

# CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

## COURSE MODIFICATION PROPOSAL

DATE: 10.18.06

PROGRAM AREA PERFORMING ARTS

**1. Catalog Description of the Course.** *[Follow accepted catalog format.]*  
*(If Cross-listed please submit a form for each prefix being modified)*

OLD	NEW
Prefix PA Course# 101 Title Introduction to the Performing Arts Units (3) 3 hours lecture per week <input type="checkbox"/> Prerequisites <input type="checkbox"/> Corequisites Description Overview of the history of performance, cultural traditions, and artistic assumptions in theatre, history and dance. Requires some involvement in local or campus productions.	Prefix PA Course# 101 Title Introduction to Performing Arts Units (3) 3 hours lecture per week <input type="checkbox"/> Prerequisites <input type="checkbox"/> Corequisites Description Overview of the history of performance, cultural traditions, and artistic assumptions in theatre, music, and dance. Requires some involvement in local or campus productions.
<input type="checkbox"/> Gen Ed Categories <input type="checkbox"/> Lab Fee Required Hegis Code	<input checked="" type="checkbox"/> Gen Ed Categories A-1, C-1 <input type="checkbox"/> Lab Fee Required
Graded <input type="checkbox"/> CR/NC <input type="checkbox"/> Repeatable for up to _____ units <input type="checkbox"/> A - F <input type="checkbox"/> Multiple Enrollment in (Student's choice) same semester	Graded <input type="checkbox"/> CR/NC <input type="checkbox"/> Repeatable for up to _____ units <input checked="" type="checkbox"/> A - F <input type="checkbox"/> Multiple Enrollment in same semester (Student's choice)
<input type="checkbox"/> Mission Based Learning Objectives: <input type="checkbox"/> Title V Section 40404:	<input type="checkbox"/> Mission Based Learning Objectives: <input type="checkbox"/> Title V Section 40404:
<input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Government	<input type="checkbox"/> International <input type="checkbox"/> US Constitution
<input type="checkbox"/> Multicultural <input type="checkbox"/> US History	<input type="checkbox"/> Multicultural <input type="checkbox"/> US History
<input type="checkbox"/> Service Learning	<input type="checkbox"/> Service Learning

**2. Mode of instruction**

<u>Existing</u>					<u>Proposed</u>				
	Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)		Units	Hour Per Unit	Benchmark Enrollment	CS# Units (filled out by Dean)
Lecture	<u>3</u>	<u>1</u>	<u>40</u>	_____	Lecture	<u>3</u>	<u>1</u>	<u>30</u>	_____
Seminar	_____	_____	_____	_____	Seminar	_____	_____	_____	_____
Laboratory	_____	_____	_____	_____	Laboratory	_____	_____	_____	_____
Activity	_____	_____	_____	_____	Activity	_____	_____	_____	_____

**3. Course Content in Outline Form if Being Changed.** *[Be as brief as possible, but use as much space as necessary]*

OLD	NEW
1. Performance as an art form	1. Performance as an art form
2. History of performance	2. The mode of critical inquiry applied to performance
3. Cultural context of performance	3. History of selected performance traditions
4. Languages of music, dance and theatre	4. Cultural context of selected performances
5. Styles of production	5. Languages of music, dance and theatre
6. Observations of performances	6. Styles of production
7. Involvement in local or campus productions	7. Close readings of performances
	8. Involvement in local or campus productions

**4. Justification and Learning Objectives for the Course.** (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

OLD	NEW
Justification: This course is required for all Performing Arts majors. As an introduction to the interdisciplinary nature of the	Justification: This course is required for all Performing Arts majors. As an introduction to the

Performing Arts, this course will immerse Performing Arts majors in the culture, traditions and language of music, dance and theatre, encourage in them an appreciation for each of the performing arts, while demonstrating to them the ways the three art forms enrich one another. The required involvement in a local production will familiarize students with the assumption underlying the Performing Arts program: that all majors will be experienced and self-reflective performers by the time they graduate.

**Learning Objectives:**

Upon completion of this course students will be able to:

- Demonstrate in writing a grasp of the history and cultural traditions of performance
- Demonstrate an understanding for performance arts and artists by commentary on a local production
- Demonstrate through written critiques a familiarity with the languages of music, dance and theatre

interdisciplinary nature of the performing arts, this course will immerse students in the performance histories, cultural traditions, critical approaches artistic assumptions, and languages of theater, music, and dance, encouraging in them an appreciation for each of the performing arts, and emphasizing the ways these three art forms enrich one another. Through written assignments (both in and out of class), presentations, and class discussions, students will learn to critically examine different formal, thematic, and historical aspects of scripts and performances (live, video/audio recordings, or films).

**Learning Objectives:**

Upon completion of this course students will be able to:

1. Identify, interpret, and appreciate choices made in performances.
2. Conduct close readings of dance, theater, and music performances.
3. Research information about a particular performance (past, present, or future) using the resources of the CSUCI library.
4. Understand basic performance vocabularies.
5. Demonstrate in writing a grasp of selected histories and cultural traditions of performance.
6. Demonstrate an understanding of performing arts and artists by commentary on a local production

**5. References.** *[Provide 3-5 references on which this course is based and/or support it.]*

**OLD**

1. Goldberg, Rosalee. **Performance: Live Art Since 1960.** Harry N Abrams, 1998.
2. Huxley, Michael. **The 20th C. Performance Reader.** Routledge, 2002.
3. McCarthy, Kevin. **Performing Arts in a New Era.** Rand, 2001.

**NEW**

1. Goldberg, Rosalee. **Performance: Live Art Since 1960.** Harry N Abrams, 1998.

2. Huxley, Michael. **The 20th C. Performance Reader.** Routledge, 2002.

3. Kevin McCarthy, **Performing Arts in a New Era,** Rand Books, 2003.

4. Russell Lynes, **The Lively Audience: A Social History of the Visual and Performing Arts in America, 1890-1950,** Harper Collins, 1986.

**6. Indicate Changes and Justification for Each.** *[Check all that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]*

- ☐ Course title
- ☐ Prefix/suffix
- ☐ Course number
- ☐ Units
- ☒ Staffing formula and enrollment limits
- ☐ Prerequisites/corequisites
- ☒ Catalog description
- ☒ Course content
- ☒ References
- ☒ GE
- ☐ Other

**Justification**

The course description, content, and references have been modified slightly to allow for greater specificity of focus and an emphasis on critical inquiry as a foundation for work in the major. The slightly smaller enrollment limit will more realistically allow for adequate participation in class and local productions, while still allowing plenty of slots for both majors and non-majors. This course should be a C-1 GE in order to provide a Performing Arts option for students seeking to fulfill that requirement. Since it requires extensive discussion and oral presentations as assignments, this course also fulfills the requirements for the A-1 (oral communication) GE.

**7. If this modification results in a GE-related change indicate GE category affected and Attach a GE Criteria Form:**

**A (English Language, Communication, Critical Thinking)**

- A-1 Oral Communication ☒
- A-2 English Writing ☐
- A-3 Critical Thinking ☐

**B (Mathematics, Sciences & Technology)**

- B-1 Physical Sciences ☐
- B-2 Life Sciences – Biology ☐
- B-3 Mathematics – Mathematics and Applications ☐
- B-4 Computers and Information Technology ☐

**C (Fine Arts, Literature, Languages & Cultures)**

- C-1 Art ☒
- C-2 Literature Courses ☐
- C-3a Language ☐
- C-3b Multicultural ☐

**D (Social Perspectives)**

- ☐

**E (Human Psychological and Physiological Perspectives)**

- ☐

**UD Interdisciplinary**

**8. New Resources Required. YES ☐ NO ☒**

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the consultation sheet below.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment)
- b. Library needs
- c. Facility/space needs

**9. Will this course modification alter any degree, credential, certificate, or minor in your program? YES ☐ NO ☒**

If, YES attach a program modification form for all programs affected.

**10. Effective Date (Semester and Year):** Fall 2007

Dr. Catherine Scott Burriss  
Proposer of Course Modification

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10/07/2006  
Date

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## Request for GE Approval

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Course Title PA 101 Introduction to Performing Arts

Units 3

Lab No

New Yes

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GE Category A1 Oral Communication

Submitter Burriss, Catherine

Submission Date 10-09-2006

Status Approved

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### Criteria Justifications

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- Focus on communication in the English language

Students must participate actively in discussion of performance theories and texts, but are also required to do at least one presentation in class as major graded component of the course. They may choose to make a second major graded component an oral presentation as well.

- Focus on the formulation and analysis of human interaction

Close readings and critical discussions of performance texts foster in students an awareness not only of the humanity being presented on stage, but of the artistic choices and assumptions employed for each performance.

- Prepare the student to use reasoning of both inductive and deductive types

In formulating and answering critical questions about particular performances and performance theories, students will learn how to reason deductively from their own reactions to the performances or theories, as well as employ deductive reasoning in arguing for a particular answer or set of answers to critical questions they pose about such performances or theories.

- Address modes of argument, rhetorical perspectives, and the relationship of language to logic

Students will get the unique opportunity to explore methods of argumentation in a written assignments and presentations, one of which must be a performance of some kind. This final

requirement helps them understand performance as making an argument, though the means of communication are often quite different from standard prose argumentation.

- Include exploration of the psychological basis and social significance of communication

By studying the histories, contexts, and theories relating to a variety of performances, and by performing themselves, students develop empathy for others' voices, and a strong sense of how performance can speak to, and for, larger social communities.

- Require significant oral presentation

Major assignments include a performance and a presentation, both based on students' critically-informed research.

- Focus on oral as well as written communication, listening and reasoning

Frequent in- and out-of-class journal responses help students hone their written expression, and assist in the production of at least one essay as a major graded assignment. Discussion is the primary mode of exploration in this class, usually with a frame of critical inquiry to make students familiar with listening to alternate points of view and assessing them based on supporting evidence.

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GE Category C1 Art

Status      Approved

Criteria Justifications

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- Develop students' ability to respond subjectively as well as objectively to experience

The course content and assignments require students articulate both their emotional and critical responses to a local performance, scripts, and video screenings throughout the semester.

- Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination

The course focuses on performances that incorporate Dance, Music, and Theater (from opera to musicals to contemporary dance theater) but also includes major works in each area as they were differentiated around the turn of the twentieth century.

- Increase awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature, and music

As they learn to read performance texts, students are repeatedly asked to identify and discuss the choices made in performance, both as technical skill, and as means to communicate. The course focuses on moments when accepted conventions in Music, Dance, and Theater have been upended in order to better understand the previous traditions and the new conventions that arise in opposition to them.

- Examine the interrelationship between the creative arts, the humanities, and self

Through free-written journal responses, small group and large group discussions, and major assignments like presentations and papers, students learn how to articulate their individual reactions to performance and then apply that expression of self to interpreting and analyzing the performance. The design of the course and specific assignments encourages understanding of the differences and similarities among Theater, Music, and Dance.

- Include an exposure to world cultures

The performance students will experience (live or recorded) and read will draw from a variety of world cultures, from local performances to those inspired by Asian, African, Latin American, or European performance traditions.

- Impart knowledge and appreciation of the visual and performing arts

Why students spend a considerable amount of time closely analyzing performance choices, they are also required to make performance choices themselves as part of a major assignment.

- Promote students' ability to effectively analyze and respond to works of human imagination

Again, journal entries, in-class discussions, and three major assignments help foster close analysis stemming from both emotional and critically-aware responses.

## Approvals

### Program/Course: Performing Arts 101

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Program Chair(s)

Date

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General Education Chair(s)

Date

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Curriculum Committee Chair(s)	Date
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Dean of Faculty	Date
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