New Course Request

1. School/Division: School of the Arts
2. Academic Subject Code: THTR
3. Course Number: A190 (must be cleared with University Registrar)
4. Instructor
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): Fall 2005
7. Credit Hours: Fixed at 3.0 or Variable from to
8. Is this course to be graded S-F (only)? Yes ☒ No
9. Is variable title approval being requested? Yes ☒ No
10. Course description (not to exceed 50 words) for Bulletin publication: Explores artistic disciplines and associated forms, materials, and practices. Develops students' making, looking, and listening skills. Through the creative process, students will explore relationships to other individuals and cultures, and will review the implications of their learning for their personal, academic, and professional pursuits.
11. Lecture Contact Hours: Fixed at or Variable from 2 to 3
12. Non-Lecture Contact Hours: Fixed at or Variable from 1 to 2
13. Estimated enrollment: 30 of which 30 percent are expected to be graduate students.
14. Frequency of scheduling: every semester Will this course be required for majors? N/A
15. Justification for new course: One of four courses in campus-wide general education "common core"
16. Are the necessary reading materials currently available in the appropriate library? yes
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:                        Approved by:
[Signature]                        [Signature]
Department Chairman/Division Director               Dean

Date: 3/14/05                                       Date: 4/8/05

Dean of Graduate School (when required)       Chancellor/Vice-President

Date                        Date

University Registrar

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

Re-order B 84 629000 from Central Stores
Revised March, 1977
Justification for the new course request for A 190 Art, Aesthetics, and Creativity

Art, Aesthetics, and Creativity is one of four Common Core courses in IUSB’s campus-wide general education program. The campus-wide general education program was approved by the IUSB Academic Senate in March 2003. The course is designed to be taught in several departments, and thus this request is made simultaneously under several academic subject codes.

A variable title is requested for this purpose, as well, and no particular instructor has been designated. In order for scheduling to be practicable from one semester to the next, the course description must allow for a variety of themes and disciplinary foci that correspond to the expertise and interests of many faculty members. The various course sections will, however, share several common characteristics, and the General Education Implementation Committee, led by the Director of General Education, has been established to review and approve the individual syllabuses of instructors who propose to teach the course.

Specifically, Students in an Art, Aesthetics and Creativity course must...

1. ...explore artistic disciplines and associated forms.
   The course will explore creative practices and criticism in one or more of the traditional artistic disciplines (writing, theatre, visual arts, dance, and music), or in the newer digital manifestations of traditional artistic practices. Students will investigate and use a diverse body of individual and/or collaborative practices and approaches to composition, performance, production, looking and listening, review, and criticism, and they will consider the value of ethical behavior and practices. The majority of the students in the course are likely to have little or no prior training in the pre-professional or professional practices of the particular discipline; therefore, the courses must introduce the creative practices and teach the skills students need for more sophisticated exploration and practice of the discipline.

2. ...engage the process of creativity through practice, inquiry, and reflection.
   Creative people learn about media and forms, about history and trends, about the development of ideas. They recognize the importance of rehearsal and practice for developing their expressive skills. They risk trying something new, and they are open to learning from mistakes. Creative people are able to explain their creative products, and their creativity is a kind of dialog with others who may view or experience their work. Students in these courses will work as artists do, inquiring into, reflecting on and practicing an artistic discipline.

3. ...explore relationships to other individuals, traditions, and cultures.
   As they encounter artistic and other traditions from different cultures, artists and audience members learn more about both the arts and the cultures that generate them. In these courses students will investigate similar and divergent practices representing at least two traditions or cultures. They will use the arts as an avenue for exploring their relationships to other individuals, traditions, and cultures. They will take care, however, to avoid tourist and missionary paradigms through critical and ethical reflection about issues such as cultural appropriation.

4. ...experience and consider the interdisciplinary possibilities of the arts.
   As students become immersed in the creative process, they realize that art is not "something made out of nothing" and does not "come from out of nowhere." They begin to understand that aesthetic sensibilities reflect a synthesis of knowledge of other disciplines, lived experiences, and the character of the maker. Accordingly, students will consider ways in which tenets of the humanities and sciences such as philosophy, communication and rhetoric, anthropology, political science, and physics intersect with art, aesthetics, and creativity.
5. ...reflect on and discuss insights regarding their experiences. Artists often use journals or other note-taking or recording practices to collect material for their work and to reflect on the creative process and its products. Artists introduce their work to others in by a variety of genres, most obviously through live performance but also through such things as an introductory essay for an exhibit catalog, a manifesto or other statement of aesthetic principles, a gallery talk, an interview, a panel discussion, or a Web site. Students in these courses will use some combination of reflective genres or media to record and discuss their creative process as well as their responses to the works by others that they study during the course.
SYLLABUS: INTRODUCTION TO THEATRE

T-100 A190

TEXT: THEATRE, Brief Version, Sixth Edition by Robert Cohen

COURSE DESCRIPTION: This introductory course examines the theatre, plays and playwriting, the actor, designers and technicians, the director, traditions of the theatre, the modern theatre, musical theatre, the future of theatre, and the critic. This is a participatory class.

COURSE OBJECTIVE: To provide the student with the fundamental knowledge of the development of western drama and the techniques of the theatrical arts of acting, directing and design.

COURSE REQUIREMENTS:
- Active participation in class activities
- Successful completion of section quizzes
- Successful presentation of Speeches/Monologues.
- Successful completion and submission of Personal Response papers.
- Successful completion and submission of critiques for two plays.
- Successful completion of course activities: The Monologue, Design Concept, Family Story, Writing a Play, and the Group Project.
- Successful completion of Mid-term and Final Examinations.

COURSE OVERVIEW:

1) You will have a great deal of success in this class if you come and participate in the daily activities.
2) You will have a great deal of fun in this class if you come and participate in the daily activities.
3) You will learn a great deal in class if you come and participate in the daily activities.
4) We will be sampling as much of the THEATRE as we can.
5) There will be a Midterm Examination and a Final Examination. There will also be quizzes from time to time.
6) We will have guests in to discuss their areas of expertise in the theater.
7) We will have group and individual projects throughout the semester.
8) We will also view some video offerings to give us a sense of the ways and means of theatre in production.
9) We will be seeing productions of two productions of the IUSB Theatre Company to gain some experience with the ways and means of theatre production on our own campus.

STUDENTS WITH DISABILITIES: If you have a disability that may require assistance or accommodations, or if you have questions related to any accommodations for testing, note
takers, readers, etc., please speak with me as soon as possible. Students may also call Disabled Student Services at 237-4479 for additional information about services available at IUSB.

**STUDENT CONDUCT:** Your conduct in this class must conform to the Indiana University South Bend Code of Student Rights, Responsibilities and Conduct. Section III of the Code defines academic and personal misconduct (http://campuslife.indiana.edu/Code/index1.html).

**ACTIVITIES:**

1) Personal Response Paper: After our first class, write a personal response paper about the most significant theatrical experience in your life. This may be either a traditional or non-traditional theatrical experience. **In your one (1) page, double-spaced paper discuss:**
   - Why was the event significant to you?
   - Why do you still recall the event?
   - What particular images stand out from the event?
   - What is it about the event that still affects you?

2) Read a speech/monologue. You will pick a play and find a short speech in it as brief as fifteen to twenty lines. You will then stand to read the speech in class. In accomplishing this assignment, you will experience a basic element of performance, the actor in front of an audience.

3) Collect a family story. You must interview the oldest member of your family to get a story from that person's life that you have never heard.

4) Present a design concept. We will use a play as the starting point for this activity. You will be able to use any picture, as long as it is large enough for everyone to see. Collages or drawings are also welcome.

5) Write a play. In this case, you will be writing a play based on the above family story. Typed.

6) **Present a group project.** For the final task, the class will be put into groups to prepare and present a performance based on the family stories.

7) **Critiques.** You will write two (2) critiques of Theatre Company at IUSB productions:
   - **A) Typed.**
   - **B) Double spaced.**
   - **C) Four (4) pages.**
   - **D) Utilize the aspects of production read and discussed to date in class to frame your critique.**
   - **E) Be sure to support all of your points. If you appreciate or do not appreciate an aspect of the production be sure to explain your perspective.**

F) **DO NOT WRITE A SYNOPSIS OF THE PLOT.**

8) Quizzes, Mid-term Examination, and Final Examination: Quizzes will gauge your understanding of the
reading material, discussions and lectures of each major area of the class. The Mid-term Examination will cover the first half of the semester. The Final Examination will cover the second half of the semester. Both examinations will consist of True or False, Multiple Choice and Essay questions.

CALENDAR OF EVENTS

WEEK 1  INTRODUCTION TO COURSE; First Lecture; Introduction.
ASSIGNMENTS:
-Read Chapter 1
-Write your Personal Response Paper (see number 1 under ACTIVITIES, above)
-Begin Speech/Monologue Selection (see number 2 under ACTIVITIES, above)

WEEK 2  DISCUSSION/LECTURE: Chapter 1: What Is the Theatre?
ASSIGNMENTS:
-Read Chapter 2
-Finalize Speech/Monologue Selection (see number 2 under ACTIVITIES, above)

WEEK 3  DUE: Personal Response Papers.
DISCUSSION/LECTURE: Chapter 2: What Is a Play?
DISCUSSION/LECTURE: Chapter 2: What Is a Play?
ASSIGNMENTS:
-Read Chapter 3: The Actor
-Speech/Monologue Selections will be presented next class session.

WEEK 4  DUE: Read Speeches/Monologues
DISCUSSION/LECTURE: Chapter 3: The Actor
ASSIGNMENTS:
-Read Chapter 4: The Playwright
-Discussion of FAMILY STORIES (see number 3 under ACTIVITIES, above)
DISCUSSION/LECTURE: Chapter 4: The Playwright

WEEK 5  Acting Workshop
ASSIGNMENTS:
- FAMILY STORIES (see number 3 under ACTIVITIES, above)
-Read Chapter 5: Designers & Technicians
DISCUSSION/LECTURE: Chapter 5: Designers & Technicians
ASSIGNMENTS:
-Family Stories DUE next week

WEEK 6  Design Collage Work
DUE: Family Stories
ASSIGNMENTS:
- Read Chapter 6: The Director
- Costumer Visit
- Technical Director/Lighting Designer Visit

**WEEK 7**

**DISCUSSION/LECTURE:** Chapter 6: The Director

**ASSIGNMENTS:**
- Read Chapter 7: Theatre Traditions

**Mid-Term Examination**

**ASSIGNMENTS:**
- Scripts of your FAMILY STORY DUE NEXT WEEK

**WEEK 8**

**DUE, CRITIQUE**  Discussion of production w/ Guests
- REMINDER: Scripts Due: FAMILY STORY, next class

**DISCUSSION/LECTURE:** Chapter 7: Theatre Traditions

**DUE:** Scripts of your FAMILY STORY

**ASSIGNMENTS:**
- Read Chapter 8: The Modern Theatre

**WEEK 9**

Rehearsal for Readings of FAMILY STORIES scripts

**DISCUSSION/LECTURE:** Chapter 8: The Modern Theatre

**WEEK 10**

Rehearsal for Readings of FAMILY STORIES scripts

READINGS OF FAMILY STORIES SCRIPTS

**ASSIGNMENT:** Chapter 9: The Musical Theatre

**WEEK 11**

**DISCUSSION/LECTURE:** Chapter 9: The Musical Theatre

**ASSIGNMENT:** Chapter 10: Theatre Today: What, Who, and Where?

**WEEK 12**

**FIRST GROUP REHEARSAL**

**DISCUSSION/LECTURE:** Chapter 10: Theatre Today: What, Who, and Where?

**ASSIGNMENT:** Chapter 11: The Critic

**WEEK 13**

**DISCUSSION/LECTURE**

SECOND GROUP REHEARSAL

**WEEK 14**

**CRITIQUES DUE:** Discussion w/ Guests

FINAL GROUP REHEARSAL

**WEEK 15**

**LAST CLASS:** PRESENT GROUP PROJECTS

**WEEK 16**

**FINAL EXAMINATION**