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.

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

THAR 201: INTRODUCTION TO WORLD THEATER surveys the diversity of world cultures that produce rituals, theatrical events, plays, and a variety of performances to illuminate the human condition. Students examine why theatre as an art form exists throughout the world and how it is universally used to address social and ethical issues within the context of the creative arts.

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.

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

The course enhances critical thinking and aesthetic appreciation skills by observing/reading a variety of written material and performance modes that are beyond our Western experience and discussing their understanding of this material orally in group and class discussion, in written form, and through testing. Contingent upon class size, students may also "create" their own performances based on what they have experienced by observing the creativity of other cultures.

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

The course necessarily enhances our knowledge of globalization through the world’s many rituals, its dramatic literature, and variety performances to appreciate how these forms communicate the beliefs, values and traditions of the culture that creates them. It also enhances critical thinking and aesthetic appreciation skills by observing/reading a variety of material and performances modes that are beyond our Western experience. Students will communicate their understanding of the material both orally through group/class discussion and written work.
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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):

Students will learn and implement proper theater etiquette to become more informed audiences for all forms of theatre and public performance by attending and discussing live performances with other patrons, thereby contributing to the creative process because no act of theater/performance is complete until there is an audience to receive it. Students will engage with audience members, considering different interpretations and responses to the performance, and report on their experiences at live performances and include an assessment of the audience’s response to the event.

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

The assigned material (reading and visual) illustrates how theater and performances have been used to and continue to address ethical and social issues within a given non-Western culture and, by extension, our own culture. By observing the global aspects of the world’s many rituals, its dramatic literature, and variety of performances, students will be able to discuss how these forms transmit the beliefs, communal values and traditions of the culture that creates them. Group/class discussions, written work, and tests will be used to evaluate students’ growth in these areas.

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