Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Creative Arts

In the box below, describe how this course meets the Foundational Component Area description for Creative Arts. Courses in this category focus on appreciation and analysis of creative artifacts and works of human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

MUSC/PERP/THAR 301 Performance and World Cultures teaches students specific methods for analyzing and evaluating dance, film, theatre, and solo performance art. Students apply those analytic skills in papers, quizzes, and class discussions, enabling critical communication about works of art. In addition, the course culminates in a group project that enables students to use their own creative skills to develop a performance of their own.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

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

Students must apply specific rubrics for analyzing various works of art, evaluating and synthesizing information. They must complete a group project that is inquiry-based, researching and re-performing a cultural performance. This further enables both their critical and creative thinking.

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

The assignments in the class stress both written and verbal communication. The discussion labs first ask students to communicate via the WebCT blackboard, expressing their ideas in writing. Then, they must synthesize those ideas and present them to the class. In addition, the class has regular small group question sessions, so that students talk with each other and then the whole group as well as a final paper that communicates their experience with the performance project and incorporates their research into cultural performance. The processes of analyzing and creating performance address effective visual communication as they either involve visual media directly or they involve visual, nonverbal cues that contextualize the given performance and give clues to its structure and the values represented in it.
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Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

The group performance project is a very effective means of synthesizing and applying course concepts. Students work together to select, interpret, and demonstrate a cultural practice from some cultural heritage, filtered through one of the intercultural theories presented in the course. Teamwork is essential in order to create a proposal for the project, negotiate meeting time and space, create textual and visual materials, research its foundations, and determine appropriate interpretations and presentation methods.

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

Students examine a wide variety of performance forms from several ethnic and geographic traditions, which demands that they engage in both their own community (by integrating their responses to other cultures) and build the ability to engage in the global community (by applying knowledge of different cultural traditions) through in-class graded discussion labs, quizzes, a performance project with written analysis, and a final exam. Through these experiences, students discover how and why performance develops communities and reinforces civic responsibility.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.