New Course Request

Indiana University

South Bend Campus

Check Appropriate Boxes: Undergraduate credit [✓] Graduate credit [ ] Professional credit [ ]

1. School/Division: College of Liberal Arts and Sciences
   Academic Subject Code: ANTH-A

2. Course Number: 390 (must be cleared with University Enrollment Services)
   Instructor: Sullivan

5. Course Title: Art, Aesthetics, and Creativity
   Recommended Abbreviation (Optional): (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 2010

7. Credit Hours: Fixed at 3 or Variable from ______ to ______

8. Is this course to be graded S-F (only)? Yes [x] No [ ]

9. Is variable title approval being requested? Yes [x] No [ ]

10. Course description (not to exceed 50 words) for Bulletin publication:
    Explores, in an interdisciplinary way, culture, cultural artifacts, and the role of art in the formation and expression of a particular culture. An historical perspective on the intellectual tradition reveals both change and deeper continuities in the social and spiritual values underlying the making of art.

    Issues of practice of the craft receive greater emphasis at this level. Meets general education common core II-D requirements.

11. Lecture Contact Hours: Fixed at 3.0 or Variable from ______ to ______

12. Non-Lecture Contact Hours: Fixed at 0.0 or Variable from ______ to ______

13. Estimated enrollment: 30 of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: every other year
   Is this course required for majors? [x] No [ ]

15. Justification for new course: This course will fulfill the Art, Aesthetics and Creativity general education upper-level core course requirement.

16. Are the necessary reading materials currently available in the appropriate library? Yes [x] No [ ]

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

[Signature]
Department Chairman/Division Director
Date 9/24/09

Approved by:

[Signature]
Dean
Date 10/07/09

Dean of Graduate School (when required)

[Signature]
Date

Chancellor/Vice-President

[Signature]
Date

University Enrollment Services

Date

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724
University Enrollment Services
Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
ANTH-A 390 Art, Aesthetics and Creativity:
ANTHROPOLOGICAL PERSPECTIVES ON PERFORMANCE.

Instructor: Carol Subino Sullivan
Office Hours: 
Office Phone: 
Email: csubino@indiana.edu

Course Objectives:
This course will explore performance as one avenue which people use to influence and change their lives. It will consider both individual performers as well as community performances and ask how and why such performances are created. The class is designed for non-majors, so no background in anthropology is necessary. We will be looking at performance through an anthropological lens, meaning we will be considering performance in tandem with broader theoretical issues such as race, gender, national and local identities, disease and human rights. The work will consist of reading articles, watching videos, discussions, small group work, one graded in-class performance analysis (of a video), and a final group project. Students will be regularly asked to read performances critically in order to further develop their analysis and interpretation skills. For the final project, students will work in teams matched up with one of Michiana’s community organizations and asked to apply the information from readings, films and lectures to their own ethnographic studies about performance in the local Michiana community.

Required reading:
There is no required text book; all of the readings are available through Electronic Reserves. Readings are listed under the day they are due in the "Course Schedule."

Course Requirements:
Attendance: Many of the discussions and group work will be based on videos watched in-class. Because of this, your attendance and participation in class meetings is important. Students will be expected to come prepared for class having done the assigned readings so as to be able to engage in informed discussion of all class materials. Failure to participate and/or excessive absences (more than two) will result in a reduction of the overall final grade. Excessive tardiness will also impact this portion of your grade. Every two times a student is late to class will be counted as an absence.

Small group work: During the first week, students will form small groups with whom they will continue to work throughout the semester. At each class meeting, small groups will be given an assignment to complete. The assignments will vary but will usually entail discussion of a question posed by the instructor based on the materials assigned for that class meeting. One person out of the group should take responsibility for taking notes to be submitted for credit at the end of the session. The student filling the role of recorder should rotate at each class session. Each student in the group will be expected to play this role several times throughout the semester. The exact number of times will be determined by the instructor once the class roster is finalized and groups have been formed.
In-class writing: performance review: In lieu of a formal midterm, this in-class writing assignment will challenge students to apply the skills of interpreting performance that the class has been emphasizing throughout the semester. The video of the performance to be reviewed will be screened at the beginning of the class session during which the writing is to take place. Students will have the opportunity to view the film in advance after the last class session before the assessment. Students will also be given a review sheet in advance that will provide relevant background information to facilitate interpretation of the performance. Students are encouraged to read all of this material and to write sample essays ahead of time in order to facilitate thinking and allow them to flesh out their ideas for the topic. During the timed writing, students will be permitted to have a copy of the suggested reading material but will not be permitted to use any notes or sample essays they have written in advance.

Final project: (See separate handout for more details) In lieu of a final exam, students will be asked to engage in a semester-long group project in which they engage in research with a community arts organization. Participating organizations will attend a class meeting in order to introduce themselves to you. On this day, you will also form your groups and have your first opportunity to speak to a representative from the organization with which your group will be working. Your grade for this research will be based on your production of the following two components:

Final group presentation: All groups must participate in the concluding colloquium and exhibit in which you will display the project that your group created for your arts organization and give an oral report of your research, including observations, performance interpretations, and interviews. Your projects will be evaluated at this time and then submitted to the arts organizations for their safe-keeping and future use.

Final group written report: All groups must submit their final written reports of their research to the instructor in her office (or leave it in the mailbox). In most cases, this will be a synthesized and polished version of your presentations. There will be a penalty of 5 points per day for any reports submitted after the due date.

Grade calculation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
<tr>
<td>Small group work</td>
<td>15%</td>
</tr>
<tr>
<td>In-class performance review</td>
<td>30%</td>
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<tr>
<td>Final group presentation</td>
<td>25%</td>
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<tr>
<td>Final group written report</td>
<td>25%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
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Class Schedule:
Note: Readings should be completed before class on the day they are listed.

Week 1-2: Introductions
Introduction: The Study of Arts and Expressive Behavior within Anthropology
Video: Mark Morris: Falling Down Stairs
Performance as Social Action and Interpreting Performances

Readings:
Video: Meet Marcel Marceau

Week 3-4: Performing Community
Final project handouts to be distributed today

Readings:

Guest speakers from Community Arts Organizations

Readings:
Websites for the participating organizations:

Assignment: Bring a list of questions based on the website for the group you choose to work with. Be prepared with questions for your first and second choices. At this class meeting, you will form your final project teams and have your first meeting with a representative from the organization. These questions should be compiled at the end of the session and submitted for credit towards your small group work today.

Week 5-6: Performing Identities: Race
Class One
Readings:
Video: Ailey Dances—Revelations

Class Two
Readings:
Class Two: Performing Femininity

Readings:
Video: Carlos Saura’s Tango
In-class final project team meeting

Week 13-14: The Performance of Human Rights
Class One:
Readings:

Class Two:
Colloquium and Exhibit: Oral and Visual Presentations of Community Arts Projects

Week 15: Turn in final Community Arts Project reports