

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**

**COURSE MODIFICATION PROPOSAL**

**Courses must be submitted by October 15, 2013, and finalized by the end of the fall semester to make the next catalog (2014-15) production**

DATE (CHANGE DATE EACH TIME REVISED): 02/28/2013; REV 3.13.12

PROGRAM AREA(S): PERFORMING ARTS

**Directions:** All of sections of this form must be completed for course modifications. Use **YELLOWED** areas to enter data. All documents are stand alone sources of course information.

**1. Indicate Changes and Justification for Each.** [Mark an X by all change areas that apply then please follow-up your X's with justification(s) for each marked item. Be as brief as possible but, use as much space as necessary.]

<input type="checkbox"/> Course title	<input type="checkbox"/> Course Content
<input type="checkbox"/> Prefix/suffix	X Course Learning Outcomes
<input type="checkbox"/> Course number	X References
<input type="checkbox"/> Units	<input type="checkbox"/> GE
<input type="checkbox"/> Staffing formula and enrollment limits	<input type="checkbox"/> Other <input type="checkbox"/>
<input type="checkbox"/> Prerequisites/Corequisites	X Reactivate Course
<input type="checkbox"/> Catalog description	
<input type="checkbox"/> Mode of Instruction	

**Justification:** This course is currently inactive, and is scheduled for FALL 2013. As the course has remained inactive for several years, the references have been updated. The course learning outcomes have been modified to include GE learning outcomes, as outlined in the current Senate Policy on GE Goals and Outcomes.

**2. Course Information.**

[Follow accepted catalog format.] (Add additional prefixes if cross-listed)

**OLD**

Prefix PA Course# 350  
 Title Audience and Performance Studies Units (3)  
 2 hours lecture per week  
 2 hours activity per week

☐ Prerequisites: ☐  
☐ Consent of Instructor Required for Enrollment  
☐ Corequisites: ☐

**Catalog Description** (Do not use any symbols):

Interdisciplinary exploration of performance as an art form, with particular attention to how audience response shapes live performances. History, development, and theory of performance will be integrated with new research on audience-performer interaction to provide the student with a comprehensive and interdisciplinary vision of performance. Students will both study performance and design community-based projects in which they will perform.

General Education Categories: ☐

Grading Scheme (Select one below):

X A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to ☐ units

Total Completions ☐

Multiple Enrollment in Same Semester Y/N ☐

Course Level:

X Undergraduate

☐ Post-Baccalaureate

☐ Graduate

**NEW**

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 Title Audience and Performance Studies Units (3)  
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 2 hours activity per week

☐ Prerequisites: ☐  
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☐ Corequisites: ☐

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Multiple Enrollment in Same Semester Y/N ☐

Course Level:

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### 3. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s) \_\_\_\_\_  
(Provided by the Dean)

#### Existing

#### Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	<u>2</u>	<u>1</u>	<u>30</u>	<input type="checkbox"/>	Lecture	<u>2</u>	<u>1</u>	<u>30</u>	<input type="checkbox"/>	<input type="checkbox"/>
Seminar	<input type="checkbox"/>	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>	Seminar	<input type="checkbox"/>	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lab	<input type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>	Lab	<input type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity	<u>1</u>	<u>2</u>	<u>30</u>	<input type="checkbox"/>	Activity	<u>1</u>	<u>2</u>	<u>30</u>	<input type="checkbox"/>	<input type="checkbox"/>
Field Studies	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Field Studies	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indep Study	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Indep Study	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other blank	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Other blank	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Online	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4. Course Attributes:

X **General Education Categories:** All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval> completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

#### 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)

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

#### D (Social Perspectives)

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

#### UDIGE/INTD Interdisciplinary

#### Meets University Writing Requirement (Graduation Writing Assessment Requirement)

#### Meets University Language Requirement

☐ **American Institutions, Title V Section 40404:** ☐ Government ☐ US Constitution ☐ US History  
Regarding Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

☐ **Service Learning Course** (Approval from the Center for Community Engagement must be received before you can request this course attribute).

☐ **Online Course** (Answer YES if the course is ALWAYS delivered online).

**5. Justification and Requirements for the Course.** *[Make a brief statement to justify the need for the course]*

**OLD**

This course is a required course for the BA in Performing Arts, which stresses interdisciplinarity and multicultural, global perspectives. Performance studies focuses on the experiential and compositional process, its relationship to gender, culture and ethnicity, and its affect on audiences. Audience studies focuses on the behavior of individuals as affected by the artistic media they witness, as well as the way their responses affect the live performer. The integration of the two provides a unique opportunity to explore the complex interdependence of performance and audience—how each alters the other. To do that, students will both perform themselves and study each other's performances.

- X Requirement for the Major/Minor
- X Elective for the Major/Minor
- X Free Elective

**Submit Program Modification if this course changes your program.**

**NEW**

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- X Elective for the Major/Minor
- X Free Elective

**6. Student Learning Outcomes.** (List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: <http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

Upon completion of the course, the student will be able to:

**OLD**

Learning Objectives:

Upon completion of this course students will be able to:

- Use physicalization to enhance appreciation and understanding of literature
- Articulate the differences and connections between literary and non-literary texts
- Evaluate literary and non-literary performances
- Develop habits of close and critical reading of literary and non-literary texts
- Demonstrate through performance an openness to and empathy with the lives and socio-cultural contexts of others, and an ability to work with them to create a performance event that serves them.
- Analyze audience responses to live performances
- Articulate the influences of gender, cultural and ethnic on performance
- Reflect on their own experiences as audience members and performers

Upon completion of the course, the student will be able to:

**NEW**

Learning Objectives:

Upon completion of this course students will be able to:

- Use physicalization to enhance appreciation and understanding of literature
- Articulate the differences and connections between literary and non-literary texts
- Speak and present effectively in various contexts (GE 4.1)
- Develop habits of close and critical reading of literary and non-literary texts
- Use relevant tools in various contexts to present and/or integrate ideas (GE 4.3)
- Analyze audience responses to live performances
- Articulate the influences of gender, culture, and ethnicity on performance
- Articulate personal thoughts and emotions when encountering human creations and ideas. (GE 6.2)

**7. Course Content in Outline Form.** (Be as brief as possible, but use as much space as necessary)

**OLD**

Students will explore in theory and in practice the diverse aspects of performance as an art form. They will also investigate audience reaction and response. The development,

**NEW**

Students will explore in theory and in practice the diverse aspects of performance as an art form. They will also investigate audience reaction and response. The development,

history, and theory of performance will be integrated with new research on audience-performer interaction.

When considering performance studies students will focus on the compositional and experiential processes. When discussing audience studies, students will examine the ways audiences are affected by the different performances, and how their reactions affect the live performer.

In the integration of the two, students will have a unique opportunity to explore the complex interdependence of performer and audience. Students will create their own performance pieces.

In preparing for an individual performance piece, students will explore their own expressivity in performance, and the various dynamics associated with making a performance.

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**Does this course content overlap with a course offered in your academic program? Yes ☐ No ☒**

**If YES, what course(s) and provide a justification of the overlap.**

**Does this course content overlap a course offered in another academic area? Yes ☐ No ☒**

**If YES, what course(s) and provide a justification of the overlap.**

**Overlapping courses require Chairs' signatures.**

**8. Cross-listed Courses (Please note each prefix in item No. 1)**

**A. List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).**

**B. List each cross-listed prefix for the course:**

**C. Program responsible for staffing:**

**9. References. [Provide 3-5 references]**

**OLD**

**1. Ang, Ien. Desperately Seeking the Audience. New York: Routledge, 1991.**

**2. Bial, Henry. Performance Studies Reader. NY: Routledge, 2007.**

**3. Holub, Robert C. Reception Theory: A Critical Introduction. New York: Methuen, 1984.**

**4. Homan, Sidney. Audience as Actor and Character. Bucknell Univ. Press, 1989.**

**5. McQuail, Denis. Audience Analysis. London: Sage Publications, 1997.**

**6. Schechner, Richard. Performance Studies: An Introduction. NY: Routledge, 2002.**

**NEW**

**1. Allain, Paul and Harvie, Jen, The Routledge Companion to Theatre and Performance, New York: Routledge, 2006**

**2. Boal, Augusto, Games for Actors and Non-Actors, New York: Routledge, 2002**

**3. Butsch, Richard, The Making of American Audiences, New York: Cambridge University Press, 2000**

**4. Carlson, Marvin, Performance, A Critical Introduction, New York: Routledge, 2003**

**5. Reinelt, Janelle and Roach, Joseph, Critical Theory and Performance: Revised, Ann Arbor: University of Michigan Press, 2007**

**6. Schechner, Richard, An Introduction to Performance Studies, New York: Routledge, 2013**

10. Tenure Track Faculty qualified to teach this course.  
Dr. Luda Popenhagen, Dr. Catherine Burriss

11. Requested Effective Date or First Semester offered: Fall 2013

12. New Resource Requested: Yes No X  
If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

C. Facility/Space/Transportation Needs:

D. Lab Fee Requested: Yes No ( Refer to the Dean's Office for additional processing)

E. Other.

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes No X

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

Priority deadline for New Minors and Programs: October 1, 2013 of preceding year.

Priority deadline for Course Proposals and Modifications: October 15, 2013.

Last day to submit forms to be considered during the current academic year: April 15<sup>th</sup>.

Dr. Luda Popenhagen

02/28/2013

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Proposer(s) of Course Modification

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Date

Type in name. Signatures will be collected after Curriculum approval.

GE Committee response to your request have PA350: Audience and Performance Studies added to C1: Art

Approved by committee on 3.12.13

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Request Submitted  
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Course: PA350 Audience and Performance Studies

Area: C1 Art

Date Submitted: 9/12/2008 12:00:00 AM

Date Approved: 3/14/2013 3:07:57 PM

1. Develop students' ability to respond subjectively as well as objectively to experience

Students will research historical information using appropriate texts and archival information. The activity component of this course will allow students to acquire new creative skills and personally experience a broader range of performance possibilities within the arts.

For their analyses students will discuss historical narratives and theoretical paradigms, and consider them in light of their own personal perspectives. Each student will be encouraged to develop their own individual viewpoints.

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

Students will study a diversity of material, including plays, films, operas, musicals, performance pieces, etc. to develop aesthetic awareness. The works will be of a visual and verbal nature. Students will have the opportunity to research and present oral presentations, and also devise and stage their own performance pieces and When discussing audience reactions students will use archival and historical material as inspiration for their own responses.

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

The focus of this course is the analysis (as performer and as audience member) of the different forms of the performing arts (drama, dance, and music), as well as dramatic literature and performance texts. Students will view staged productions and read relevant critical and theoretical literature.

4. Examine the interrelationship between the creative arts, the humanities, and self

This course connects the performing arts (plays, operas, films, and performance pieces) with historical literature through analysis, discussion and research. Students will have the opportunity to contextualize the historical events against their own personal experiences and observations. They will also invest their own opinions in the discussions on the dramatic literature and performance texts.

5. Include an exposure to world cultures

In this course students will be developing an understanding of world perspectives by reading performance texts from different cultures in English and in translation, hearing the texts spoken in the original language by native-

speakers, and viewing performance pieces and traditions from other cultures.

#### 6. Impart knowledge and appreciation of the visual and performing arts

The very nature of this course is to consider and study the performing arts in performance and production. The visual elements will be discussed both in the texts studied in the course, and the productions viewed. Performance as spectacle and its reception by diverse audiences will be one of the issues discussed.

#### 7. Promote students' ability to effectively analyze and respond to works of human imagination

In addition to reading and discussing the primary works, students will be provided with secondary materials, such as theoretical and critical references, for their use. Students will also develop their own personal reactions. To better understand the performance texts, students will be able to devise and enact selected scenes themselves. Opportunities will be created for the students to write, speak, and stage their responses.

# Approval Sheet

## Course: PA 350 Audience and Performance Studies

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

General Education Chair		
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Signature

Date

Center for Intl Affairs Director		
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Signature

Date

Center for Integrative Studies Director		
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Signature

Date

Center for Multicultural Engagement Director		
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Signature

Date

Center for Civic Engagement and Service Learning Director		
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Signature

Date

Curriculum Chair		
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Signature

Date

AVP		
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Signature

Date