



The Hebrew University of Jerusalem

Syllabus

PLAY & PERFORMANCE ANALYSIS: MID. AGES TO MOD. - 20180

Last update 08-07-2018

HU Credits: 2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Theatre Studies

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Alina Meltzer

Coordinator Email: alina.meltzer@mail.huji.ac.il

Coordinator Office Hours: Monday 12:00-13:00, by appointment

Teaching Staff:

Ms. Alina Meltzer

Course/Module description:

Analysis of selected plays and performances of the Middle-Ages and Renaissance. We begin with Middle-Ages Mystery and Morality plays and continue to works by some of the central playwrights of the Renaissance: Shakespeare, Moliere, Lope de Vega and more. Through close readings of chosen texts and their stage productions, the course reviews the dramatic and theatrical conventions and attributes of each writer, period and place.

Course/Module aims:

To impart familiarity with theatrical conventions and dramatic styles of Middle-Ages and Renaissance drama.

Written exercises given during the course allow independent analysis and provide basic tools for academic writing.

Learning outcomes - On successful completion of this module, students should be able to:

- 1. Examine the works studied in the course (and other works by the same playwrights), in their cultural and historical contexts.*
- 2. Follow the developments and changes in the Western theatre throughout the studied era.*
- 3. Compare between characteristics of dramatic genres in Middle-Ages and Renaissance drama.*
- 4. Discuss a variety of options for interpretation of text/character/ scene on stage.*
- 5. Identify theatrical codes in dramatic writing.*
- 6. Apply rules of academic writing.*

Attendance requirements(%):

At least 80%

Teaching arrangement and method of instruction: Lecture, discussion in class, viewing scenes from selected productions.

Course/Module Content:

Lesson 1: Introduction to Middle Ages theatre
Lesson 2: Mystery Plays, the Chester Cycle: Noah's Deluge
Lesson 3: Mystery Plays, the York Cycle: Joseph's Trouble about Mary
Lesson 4: Morality Play: Everyman
Lesson 5: Italian Renaissance Comedy: The Mandrake (La Mandragola)
Lesson 6: Introduction to Elizabethan theatre, William Shakespeare
Lesson 7: Midsummer Night's Dream
Lesson 8: Midsummer Night's Dream
Lesson 9: Hamlet
Lesson 10 Hamlet
Lesson 11: Lope de Vega, Fuenteovejuna
Lesson 12: Jean Racine, Phedre
Lesson 13: Moliere, The Miser
Lesson 14: The Miser

Required Reading:

"Noah's Deluge" in: *The Chester Mystery Plays*.
"Joseph's Trouble about Mary" in: *The York Cycle of Mystery Plays*.
* מחזאי אנונימי, כלאדם. תרגום, מבוא והערות: עמרי סמית. הקיבוץ
המאוחד 2003.
* ניקולו מקיאוולי, מנדראגולה. תרגום: עמרי סמית.
* ויליאם שייקספיר, חלום ליל קיץ. תרגום ט. כרמי. ספריית פועלים 1988.
* ויליאם שייקספיר, המלט. תרגום א. שלונסקי. ספריית פועלים, 1984.
* לופה דה וגה, מעיין הכבשים. תרגום רנה ליטוין. הקיבוץ המאוחד 1994.
או: תרגום רפאל אליעז הקיבוץ המאוחד 1978.
* ז'אן ראסין, פדרה. תרגום נתן אלתרמן. הקיבוץ המאוחד, 1980.
* מולייר, הקמצן. תרגום נתן אלתרמן. הקיבוץ המאוחד, 2000.

Additional Reading Material:

Aronson-Lehavi, Sharon. *Street Scenes: Late Medieval Acting and Performance*.
New York:
Palgrave Macmillan, 2011.

Beckwith, Sarah. *Signifying God: Social Relations and Symbolic Action in York's Play of Corpus Christi*. Chicago: Chicago University Press, 2001.

Giannetti, Laura and Guido Ruggiero (eds. and trans.). *Five Comedies from the Italian Renaissance*, Baltimore and London: The John Hopkins University Press, 2003.

McKendrick, Melveena. *Theatre in Spain, 1490-1700*. Cambridge: Cambridge University Press, 1989.

Bradby, David and Andrew Calder (eds.). *The Cambridge Companion to Moliere*. Cambridge: Cambridge University Press, 2006.

ברניקר, מנחם ורנה ליטוין (עורכים). המלט ושייקספיר: מבחר מאמרים. תרגום: תמר עמית. ירושלים: כתר, 1983.

נבו, רות. הקומדיה השייקספירית. תרגום: תמר עמית. ירושלים: כתר, 1984.

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 0 %

Project work 70 %

Assignments 30 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information:

Final grade will be influenced (up to 10%) by active participation or repeated absences.