

## CAS GE to LE Core Application

### Preparer(s)

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### Section I. CAS GE to LE Core Application Cover Sheet

Department/Program: Music and Theatre Arts

Effective year and term for implementation of action: [2015]Fall

### Current Course Information

Prefix: THEA	Number: 125	Credits: 3
Catalog Title: Introduction to Theatre History		

### Section II. Application for Inclusion in the Liberal Education Core

A. This course addresses the following Liberal Education Core Learning Outcome(s) (check all that apply):

Knowledge	<input type="checkbox"/> K1	<input type="checkbox"/> K2	<input type="checkbox"/> K3	<input checked="" type="checkbox"/> K4
Skills	<input type="checkbox"/> S1	<input type="checkbox"/> S2	<input type="checkbox"/> S3	
Responsibility	<input type="checkbox"/> R1	<input type="checkbox"/> R2	<input type="checkbox"/> R3	
Integration	<input type="checkbox"/> I1			

### B. Provide the requested information for each identified learning outcome.

**Knowledge 4 (K4): Use knowledge, historical perspectives, theories, or methods appropriate to the arts to describe their context, function and impact.**

1. Describe the content of the experience and especially the relationship between the content and the identified learning outcome. If it is appropriate, estimate the percentage of time spent in the experience on the identified outcome.

This class is a survey of the development of theatre from Classical Greece to the present through the lens of dramatic literature. We look at specific moments of great change in theatre, and examine how each moment's social, political, artistic, and historical context has a relationship to that change. The methods of the class are lecture, discussion, assignments, and exams in order to give the introductory student strong foundational information to go on to higher level study of developments in art, history, philosophy, literature, and theatre.

2. Describe the opportunities that the experience will offer students to meet the identified outcome. Your description can include pedagogy used, example assignments, broad discussion of the learning environment for the experience, etc.

The format of the class is primarily lecture, note taking, and exams. Students see three theatrical productions on campus to illuminate concepts we discuss in class (such as staging and design techniques). The content of the class makes strong connections to art history, philosophy, developments in technology, and other significant developments in Western Civilization. In addition, we spend time examining the relationship between theatre and politics in the civil rights eras of the US and abroad, and look at how theatre acts as a vehicle for change at certain moments in history, rather than simply a reflector of societal changes. The primary pedagogical methods of the class (lecture/exams) are appropriate for the material at this introductory level; its purpose is to prepare students for higher levels of study in a variety of disciplines in the arts and humanities, and to help develop them into knowledgeable, engaged theatre spectators.

3. Identify and provide a rationale for the presence of all prerequisites.

There are no prerequisites for this class.

4. Describe the student work for the identified outcome that will be collected, assessed and results submitted to the University Assessment Committee for purposes of assessment of our Liberal Education Core. Examples of student work include student papers, in-class writing, exams, field experiences, oral presentations, etc.

Be sure to refer to the outcome rubric elements in relation to the student work that will be assessed. If there are aspects of your course that align with a selected learning outcome but are not well-reflected in its rubric, provide relevant commentary.

The midterm and final exams will be used to assess the K4 outcome. Both are in-class exams that consist of short answer and essay questions, and both exams are divided into two sections: "recall" (short answer questions that ask students to recall content from lecture, discussion, and creative presentations); and "synthesis" (essay questions that ask students to make connections between different content in the class and produce new ideas).

Element A (Student describes and understands the relevance of historical and cultural context to the artifacts) will be assessed in the "recall" section of the exams with questions such as:

- "Where were most arts and learning house in the early Middle Ages" How did this affect their content?"
- "What central Zen Buddhist principle does Noh theatre attempt to capture?"
- "Identify two contributions that Showboat made to the development of American Musical Theatre."

Element B (Student analyzes the medium, craft, or formal elements and/or methods) will be assessed in the "recall" section of the exams with questions such as:

- "Identify one way that Hamlet does not follow Aristotle's principles of tragedy."
- "Describe two ways that 'modernism' changed theatre and/or dramatic literature."

as well as in the "synthesis" section of the exams with questions such as:

- "Define the term 'catharsis' as it applies to theatre literature. Next, identify three plays we have read/discussed that result in a sense of catharsis, and explain why they achieve this. Support your argument with specific examples."

- “Both Dutchman and Fences are about racial politics in the U.S. In what ways do these two plays tell similar stories? How do their differing genre and style result in a different message?”

Element C (Student interprets meaning from context and form) will be assessed in the “synthesis” section of the exams with essay questions such as:

- “A foundational value of realism (as part of the Modern era) is that ‘truth is knowable through observation.’ What ‘truths’ does Ibsen investigate in A Doll’s House? What questions does he pose to the audience about these truths? Identify one similarity and one difference between questions posed about ‘truths’ by A Doll’s House and Trifles. Support your points with specific evidence.”
- Choose three plays that we have read that make use of ‘visual metaphor’ to communicate information about the story. Briefly describe the genre and style of each play; identify and describe two visual metaphors from each and explain what they are used to communicate; finally, explain how the playwright’s choice to make use of metaphor supports or challenges the genre and style of the play.”

5. Provide additional information on the learning experience such as:

- Sample readings
- Topical outline and timetable
- Learning outcomes
- A brief description of the experience (300 words maximum)

This class covers the following themes: Classical Greece, Medieval and Renaissance England, Classical Japan, The Modern Era (Europe, Russia, and the U.S.), Theatre of the Absurd, Theatre and Identity Politics, Postmodern Drama, American Musical Theatre, and Changes in the 21st Century. Students read the following plays, as the lens through which they look at each theme: Oedipus the King, Hamlet, Matsukaze, A Doll’s House, The Cherry Orchard, Trifles, Six Characters in Search of an Author, Endgame, Dutchman, Fences, Zoot Suit, Cloud Nine, and Blasted. Musical theatre is experienced on video; selections from Ziegfeld Follies, Showboat, Oklahoma, Hair, A Chorus Line, The Lion King, and Rent are viewed for this purpose. Viewed live performances vary, depending on what is available to see. I have attached the syllabus for clarification regarding which play is used for each theme.

6. Considering existing department/program resources, please provide answers to the following:

How many sections of the experience will be offered in the fall semester? 1

How many sections of the experience will be offered in the spring semester? 1

What will be the average size for each section of the experience? 40

#### Attachments

Theatre 125 syllabus.docx 5/4/2015 12:09 PM College of Arts & Sciences 1

#### General Notes and Comments:

#### Date of Department/Program Approval (Include all department/program names and approval dates as appropriate):

5/4/15

#### College Curriculum Committee or Equivalent Action:

5/7/2015  Approved  Denied

#### University Liberal Education Committee Action:

Approved  Denied