

# New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** TA 348
2. **Course title:** U.S. Burlesque History
3. **Abbreviated title for class schedule** (30 characters or less): U.S. Burlesque Hist
4. **Credit hours:** 4
5. **Catalog description:** Surveys the Burlesque performance art form from 1800s through the present-day Neo-Burlesque revival. This course begins with the historical-cultural status quo and explores the transgressive nature of Burlesque. Students will examine how socially marginalized communities use this art form as a means of personal expression and social change through the intersectional lenses of race, feminism, class, sizeism, sex work, sexual and gender identities, and ableism.
6. **Prerequisites** (*to add each additional prerequisite, start a new line*): n/a
7. **Co-requisites** (including labs, if any): n/a
8. **Major/Class restrictions:** Please indicate any class or major restrictions: Junior standing or above
9. **Is course repeatable?** No ☒ X
10. **Labs requirements:** If course includes a lab: # of hours lecture: n/a ; # of hours lab: n/a
11. **Fees:** List any course fees: n/a
12. **Grade Mode:** Graded only: Pass/No Pass only: **Option:** either grade mode is acceptable
13. **CIP Code:** Six-digit CIP code (check with your Division Director): 500505
14. **Special qualifications: Is course proposed for (yes/no):**
  - A. New Gen Eds? Yes. If yes, list: Proposed for new Gen Eds as EDI Capacity
  - B. Honors? no
15. **Cross-listing:** List any cross-listing (and please complete the Cross-list proposal form at <https://inside.sou.edu/provost/curriculum.html>): n/a

**16. Strategic justification for proposed course:**

A. **Rationale:** What is the overall strategic rationale for offering this course?

This course aligns with Strategic Direction I, Goal I: SOU will develop curriculum and provide learning experiences that prepare all learners for life and work in an evolving future; connect directly with the challenges of our community, region, and world; and build self-confidence and the capacity to think critically, innovate boldly, and create lives of purpose.

**17. Alignment:** How does this course align with the unit's mission plan?

This course is one of Theatre's offerings in the Equity, Diversity & Inclusion Capacity in the new Gen Eds.

**18. How does the course fit into the rest of the unit's curriculum?**

This course expands the theatre history course offerings, reflecting the EDI Capacities.

**18. Enrollment: What is the new course's estimated enrollment each time it is offered over a three-year period?**

Year 1 15-20

Year 2 15-20

Year 3 15-20

**19. Resource evaluation: What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?**

1. Faculty:

Who will teach the course? Theatre Faculty

Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. If additional faculty members are needed, how will that need be met?

No additional faculty will be needed. The Theatre program is redesigning its curriculum and shifting course workloads to better serve students, meet SOU's Strategic Goals and the new Gen Ed Capacities. This program redesign will allow space for this new course.

1. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met.

Course will need a smart classroom, projector with large screen. There are several already on campus.

3. *Other:*

a. Are Hannon Library resources sufficient to meet the needs of this course?  
Yes.

b. Are any other resources needed to support this course?  
Access to the Internet.

If so, please explain how they will be obtained.  
Internet connection through SOU Wi-fi.

**E. External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university?

The Gender, Sexuality, and Women's Studies program faculty have expressed support for this course and would like to add it as a cross-referenced elective to their GSWS major and GSWS minor.

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

Both Kylan de Vries, GSWS Program Chair, and Carey Sojka, GSWS Council Chair expressed support for this course via email and in conversations over Zoom.

2. Will any of your prerequisites affect other academic programs? n/a

**17. Syllabus (condensed)**

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

A. Course description (same as Catalog description, above)

B. Learning objectives of the course

C. Required texts

D. Course format

E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

  
\_\_\_\_\_  
Signature of Division Director

4-5-22  
\_\_\_\_\_  
Date

4/29/16

**TA 348: U.S. Burlesque History (condensed syllabus)**  
**CRN xxxx    Term/Year    4 credits**

**Instructor:** Laurie Kurutz

**Email:** [kurutzl@sou.edu](mailto:kurutzl@sou.edu)

**Phone:** 541-552-6366

**Day/Time:**

**Classroom:**

**Office hours:**

**Course description:** Surveys the Burlesque performance art form from 1800s through the present-day Neo-Burlesque revival. This course begins with the historical-cultural status quo and explores the transgressive nature of Burlesque. Students will examine how socially marginalized communities use this art form as a means of personal expression and social change through the intersectional lenses of race, feminism, class, sizeism, sex work, sexual and gender identities, and ableism.

**Learning objectives of the course:**

Objective One. Identify how the intersectional positions of race, class, sexual identity, disability, and age are historically represented in Burlesque performance art. (EDI Objective # 1. Identify the intersectional positions occupied by themselves and other people.)

Objective Two. Identify one's own intersectional position within those same representations. (EDI Objective # 1. Identify the intersectional positions occupied by themselves and other people.)

Objective Three. Distinguish and interrogate the various forms and representations of Burlesque performance in terms of identity, culture, and other social categories. (EDI Objective # 2. Decode and interrogate representations of identity, culture, and other social categories.)

Objective Four. Analyze contemporary Burlesque performance through applying the frameworks and lenses of feminism, class, race, gender. (EDI Objective # 3. Recognize how systems of power shape society, and how to reinvent society to promote a more equitable world.)

**Required materials:** A computer with an Internet connection and appropriate software, a notebook, writing tools, and a reader from the bookstore. Students will also purchase a reader with materials from several other sources. All other readings will be found online.

**Course format:** Lecture/Discussion