

Core Curriculum Management

Date Submitted: 07/05/17 2:43 pm

Viewing: **THAR 281-GE 281: History of the Theatre II**

Last edit: 07/05/17 2:43 pm

Changes proposed by: bdoucet

In Workflow

1. PRFM Department Head
2. LA College Dean UG
3. CCC Preparer
4. CCC Chair
5. Faculty Senate Preparer
6. Faculty Senate
7. Provost II
8. President
9. Curricular Services

Approval Path

1. 07/06/17 5:39 pm
Donnalee Dox (dox):
Approved for PRFM
Department Head
2. 07/07/17 11:32 am
Steve Oberhelman (s-
oberhelman): Approved
for LA College Dean UG

Contact(s)

Name	E-mail	Phone
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Course Prefix THAR Course Number 281

Academic Level UG

Complete Course Title History of the Theatre II

Abbreviated Course Title THEATRE HISTORY II

Crosslisted With

Semester Credit 3
Hour(s)

Proposal for:
Core Curriculum Addition/Edit

How frequently will the class be offered? every spring, summer, and fall

Number of class sections per semester 1-5

Number of students per semester 500

Historic annual enrollment for the last three years

Last year: 2182 Previous year: 2594 Year before: 3915

Course Syllabus

Syllabus: UP

Meeting times and locations

Instructor Information

Textbook and/or Resource Material

Grading scale

Attendance and Make-up Policies

Course Topics, Calendar of Activities, Major Assignment Dates

Grading Policies

Core curriculum

Foundational Component Area Core Creative Arts (KCRA)

TCCN prefix/number DRAM 2362

Foundational Component Area: Creative Arts

How does the proposed course specifically address the Foundational Component Area definition above?

In this course, theatre history is used as a lens for investigating culture, and social values. This course presents historical context in terms of political, economic, and social events, in conjunction with a play from each time period studied. Often the theatre can become a place of experimentation and exploration, a place where social values are challenged. In other words, theatre is a safe place for dangerous ideas.

Core Objectives:

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Critical Thinking is best fostered through in-class group discussion of plays, online discussion boards, in-class three-minute response papers, and the final project. Students are asked to reflect on the cultural values present in each play, and make comparisons to their own values, or those they observe in the world around them

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Communication skills are developed through an assignment that asks students to present a persuasive piece arguing their view of the purpose of theatre in society. This semester students were given a choice between an essay and a narrated Powerpoint presentation for the final project. Written communication is developed through online discussion boards, in-class response papers, and the final essay. Oral communication is developed through in-class group discussion, and Powerpoint narration, for those who chose that option. Both versions of the final project require the use of images to enhance the overall message through visual communication.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

In this course we will be using a Team-based Learning (TBL) structure. TBL is a form of small-group learning that emphasizes student preparation out of class and application of knowledge in class. Students will be organized strategically into diverse teams that work together throughout the semester. Students will prepare by reading prior to class and completing an online quiz. In class assignments will allow each group to demonstrate application of course concepts from the reading assignments.

Discussion groups: Students met once a week with an assigned discussion group to discuss the assigned play. Discussion questions are provided. Each group chooses a recorder to take notes on the group discussion, for which the group is graded, and a reporter, that orally presents the groups ideas to the class. This exercise evaluates critical thinking, and communication. Often the discussion questions ask for reflection on personal and social responsibility.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Social responsibility is developed first by investigating the dynamic nature of culture. Ideas, values, and beliefs shift over time, and these shifts are reflected in artifacts, such as scripts and performances. Students are given opportunities to recognize the ideas and values expressed in the various works studied through in class discussions, and online discussion boards. The final essay asks students to argue what they believe to be the purpose of theatre and the responsibilities of a theatre artist to our global society. They are also asked to reflect on their own responsibilities as possible artists or (more likely) patrons of the arts.

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus [THAR 281.pdf](#)

Reviewer Comments