

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School

Herberger Institute for Design and the Arts (CHI)

Department/School

School of Music, Dance and Theatre (CMUSIC)

Submission Type

New Request

Requested Effective Date

Spring 2025

ASU Request

Is this request for a permanent course or a topic?

Topic

Subject Code

THP

Course Number

394

Units/Credit Hours

3

Topic Information

If your request is approved:

1. Topics on [omnibus courses](#) carry a designation for one semester (including summer). Please ensure you have requested the term you plan to offer/schedule the topic. Once expired, a new request must be submitted.
2. Topics on permanent courses require mandatory review every five years.

Topic Title

Theatre and U.S. Democracy

List all other undergraduate courses where this topic exists and the sections will be combined in the schedule.

Topic Description

In this course, students will study and discuss how the founding documents of U.S. democracy have shaped and influenced the theatre, as well as how theatre artists, organizations, and movements have articulated, imagined, revised, and transformed our understandings of the United States. Throughout the course, students will analyze a wide range of sources, both historical and contemporary, and will contemplate how different plays and performances present American

history, ideals, and institutions in global as well as national contexts. In doing so, students will refine their ability to make and evaluate reasoned arguments, engage in civil debate, and participate constructively in civic life.

Has this topic been scheduled in the past with a GS Gold designation? If so, list which semester(s).

No

Omnibus topics cannot hold a GS Gold designation for more than three semesters total.

If this topic has already been offered twice with a GS Gold designation, you must attach examples of student work in the next field confirming the measurement of all category learning outcomes. The proposal will not be reviewed without these files.

If this topic has been offered three times with a GS Gold designation, you must request a new permanent course, then request the General Studies designation under the permanent course number.

Student Work Examples

No Response

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

American Institutions (AMIT)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[Martinson_TheatreUSInstitution.pdf](#)

American Institutions (AMIT)

In each American Institutions course, students will discuss people, ideas, institutions, movements and structural forces that have created and transformed the United States. Students will analyze struggles over the meaning of America's constitutional democracy. Throughout the course, students will analyze a wide range of sources drawn from both past and present and contemplate American history, ideals, and institutions in global as well as national contexts. In doing so, students will refine their ability to make and evaluate reasoned arguments, engage in civil debate, and participate constructively in civic life.

In an American Institutions course, students must be exposed to the following knowledge or sources:

AMIT Element 1: Principles of American constitutional democracy and how they are applied under a republican form of government.

1. Identified Topic or Source

Lecture: Hamilton and the Long History of Theatre and the U.S. Cultural Imaginary

Read: Selections from Historians on Hamilton: How a Blockbuster Musical is Restaging America's Past

*This lecture considers the way the blockbuster musical Hamilton re-imagines history with a decidedly 21st lens. Students will read selections from our founding documents, including The Declaration of Independence (especially the opening paragraphs before the list of charges against the Crown), The Federalist Papers (highlighting Introduction, Federalist Papers 9, 15, and 23), and Washington's Farewell Address, all of which are treated with some scrutiny in the musical. Students will compare the actual writings with the way they are presented through performance to consider how performance can enhance, elevate, and even rewrite the past. This unit also situates theatre's role in advancing and critiquing culture, specifically within democracies.

1. Location in Syllabus

Unit One: America, You Great Unfinished Symphony

2. Identified Topic or Source

Lecture: Uncle Tom's Cabin, Abolition and White Supremacy

Read Frederick Douglass on Minstrelsy

*This lecture explores the principle of citizenship by interrogating the intersections of the abolitionist movement (Uncle Tom's Cabin, Frederick Douglass' activism against slavery), First Wave feminism (many white women linked their feminist activism with the abolitionist movement until the drafting of the Fifteenth Amendment), and theatre (Uncle Tom's Cabin as a theatre piece was wildly popular throughout the nineteenth century, with more than 400 companies actively touring and performing different versions of the play. While some versions of the play affirmed the novel's abolitionist message, many others - especially through the use of performance techniques from minstrelsy - instead showed Black people as unworthy of citizenship and rights).

2. Location in Syllabus

Unit Two: Defining America in the Nineteenth Century

AMIT Element 2: The US Constitution and major American constitutional debates.

1. Identified Topic or Source

Lecture: Uncle Tom's Cabin, Abolition and White Supremacy

Read: Lincoln, Abraham, The Gettysburg Address

Read: Stephens, Alexander Hamilton, The Cornerstone Speech

*This unit considers what was perhaps the most divisive constitutional debate of U.S. History: whether Black people in the United States were considered fully human, and thus deserving of citizenship rights and bodily autonomy. By reading The Gettysburg Address next to The Cornerstone Speech, students will grapple with what Lincoln's calls for unity meant in opposition to the founding tenets of the Confederacy.

1. Location in Syllabus

Unit Two: Defining America in the nineteenth Century

2. Identified Topic or Source

Read: Transcripts of Arthur Miller's testimony to HUAC, 1956

*This is part of a unit that considers how the U.S. Congress often has attempted to censor artists along ideological or moral lines. Students will be asked to consider how free speech operates within artistic creation, and whether or not the government is allotted any control over what its citizen artists say and create.

2. Location in Syllabus

Unit Three: Twentieth Century Sponsorship of the Arts

AMIT Element 3: Founding documents that have shaped American institutions.

1. Identified Topic or Source

Read selections from The Federalist Papers

Read the Declaration of Independence

Read Washington's Farewell Address

*As noted above, students will read selections from our founding documents, including The Declaration of Independence (especially the opening paragraphs before the list of charges against the Crown), The Federalist Papers (highlighting Introduction, Federalist Papers 9, 15, and 23), and Washington's Farewell Address, all of which are treated with some scrutiny in the musical. Students will compare the actual writings with the way they are presented through performance to consider how performance can enhance, elevate, and even rewrite the past.

1. Location in Syllabus

Unit One: America, You Great Unfinished Symphony

2. Identified Topic or Source

Read the Constitution of the United States

Read the Bill of Rights

*Students will read these founding documents with an eye to how artists use them as creative source material. The reading of the Constitution is paired with the recent Pulitzer Prize nomination play, *What the Constitution Means to Me*. They will read the Bill of Rights alongside of the play *The Bill of (W)rights*, which considers self-censorship and the issue of our fundamental rights against the backdrop of the War on Terror.

2. Location in Syllabus

Unit Five: Twenty-First Century Re-Imaginations

AMIT Element 4: Landmark policy achievements and Supreme Court cases.

1. Identified Topic or Source

Read: *National Endowment for the Arts v. Finley et. al.*, Supreme Court, October Term, 1997.

*This court case is monumental in recent theatre history, as it considers the limits of free speech when linked to government funding.

1. Location in Syllabus

Unit Three: Twentieth Century Sponsorship of the Arts

2. Identified Topic or Source

Lecture: *Plays about the Supreme Court*

Lecture: *Arguendo* by Elevator Repair Service and the First Amendment; Read: *Barnes v. Glen Theatre, Inc.*, Supreme Court, June 21, 1991

*This court case also considers First Amendment rights through a moral lens. It was used as part of the source material to create the script of the performance *Arguendo*.

2. Location in Syllabus

Unit Four: The Supreme Court

AMIT Element 5: Economic knowledge necessary to assess policy options affecting both the public and private sectors.

1. Identified Topic or Source

Lecture: Theatre of the Great Depression: The Economic Theory of the New Deal's Federal Theatre Project and the Culture it Produced

Read: Transcripts from Hallie Flanagan testimony to Congress and other selections from the Federal Theatre Project Special Collection (at George Mason University and the Library of Congress)

*This unit specifically looks at the Federal Theatre Project (FTO), part of the New Deal economic policy. It considers how the arts were a key component of the New Deal and how this economic policy, though short lived, continued to impact arts and entertainment throughout the century. By reading Congressional testimony surrounding the funding structure of the FTP, students will evaluate economic policy.

1. Location in Syllabus

Unit Three: Twentieth Century Sponsorship of the Arts (This entire unit discusses different policy approaches to arts funding, including The Federal Theatre Project (a part of the New Deal), The HUAC Trials, and the National Endowment for the Arts. Economic knowledge is required to assess these programs, and to track how each approach impacts the public and private sectors).

2. Identified Topic or Source

Watch and Read: Senate Floor Debate of the Helms Amendment (Amendment 420 to the 1989 Appropriations Bill stating that the NEA should not fund obscene art).

*This continues the above conversation by considering how the floor debate surrounding the Helms Amendment seeks to assert control of artistic expression through economic policy.

2. Location in Syllabus

Unit Three: Twentieth Century Sponsorship of the Arts

AMIT Element 6: International context of American institutions and the evolution of America's role in international affairs.

1. Identified Topic or Source

Lecture: U.S. Theatre's Role Nationally and Internationally (includes information on U.S. Cold War Cultural Diplomacy, the phenomena of international touring theatre, and contemporary re-understandings of international events)

Read: Sarah Davies, "Iron Curtain to Velvet Curtain? Peter Brook's Hamlet and the Origins of British-Soviet Cultural Relations during the Cold War"

Read: Susan Bennett, "Theatre/Tourism."

*This unit considers how the arts, specifically theatre, has been used as a form of Cultural Diplomacy to help achieve international prestige and power. It notes how a definitive policy objective was advanced, while also considering how the movement of global capitalism continues this work through touring U.S. theatrical exports such as The Lion King.

1. Location in Syllabus

Unit Five: Twenty-First Century Re-Imaginings

2. Identified Topic or Source

Read: Qui Nguyen, *Vietgone*; (discusses the pros and cons of the Vietnam War and the resettlements of Vietnamese citizens in the United States, centering the perspective of Vietnamese refugees)

*This unit considers how international events can be critiqued and evaluated by U.S. citizens through theatre itself. This play offers a sophisticated evaluation of the Vietnam War through the lens of Vietnamese Americans of different generations; it is also in conversation with other theatrical pieces including *Miss Saigon*, which operate as a form of yellowface performance by centering the American figures over the Vietnamese.

2. Location in Syllabus

Unit Five: Twenty-First Century Re-Imaginings

AMIT Learning Outcomes

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. Do not provide links to Canvas shells.

AMIT Learning Outcome 1: Demonstrate how ideas and groups have historically shaped the creation of and change in U.S. institutions.

Theatre in the United States serves as a cultural site where the meaning and values of U.S. democracy can be raised, debated, and evaluated. Threaded throughout this course is a discussion of how artists, representatives of different cultural and political groups, have used theatre to promote democratic exchange.

This learning outcome is a key theme in the course that is measured in several ways. The first is in the quizzes attached to the lectures and the Perusall assignments attached to the readings. It will also be a topic addressed in Yellowdig posts. Finally, it will be incorporated into the topic and final projects.

Sample Yellowdig Prompt: In our unit on the nineteenth century, we discussed how theatre was used to promote different representations of Blackness, to different ends. In looking at Koritha

Mitchell's *Living with Lynching*, we saw how Black artists used theatre to assert their own narratives of citizenship, one that centered family, industry, and service to country. Using one of the plays discussed as case study, articulate how artists used theatre performance to assert their position on the topic of race and citizenship, and how this initiated dialogue and raised visibility around issues of citizenship and the enforcement of laws as well as the 13th, 14th, and 15th Amendments. (Posts should be 250 words long. You should offer a substantive response of 50 words to three of your peers).

AMIT Learning Outcome 2: Identify key institutions in U.S. politics and their impacts on social, economic, or political outcomes. This will include differential impacts on disparate communities.

The freedom of speech for artists is of paramount concern in U.S. society, and yet this is often complicated by different funding models and ideological concerns. This learning outcome is addressed by interrogating how different institutions, including Congress, the Supreme Court, and administrative agencies such as the National Endowment for the Arts have impacted theatrical production throughout the past centuries.

This learning outcome is focused primarily on initiatives including The Federal Theatre Project, part of the cultural programming of the WPA/New Deal legislation; the HUAC Trials during which artists were scrutinized for the political beliefs and asked to reveal Communists; the National Endowment for the Arts, and concerns around obscenity; and Supreme Court rulings on free speech, artistic expression, and funding concerns. Several lectures discuss how federal programs impact theatre, and in turn are impacted by theatre. Unit Four looks specifically at the Supreme Court as an institution with great power to oversee social and cultural issues, especially those centering around the First Amendment. This learning outcome is a key theme in the course that is measured in several ways. The first is in the quizzes attached to the lectures and the Perusall assignments attached to the readings. It will also be a topic addressed in Yellowdig posts. Finally, it can be incorporated into the topic and final projects, depending on what the student chooses to analyze.

Sample Topic Project Prompt: During the Red Scare, The House Un-American Activities Committee (HUAC), was created in 1938 to investigate alleged disloyalty among American citizens suspected of having Communist ties. The committee amassed significant power, often calling in artists and culture makers for interrogation before the committee, which threatened them with the possibility of being blacklisted. Artists including Elia Kazan, John Wayne, Will Geer, Bertolt Brecht, and Arthur Miller were all called to testify and asked to name names (some complied, others refused). For this project, select an artist who was called before HUAC, review their testimony, and consider how their participation with HUAC positively or negatively impacted their lives and careers, as well as those around them. What effects did the HUAC trials have on theatre, film, and artmaking in the United States?

Make a short presentation (a 7-10 slide PPT, a 3-5 minute video lecture, or a compelling poster presentation) and provide a written analysis of your research (3-5 pages).

AMIT Learning Outcome 3: Describe the impact of key ideas, people, events, institutions, or movements on the nature, history, and boundaries of American citizenship and the various forms of civic participation in a self-governing society.

Artists are often on the forefront of social movements, pushing boundaries and seeking to redefine notions of community, citizenship, and democracy. This learning outcome is addressed throughout

the course by introducing students to several artists and pieces that sought to engage in civic dialogue and expand rights for others during different historical moments.

This learning outcome is a key theme in the course that is measured in several ways. The first is in the quizzes attached to the lectures and the Perusall assignments attached to the readings. It will also be a topic addressed in Yellowdig posts. Finally, it can be incorporated into the topic and final projects, depending on what the student chooses to analyze.

Sample Yellowdig Prompt: The NEA Four artists who went before the Supreme Court all identified as LGBTQ+ at a time when queer identities were under threat, especially coming out of the AIDS crisis and the era of ACT UP activism. Referencing one of the art pieces of Karen Finley, Holy Hughes, Tim Miller, or John Fleck and the SCOTUS opinion, discuss how the battle over civic participation through art clashed with institutions including Congress, the NEA, and SCOTUS as each group sought to define the terms of citizenship and what it means to express yourself freely in the United States. (Posts should be 250 words long. You should offer a substantive response of 50 words to three of your peers).

AMIT Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Throughout the course, students are asked to consider how theatre serves as a site of democratic exchange. As part of this, student will encounter different theatrical presentations and will be asked to form coherent arguments about their meaning and impact in U.S. society.

This outcome is primarily assessed in the topic projects and the final project. Students are able to select topics of particular interest to them, drawn from the many examples included in the lectures and readings. They are also expected to conduct their own additional research and analysis that provides a thorough engagement with their topic. Students submit a presentation and a written analysis, shaped in the form of an academic argument.

Sample Final Project Prompt: The final project is the culmination of the work we have done throughout the course. Students will determine a topic of their choice, and must write a project proposal that details their engagement with the topic and will outline the deliverables. Student projects include a presentational and/or performative element (a PPT, a video lecture, a short film, a play text, a design proposal, etc.) as well as a written analysis and a research packet.

List all course-specific learning outcomes. Where appropriate, identify the associated AMIT learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with an AMIT learning outcome.

Students will:

1. Recognize how theatre has been a crucial site for expressing and debating key ideas, people, events, institutions or movements on the nature, history and boundaries of American citizenship and the various forms of civic participation in a self-governing society [AMIT LO1, LO3]
2. Identify how theatre has been variously supported by U.S. institutions, including the Federal Theatre Project, the National Endowment for the Arts, and the National Endowment for Humanities. [AMIT LO2, LO3]

3. Communicate coherent arguments about theatre's capacity to engage with American Institutions, using evidence drawn from qualitative or quantitative sources [AMIT LO4]
4. Identify how theatre as a cultural form has engaged in U.S. politics and has impacted its social, economic or political culture. This will include differential impacts on disparate communities. [AMIT LO1, LO2, LO3]
 1. Plays have engaged with and debated the meaning of foundational documents of the United States, including the Constitution and the Bill of Rights [AMIT LO3]
 2. Plays have illuminated the ethos and operations of the different branches of government, including the Judiciary, and specifically the Supreme Court. [AMIT LO2]
 3. Plays have offered meaningful critiques of the government and its policies. [AMIT LO1]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Karen Jean Martinson - October 14, 2024 at 5:36 PM (America/Phoenix)

Department Approval

Approved

Heather Landes

Karen Schupp - October 14, 2024 at 6:45 PM (America/Phoenix)

GSC Coordinator Review

Sent Back

TJ Robedeau - October 15, 2024 at 11:13 AM (America/Phoenix)

Please have the topic title requested and under review in Quali CM for this topic to be considered for General studies. Thank you!

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Karen Jean Martinson - October 15, 2024 at 12:57 PM (America/Phoenix)

Department Approval

Approved

Heather Landes

Karen Schupp - October 15, 2024 at 1:48 PM (America/Phoenix)

The instructor mistakenly included the wrong prefix (i.e., THE instead of THP). This topic does exist for THP 394. The instructor has corrected the prefix on the application and syllabus.

GSC Coordinator Review

Approved

TJ Robedeau - October 15, 2024 at 2:15 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Sent Back

Tamiko Azuma - October 15, 2024 at 3:57 PM (America/Phoenix)

For the Elements 1 and 2, please provide more information about how the elements are covered. For example, in Element 1, identify the principle of American constitutional democracy and it is covered in the source. For Element 2, please state that the students will read the Constitution (which part(s) and identify the major American constitutional debate and how it is covered.

For the Learning Outcomes, Yellowdig discussions should not be included as assessments unless they are specifically graded on content (they cannot be autograded on word length). The assessments must demonstrate that the students' content knowledge will be measured. For Learning Outcome 1, a "final project" is mentioned and that may be a more appropriate assessment.

This information will help the General Studies Council determine whether the learning outcomes will be appropriately measured by the assessment.

If you have any questions, please email me at: azuma@asu.edu

Form Submission - Proposer

Submitted for Approval | Proposer

Karen Jean Martinson - October 15, 2024 at 7:11 PM (America/Phoenix)

Department Approval

Approved

Heather Landes

Karen Schupp - October 16, 2024 at 9:08 AM (America/Phoenix)

GSC Coordinator Review

Approved

TJ Robedeau - October 16, 2024 at 11:52 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - October 16, 2024 at 11:57 AM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - October 16, 2024 at 12:35 PM (America/Phoenix)

April Randall

American Institutions (AMIT) Subcommittee

Acknowledgement Requested

James Dupey

Susan Miller

Ruby Arjona

Mark Ramirez - October 28, 2024 at 7:53 PM (America/Phoenix)

Revise for resubmission.

Element 2: Add U.S. Constitution reading to support element 2.

Element 3: Clarify the connection of the readings and course content to the shaping of American institutions.

Element 4: Please include examples of landmark policies, in addition to Supreme Court cases, that are taught to students.

Learning outcome 2: Please clarify how the material teaches students the differential impact of institutional outcomes on disparate communities (e.g., differential impact on racial/ethnic groups; how social classes differentially impacted by Vietnam War). Please make sure the assessment directly asks students about this portion of the learning outcome.

Related, ensure that students are required to show their knowledge of each learning outcome when assessments allow students to pick and choose assignment paths. Each path must require an assessment of the learning outcome.

For each AMIT learning outcome, please identify one specific quiz that provides an assessment rather than making general statements (e.g., quiz 1, module/week 1).

For the student learning outcomes, please remove sub-items from student learning outcome 1 (in the syllabus; SLO 4 in Kualii) since these sub-items do not represent learning outcomes.

Each student learning outcome needs to be revised to properly align with the AMIT category learning outcomes. E.g., SLO 1 states the learning outcome is for students to "identify" when AMIT category LO1 states students will be able to "demonstrate" and AMIT category LO 3 states students will be able to "describe". The student learning outcomes are unlikely to match multiple category

learning outcomes in their current format or wording.

Brent Scholar

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Karen Jean Martinson

College Notification

Notification

Stephani Etheridge Woodson

DARS Notification

Notification

Leticia Mayer

Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel
