

General Education Course Submission Form

Date of Submission: June 10, 2010

1. Check which area(s) this course applies to.

Inquiry – Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input type="checkbox"/>	Quant Reasoning – Math	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input type="checkbox"/>	Quant Reasoning – Stat	<input type="checkbox"/>
Inquiry – Social Sciences	<input type="checkbox"/>	Citizenship – USA	<input checked="" type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Citizenship - Global	<input type="checkbox"/>

2. Provide Course and Department Information.

Department: Theatre

Course Prefix and Number: TA 286 Credit hours: 3

Course Title: Social Action Theatre

Expected Number of Students per Section: 25 Course Required for Majors in your Program? No

Prerequisite(s) for Course? None

This request is for (check one): A New Course An Existing Course

Departmental Contact Information


Name: Nancy Jones Email: Nancy.Jones@uky.edu

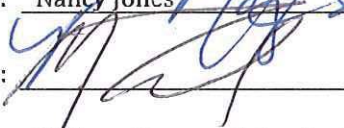
Office Address: 114 Fine Arts Building Phone: 7-3297

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative (2-3 pages max) that explains: 1) how the course will address the General Education and Course Template Learning outcomes; and 2) a description of the type(s) of course assignment(s) that could be used for Gen Ed assessment.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair: Nancy Jones  Date: 6/10/2010

Dean:  Date: 10/13/10

College Deans: Submit all approved proposals electronically to:
Sharon Gill Sharon.Gill@uky.edu
Office of Undergraduate Education

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.

- a. Submitted by the College of: Fine Arts Today's Date: June 10, 2010
- b. Department/Division: Theatre
- c. Is there a change in "ownership" of the course? YES NO
- If YES, what college/department will offer the course instead? _____
- d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change definition)
- e. Contact Person Name: Nancy Jones Email: Nancy.Jones@uky.edu Phone: 7-3297
- f. Requested Effective Date: Semester Following Approval OR Specific Term²: _____

DTS of the Senate Co. 7/14/09 11:15 AM

Comment: Excerpt from SR 3.3.0.G.2
Definition. A request may be considered a minor change if it meets one of the following criteria:
 a. change in number within the same hundred series*;
 b. editorial change in the course title or description which does not imply change in content or emphasis;
 c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s); d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
 e. correction of typographical errors.

*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

2. Designation and Description of Proposed Course.

- a. **Current Prefix and Number:** TA 486 **Proposed Prefix & Number:** TA 286
- b. **Full Title:** Social Action Theatre **Proposed Title:** Social Action Theatre
- c. **Current Transcript Title** (if full title is more than 40 characters): _____
- c. **Proposed Transcript Title** (if full title is more than 40 characters): _____
- d. **Current Cross-listing:** N/A OR **Currently³ Cross-listed with (Prefix & Number):** _____
- Proposed – ADD³ Cross-listing (Prefix & Number):** _____
- Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number):** _____
- e. **Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.**

Current: 3 Lecture _____ Laboratory⁵ _____ Recitation _____ Discussion _____ Indep. Study

 _____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency

 _____ Seminar _____ Studio _____ Other – Please explain: _____

Proposed: 3 Lecture _____ Laboratory _____ Recitation _____ Discussion _____ Indep. Study

 _____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency

 _____ Seminar _____ Studio _____ Other – Please explain: _____

- f. **Current Grading System:** Letter (A, B, C, etc.) Pass/Fail
- Proposed Grading System:** Letter (A, B, C, etc.) Pass/Fail

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

- g. **Current number of credit hours:** 3 *Proposed number of credit hours:* 3
- h. **Currently, is this course repeatable for additional credit?** YES NO
Proposed to be repeatable for additional credit? YES NO
If YES: Maximum number of credit hours: May be taken under different subtitles for a maximum of 6 credits
If YES: Will this course allow multiple registrations during the same semester? YES NO
- i. **Current Course Description for Bulletin:** This course will explore applications of theatre practice and performance as they contribute to various cultures and/or community groups
Proposed Course Description for Bulletin: This course will explore applications of theatre practice and performance as they contribute to various cultures and/or community groups
- j. **Current Prerequisites, if any:** Majors Only or permission of Instructor
Proposed Prerequisites, if any: None
- k. **Current Distance Learning(DL) Status:** N/A Already approved for DL* Please Add⁶ Please Drop
 *If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed changes do not affect DL delivery.
- l. **Current Supplementary Teaching Component, if any:** Community-Based Experience Service Learning Both
Proposed Supplementary Teaching Component: Community-Based Experience Service Learning Both
3. **Currently, is this course taught off campus?** YES NO
Proposed to be taught off campus? YES NO
4. **Are significant changes in content/teaching objectives of the course being proposed?** YES NO
 If YES, explain and offer brief rationale:
The proposed changes will be moderate, and specifically geared toward satisfying the Learning Outcomes to fulfill a General Education requirement in the Citizenship Category.
5. **Course Relationship to Program(s).**
- a. **Are there other depts and/or pgms that could be affected by the proposed change?** YES NO
 If YES, identify the depts. and/or pgms: _____
- b. **Will modifying this course result in a new requirement⁷ for ANY program?** YES NO
 If YES⁷, list the program(s) here: _____
6. **Information to be Placed on Syllabus.**
- a. Check box if changed to 400G or 500. If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁶ You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

TA 286 • Social Action Theatre
Required Narrative
Nancy C. Jones, Chair, Department of Theatre

“How the course addresses the learning outcomes of one of the four areas of General Education”:

This course will directly address the learning outcomes for Community, Culture and Citizenship in a Diverse U.S. Society, by providing a foundation for effective and responsible participation in a diverse society and preparing students to make informed choices in a complex cultural context. The course will engage students in interactive learning techniques through a community-based project.

“How the course addresses the learning outcomes identified in the appropriate course template”

Students completing this requirement will achieve the following learning outcomes:

1. Through Field Work and personal interactions within a community, students will gain a first-hand knowledge of a population and its perspective. This intimate knowledge is necessary in order to go on to develop a theatrical performance piece surrounding the issues at hand. In addition they will demonstrate an understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class. (Learning Outcome #1)
2. Beyond collecting personal narratives/oral histories, students will research the community and explain a global perspective on a local issue. In doing so they will demonstrate a basic understanding of how differences influence issues of social justice and/or civic responsibility. (Learning Outcome #2)
3. Students will understand the nature and history of Social Action Theatre through reading assignments and texts, and demonstrate an understanding of historical, societal, and cultural contexts relevant to Community-based Theatre and the population in focus. (Learning Outcome #3)
4. Students will demonstrate an understanding of cultural change over time through an understanding of the emergence of Social Action Theatre in the 1960's. They will develop and demonstrate a commitment to Civic Engagement through their Field Work and subsequent public performance project in the Community. (Learning Outcome #4)
5. Students will participate in two group projects that focus on critical thinking and decision-making. The Discussion Topic Day and Final Community-Based Project require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas, as well as demonstrate a basic understanding of effective and

responsible participation in a diverse society. (Learning Outcome #5)

“Active Learning Activities for students and Course Assignments that can be used for Gen Ed course assessment”:

Process Journal: Students will maintain bi-weekly entries, which will consist of a log of their personal and artistic reflections on the fieldwork and artistic progress. The journals will be collected two times during the semester, once at mid-term, and a second time during finals week. (10%)

Discussion Day/Reading Assignments: Each week students will be required to read articles and sections of the texts. Students will be paired into small groups to thoroughly research each topic, and then lead the in-class discussion session on the required reading assignment and topic for the class. Each reading assignment will directly reflect the fieldwork that the class will be accomplishing in the community. (15%)

Volunteer Hours: Each student will be required to participate in a minimum of four hours volunteer time at a community organization that is pertinent to the course topic. (Ex., if the course topic is focused on Violence Against Women, the student might elect to volunteer at a Women’s Shelter, or the VIP Center on campus.) (10%)

Paper: A 5 page, double-spaced paper that will analyze and reflect on the community-project, incorporate (compare and contrast) two major theories on Social Action Theatre, and critically analyze (based on Liz Lerman’s Critical Response Theories) the final performance project. (25%)

Final Creative Performance Project: Students will collaborate as a group to develop themes, ideas, stories, narratives, and personal interviews and create a public performance as a showcase for the course and the community. Students will utilize the Theatre of the Oppressed techniques employed by Augusto Boal to inspire and craft their ideas into a piece of theatre. Each semester this project will be different, and will be influenced by the sector of the community or community idea/challenge that the course is focused on. (40%)

University of Kentucky
Department of Theatre

TA 286
Social Action Theatre
Subtitle Required
(This course may be taken, under different subtitles for a maximum of 6 credits)

**Fulfills Community, Culture and Citizenship in a Diverse U.S. Society for
General Education**

Class Meetings: TR 75 minutes

Instructor: Nancy Jones

Email: Nancy.Jones@uky.edu

Phone: 859.257.3297

Office Hours: 1:00pm-3:00pm, TR

COURSE DESCRIPTION

This course will explore the nature of community-based performance in connection with a specific community and/or population in the city, region or state. The creative exploration will involve aspects of writing, research and performance. The assignments and project will focus on the theory and practice of community based performance and theatre that is rooted in social action and/or change. Students will explore the performance and practical theory of Augusto Boal and utilize his exercises and improvisations to create a performance project. The Final Public Performance will be based on Field Work within a given population or community. The goals of the course are multi-dimensional, working toward bringing the participating students into a closer connection and deeper understanding of a particular community or community issue.

LEARNING OUTCOMES

This course will provide a foundation for effective and responsible participation in a diverse society by preparing students to make informed choices in a complex cultural context. The course will engage students in interactive learning techniques through a community-based project.

Students completing this requirement will achieve the following learning outcomes:

1. Through Field Work and personal interactions within a community, students will gain a first-hand knowledge of a population and its perspective. This intimate knowledge is necessary in order to go on to develop a theatrical performance piece surrounding the issues at hand. In addition they will demonstrate an understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class. (Learning Outcome #1)

2. Beyond collecting personal narratives/oral histories, students will research the community and explain a global perspective on a local issue. In doing so they will demonstrate a basic understanding of how differences influence issues of social justice and/or civic responsibility. (Learning Outcome #2)
3. Students will understand the nature and history of Social Action Theatre through reading assignments and texts, and demonstrate an understanding of historical, societal, and cultural contexts relevant to Community-based Theatre and the population in focus. (Learning Outcome #3)
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REQUIRED TEXTS

VanErven, Eugene. *Community Theater/Global Perspectives*.

Burnham, Linda and Steven Furland. *The Citizen Artist: 20 Years of Art in the Public Arena*.

READING ASSIGNMENTS and HANDOUTS:

Gee, Marie. Yes in My Front Yard: Community Participation and the Public Art Process. High Performance, Spring/Summer 1995.

Geer, Richard Owen. Of the People, By the People and For the People: The Field of Community Performance. High Performance, Winter 1993.

Ibid. Swamp Gravy. High Performance, Fall 1993.

Hammer, Kate. John O'Neal, Actor and Activist: The Praxis of Storytelling. The Drama Review. Winter 1992.

Lerman, Liz. Toward a Process for Critical Response. High Performance, winter, 1993.

Schechner, Richard. An Intercultural Primer. American Theater, October 1991.

Watkins, Nayo. *The Partnering of Artists and Communities*. High Performance, Winter 1993.

COURSE POLICIES:

Disabilities

If you have a documented disability that requires academic accommodation, please see me as soon as possible during scheduled office hours.

Attendance

Attendance simply **MUST** be a priority if you wish to do well in the class. Students are expected to attend **ALL** classes and to take notes.

Academic Ombud states that students are entitled to an excused absence for the purpose of observing their major religious holiday if the instructor is notified by the university deadline for the semester.

The only other excused absences are a documented serious illness, the documented illness or death of a family member, and official documented University-related trips.

Deadlines

All work must be submitted on or before the deadline (day and time) specified for each. Late work will not be graded.

Plagiarism

The Academic Ombud is responsible for dealing with cases of plagiarism and cheating. Make sure you know how these offenses are defined. You will find this information in your copy of Students Rights and Responsibilities.

ASSIGNMENTS

Process Journal: Students will maintain bi-weekly entries, which will consist of a log of their personal and artistic reflections on the fieldwork and artistic progress. The journals will be collected two times during the semester, once at mid-term, and a second time during finals week. (10%)

Discussion Day/Reading Assignments: Each week students will be required to read articles and sections of the texts. Students will be paired into small groups to thoroughly research each topic, and then lead the in-class discussion session on the required reading assignment and topic for the class. Each reading assignment will directly reflect the fieldwork that the class will be accomplishing in the community. (15%)

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topic. (Ex., if the course topic is focused on Violence Against Women, the student might elect to volunteer at a Women's Shelter, or the VIP Center on campus.) (10%)

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COURSE SCHEDULE/OUTLINE

Week 1	Community Performance: Context and Historical Background
Week 2	Artists and Communities: Issues of Cultural Transaction
Week 3	Community Performance Models and Methods
Week 4	Theory and Practice of Augusto Boal Techniques
Week 5	Theory and Practice of Augusto Boal Techniques
Week 6	Field Work and Interviews Begin
Week 7	Field Work and Interviews Continue
Week 8	Field Work and Interviews Continue
Week 9	Field Work and Interviews Conclude
Week 10	Creation of Community Project
Week 11	Creation of Community Project
Week 12	Creation of Community Project
Week 13	Final Rehearsals of Community Project
Week 14	Performance of Community Project
Week 15	Performance of Community Project
Week 16	Reflections on Project
Finals Week	Papers Due

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

Signature Routing Log

General Information:



Course Prefix and Number: TA 286

Proposal Contact Person Name: Nancy C. Jones Phone: 7-3297 Email: Nancy.Jones@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Dept of Theatre Fine Arts Curriculum Comm.	6/1/10 9/24/10	Nancy Jones 7-3297 nancy.jones@uky.edu Jane Johnson 7-1709 jhjohn@email.uky.edu	 
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council	1/18/2011	 <small>Digitally signed by Sharon Gill DN: cn=Sharon Gill, ou=Undergraduate Education, ou=Undergraduate Council, email=s.gill@uky.edu, c=US Date: 2011.01.24 15:44:48 -0500</small>	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.