1. **Title of the module**

ENGL6680 (EN668): Discovery Space:Theatres in Early Modern England

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

School of English

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 (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 in English and American Literature

BA in English and American Literature with Creative Writing

BA in English, American, and Postcolonial Literatures

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. read and critically analyse a range of early modern drama
3. engage with complex issues of theatre history, including the modern phenomenon of reconstructed playhouses
4. critically situate their reading to developments in social, political and cultural history
5. explore in depth a range of theoretical and practical approaches to dramatic texts
6. think critically about contemporary performance of early modern plays
7. demonstrate ability to understand and evaluate early modern drama and performance
8. demonstrate and deploy critical thinking skills in conjunction with primary texts
9. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
10. apply the skills needed for academic study and enquiry in order to organise and present research findings
11. demonstrate developed powers of communication and the capacity to argue a point of view, orally and in written form, with clarity, organisation and cogency
12. demonstrate enhanced confidence in the efficient presentation of ideas designed to stimulate critical debate
13. assimilate and organise substantial quantities of complex information of diverse kinds
14. understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives
15. demonstrate research skills, including scholarly information retrieval skills; IT skills: word-processing, email communication, the ability to access electronic data.
16. develop and enhance communication skills in individual and group-based work
17. **A synopsis of the curriculum**

This module introduces students to the drama of Shakespeare's time, thinking in particular about the new theatrical buildings and the discoveries they made possible. The module encourages independent study and is consequently built around student interests as they develop their own research questions and essay topic.  
This period saw the emergence of the first permanent purpose built playhouses, and the development of the theatre industry. We will consider how the conditions of performance and production – such as playhouse architecture, the reportorial system, printing, censorship and London’s changing urban environment – affected playwrights, actors and audiences. Reading a range of playwrights, students will get a sense of the main trends which shaped the drama of the time, contextualising their understanding of canonical writers such as Shakespeare. Students will also engage with the current developments in early modern theatre history and the ways in which thinking about authorship, staging, printing and other key concepts from the period has altered over the last fifty years. As part of this work, we will examine the phenomenon of the modern reconstructed playhouse such as Shakespeare’s Globe, the Sam Wanamaker Playhouse and the American Shakespeare Centre’s Blackfriars, asking what - if anything - modern performance in these spaces can tell us about early modern practices.

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

Janette Dillon, 'The Cambridge Introduction to Early English Theatre' (Cambridge University Press, 2006)

Richard Dutton, ed., 'The Oxford Handbook of Early Modern Theatre' (Oxford University Press, 2009)

Andrew Gurr, 'The Shakespearean Stage, 1574-1642', 4th ed. (Cambridge UP, 2009)

Glynne Wickham, Herbert Berry and William Ingram, eds., 'English Professional Theatre, 1530-1660' (Cambridge: Cambridge University Press, 2000)

1. **Learning and teaching methods**

Total Contact Hours: 30

Independent Study Hours: 270

Total Study Hours: 300

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

Research Report of 1,500 words (15%)

Long Essay of 4,500 words (75%)

Seminar Performance (10%)

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 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |  | **X** |  |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Workshop | **X** | **X** |  |  | **X** | **X** | **X** |  | **X** | **X** |  | **X** |  | **X** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Research report (1500 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | x |
| Essay (4500 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | x |
| Seminar contribution |  | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |  | **X** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

1. **Inclusive module design**

The School 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 module offers internationalisation in several ways. In terms of methodological approach, the module introduces students to spatial theories from a French philosophical tradition and theatre history methods which emanate in North America. The research underpinning the module is similarly international in outlook, introducing students to internationally positioned research and researchers. Students will explore contemporary Shakespearean productions, performances and theatres. The module is created for an international student body who, while learning about the theatres of early modern England, will be encouraged to consider the theatre tradition from their own countries and background.

**FACULTIES SUPPORT OFFICE USE ONLY**

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

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 28/02/19 | Major | January 2020 | 6,8,9,12,13,14 | no |
|  |  |  |  |  |