *Aesthetics and the Philosophy of Art: The Analytic Tradition.* London: Blackwells.

Ridout, N. (2009) *Theatre & Ethics.* Basingstoke: Palgrave Macmillan

Stern, T. (2013) *Philosophy and Theatre: An Introduction.* London: Routledge.

1. **Learning and teaching methods**

Total contact hours: 48

Private study hours: 252

Total study hours: 300

1. **Assessment methods**
   1. Main assessment methods

Essay (3500 words) (40%)

Presentation (40%)

Seminar Diary (2500 words) (20%).

13.2 Reassessment methods

Like for Like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** |  |  | **X** |  | **X** | **X** | **X** | **X** |
| Lecture | **X** |  |  | **X** |  |  |  |  | **X** |  |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay | **X** | **X** |  | **X** | **X** |  | **X** | **X** | **X** | **X** |
| Presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar Diary | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The subject-content will be consciously international in focus, drawing where possible on the work of international practitioners.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 18/05/16 | Major | September 2016 | 1, 8-14 | No |
| 26/02/2021 | Minor (ECA) | 2021/22 | 13-14 | No |

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