University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

1. Type of Action
   - A. Addition
   - B. Deletion
   - C. Modification:
     - in credits
     - in title
     - in number or alpha
     - in prerequisites or co-requisites
     - Other

2. New Alpha, Number and Title
   THEA 211 MASK MAKING AND PERFORMANCE

3. Credits
   3 credits

5. Credits

6. New Catalog Description
   A hands-on course exploring several mask-making techniques, and the fundamentals of bringing a mask to life. The history and cultural significance of the mask will be surveyed. Students will make several masks and will perform for each other.

7. Select box and type specific information in text box.
   - Prerequisites
   - Corequisites or
   - Recommended Preparation
   none

8. Student Contact Hours Per Week
   - Lecture: 3.0
   - Lecture/Lab:
   *
   - Lab:
   *
   - Other (click to specify)

9. Proposed Date of First Offering
   - Semester: Spring
   - Year: 2004

10. This course is proposed for the Liberal Arts Program.
    Program.
    X can fulfill AH: The Arts
    If Other, specify UH Manoa Humanities Requirement, Arts.

11. This course Makes No Difference in the number of credits required for the program/core.

12. Equivalent or similar courses offered in the UH System:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Alpha, Number, Title</th>
<th>Campus</th>
<th>Alpha, Number, Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
</tr>
</tbody>
</table>

13. This course is (check one and click in appropriate textbox and provide details):
   - Already articulated with
   Provide details of existing or desired articulation (date, college(s), purposes, pre-major, etc.) in this space:

   X Appropriate for Articulation with
   Provide details of existing or desired articulation (date, colleges(s), purposes, pre-major or major, etc.) in this space:
   It is hoped that this course will be able to fulfill the Arts Requirement in UH-Manoa's Humanities Core.
   - Not yet appropriate for Articulation.

14. Reason for Initiating, Modifying or Deleting Courses or Other Pertinent Comment:
   The Humanities Dept. intends to capitalize on its partnership with Honolulu Theatre for Youth to make Children's Theatre one of WCC's niches in the Oahu theatre community. At this time no Community College focuses on this area. Currently there are more employment opportunities in Children's Theatre than in any other genre. This course will also provide training for DOE teachers.

Requested by: Paul R. Fried
Department Chairperson
11/07/02

Approved by:
Curriculum Committee Chairperson
1/18/03

Dean of Instruction
1/18/03

Provost
2/19/03

CCCM #6100 (Amended for WCC use October 2001)
## Levels of Review of Course Proposal at Windward Community College

Course Alpha, Number, and Title: THEA 211 Mask Making and Performance

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11/14/02</td>
</tr>
</tbody>
</table>

1. Department Area (more than one departmental instructor's signature required)

2. Department

3. Division

4. Curriculum Committee Review

Approved: 7-0

Reason:

Curriculum Committee Chairperson: [Signature]  
[Signature]  
January 28, 2003

CCC#6100 (Amended for WCC use October 2001)
1. How is this course related to the education needs and goals of the College/Department/Community as reflected in the EDP/ADP?

   One goal of the Humanities Dept. is to expand and diversify the Drama Curriculum at WCC. (ADP 7.0 C) This course also reflects the campus' goal of providing workforce development within the Liberal Arts. Both DOE teachers and those interested in Children's Theatre will gain marketable skills in this course. (ADP 3.0 B)

2. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial support that would be required to implement this course. (Include an estimate of the actual cost of supplies and equipment.) What has been done to provide for these additional costs for the proposed date of offering? Who will teach the course?

   The course will require supplies of $200 per semester. Existing faculty can teach this course.

3. Is a similar course taught elsewhere in the UH system? No If yes, provide details of how this course differs from existing similar courses.

4. Is this course experimental and/or unique to Windward Community College? Yes If yes, provide rationale and details of its impact on the College Curriculum

   The Humanities Dept. intends to capitalize on its partnership with Honolulu Theatre for Youth to make Children's Theatre one of WCC's niches in the Oahu theatre community. At this time, no Community College focuses on this area, or partners actively with HTY, the state's only professional theatre company and the largest single employer of theatre professionals in the state.

5. Is a similar course taught in the upper division level by a 4-year UH college? No If yes, explain why this course is appropriate at the lower division or how it differs from its upper division counterpart.

6. Please attach a complete course outline. Your course outline should address all the items listed in the Guidelines for Course Outlines.

7. If this course is numbered 100 or above or appropriate for transfer to a 4-year college, complete and attach WCC Form for Transfer Courses (blue). See criteria for transfer courses.
WCC Form for Transfer Courses
(To be completed for articulation with any 4-year UH campus)
(This sheet was originally blue.)

Course Alpha and Number THEA 211

Submitted by  Bennett T. Moffat

Date November 2, 2002

1. List the counterpart to this course on any 4-year UH campus. Describe the relationship between the course any related baccalaureate program area.

2. Is this course taught or accepted by major accredited colleges or universities? Give one or two examples.

   Macalester College, St. Paul, Minnesota. Ohio State University.

3. Please attach a complete course outline if you have not done so already. Your course outline should address all the items listed in the Guidelines for Course Outlines.
COURSE ARTICULATION FORM (GENERAL EDUCATION CORE)

ORIGINATING CAMPUS: WCC DATE SUBMITTED: 1/13/03
COURSE ALPHA & NUMBER: THEA 211 SEMESTER CREDITS: 3
COURSE TITLE: Mask Making and Performance
DATE OF OUTLINE: (Fall or Spring) 5 Year 04

(** Representative outline, no multiple syllabi, please.)

1. Articulation committee to review this course:

   Standing Committees
   Written Communication [ ]
   Mathematical & Logical Thinking [ ]
   World Civilizations [ ]
   Languages [ ]
   Arts & Humanities [ ]
   Natural Science [ ]
   Social Science [ ]

2. The information in this item is required by the reviewing committee so that it has a starting point for reviewing the course. It is the responsibility of the submitting campus to do the necessary research to provide this information.

In the opinion of the originating campus, this course is equivalent to the following and/or meets the criteria for the indicated core categories. Every core category space, except your own campus, must be filled in (can include 'none'). An equivalent course, if known, may be helpful to committee members but is not required.

<table>
<thead>
<tr>
<th>Receiving Campus</th>
<th>Equivalent Course (Alpha and Number)</th>
<th>Core Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Hilo</td>
<td>NA</td>
<td>IA - Hum</td>
</tr>
<tr>
<td>UH Mānoa</td>
<td>NA</td>
<td>DA</td>
</tr>
<tr>
<td>UH West O'ahu</td>
<td>NA</td>
<td>Hum</td>
</tr>
<tr>
<td>Hawai'i CC</td>
<td>NA</td>
<td>Hum</td>
</tr>
<tr>
<td>Honolulu CC</td>
<td>NA</td>
<td>A-H-1</td>
</tr>
<tr>
<td>Kapi'olani CC</td>
<td>NA</td>
<td>A-H-1</td>
</tr>
<tr>
<td>Kaua'i CC</td>
<td>NA</td>
<td>Hum</td>
</tr>
<tr>
<td>Leeward CC</td>
<td>NA</td>
<td>A-H-1</td>
</tr>
<tr>
<td>Maui CC</td>
<td>NA</td>
<td>Hum</td>
</tr>
<tr>
<td>Windward CC</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

3. I am submitting electronically. I understand that this outline will be posted to a publicly accessible web site to enable open access for reviewing committees and campuses. The outline will be taken off the site upon completion of the review.

Typed Name or Signature

Revised 7/15/02
WINDWARD COMMUNITY COLLEGE

OUTLINE OF COURSE OBJECTIVES

COURSE NAME: Mask Making and Performance

COURSE NUMBER: THEA 211

CREDIT HOUR: 03

CATALOG DESCRIPTION: A hands-on course exploring several mask-making techniques, and the fundamentals of bringing a mask to life. The history and cultural significance of the mask will be surveyed. Students will make several masks and will perform for each other.

REQUIREMENTS COURSE SATISFIES:

AT WCC: Meets AA Degree Humanities Group I requirement

AT UH MANOA:

PREREQUISITES: None

RECOMMENDED BASIC SKILLS LEVELS:

Reading Level of Text(s): College

ACTIVITIES REQUIRED AT SCHEDULED TIMES OTHER THAN CLASS TIMES:

A minimum of two conferences with the teacher outside of class are required to assess the student's progress.

INSTRUCTOR:

OFFICE HOURS:

TELEPHONE:

EFFECTIVE DATE:
A. COURSE OBJECTIVES:

1. To expand the student's understanding of the significance of the mask in world culture.
2. To acquaint the student with several mask-making techniques.
3. To introduce the student to the process of creating a masked character and bringing a mask to life.

B. GOALS OF THE COURSE

1. To be familiar with the importance of the mask in world culture.
2. To be familiar with several mask-making techniques.
3. To be familiar with the basic process of bringing a mask to life in improvisation or rehearsed performance.
4. To be able to identify, analyze and critically evaluate the technique in mask-making and mask performances.

C. ORGANIZATION OF THE COURSE

This is a participatory course--there will be a minimum of lecture. Most class time will be devoted to participation in classroom activities.

D. ASSIGNMENTS

1. Mask-making Assignments

   Students will make a plaster bandage mask and one or more cardboard masks.

2. Performance Assignments

   Students will perform in shaped improvisations for the class.

3. Final Project

   Students will turn in a research paper, make a presentation, be a part of a masked performance before an audience, or participate in a Service Learning project.

E. ATTENDANCE POLICY:

1. As THEA 211 is a participation oriented course, all students are expected to attend.
2. Three absences are allowed without penalty.
3. Each additional absence beyond these constitutes one grade reduction.
4. Three tardies constitute one absence.
5. Additional absences may be redeemed only by extra credit work arranged with the instructor.
6. Being absent is not an excuse for late assignments. It is the student's responsibility to find out what happened in class during his or her absence.

F. SERVICE LEARNING OPTION:

1. Service-Learning is a way of using work in the community to enhance your in-class education. You can get more from your education if you find ways to make connections between your academic work and your experiences. Service-Learning can be a valuable and enriching experience. You may discover that you have strengths and talents you didn't know you possessed.

2. You may request a Service-Learning option for this section of THEA. If your application is accepted you will work a minimum of 10 hours in a Honolulu area classroom teaching mask making.

3. The Service-Learning Option will serve as your Final Project. You will be required to write a paper (3-5 pages) reflecting upon and analyzing your learning activities and experiences, and to make a presentation to the class on your experiences.

4. Learning Objectives:
   A. Develop your knowledge of mask making and performance techniques.
   B. Develop your teaching or performing skills.

5. Tasks and Activities:
   A. Teaching:
      1. Research a mask-making or mask-performance technique.
      2. Design lesson plans to teach this technique to students.
      3. Meet with the THEA 211 Instructor and area teacher to review lesson plans.
      4. Complete a minimum of 10 hours in area school teaching mask-making.
making or mask performance.

5. Keep a journal of your Service-Learning activities.

6. Submit a 3-5 page paper reflecting upon and analyzing your learning activities and experiences.

7. Report to the THEA 211 class on your Service-Learning project.

B. Performing

1. Research a mask-performance style.

2. Devise a mask performance alone or with other students.

3. Meet with the THEA 211 Instructor to review rehearsal plans.

4. Complete a minimum of 10 hours in rehearsing a mask performance.

5. Keep a journal of your Service-Learning activities.

6. Submit a 3-5 page paper reflecting upon and analyzing your learning activities and experiences.

7. Report to the THEA 211 class on your Service-Learning project.


   A. Preparation and Completion of 10 Hour Service-Learning project. (15 Points.)

   B. 1 Paper analyzing your Service-Learning experience. (5 Points.)

   C. Keep a journal of Service-Learning activities. (2 Points.)

   D. Report to class on your activities. (3 Points.)

G. GRADING:

1. Students will be graded upon their class attendance and participation, mask-making and performance assignments, and upon their Final Projects/Papers/Performances.

   A. Criteria for the Assessment of the Masks and Performances will be developed by the students and instructor during in-class discussions.

   B. To earn full points for class participation, the student will demonstrate a positive attitude, effort, commitment, energy, concentration, a
willingness to extend him or herself, and a willingness to offer positive feedback and constructive criticism to fellow students.

2. Points will be assigned as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plaster Bandage Mask</td>
<td>10</td>
</tr>
<tr>
<td>Cardboard Mask</td>
<td>20</td>
</tr>
<tr>
<td>Performance</td>
<td>25</td>
</tr>
<tr>
<td>Final Project/Paper/Performance</td>
<td>25</td>
</tr>
<tr>
<td>Class Participation</td>
<td>20</td>
</tr>
<tr>
<td>Perfect Attendance (No unexcused absences)</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>110</strong></td>
</tr>
</tbody>
</table>

3. Letter grades will be assigned as follows:
   - A = 110-90 points
   - B = 89-80 points
   - C = 79-70 points
   - D = 69-60 points
   - F = 59-0 points

F. OTHER INFORMATION:
If at any time during the semester you have any questions, criticism or suggestions, it is your responsibility to inform the teacher, so that your suggestion can be acted upon.
Syllabus for Mask Making and Performance

Session 1: Introduction to class. Students introduce each other. Discussion of students’ and teacher’s expectations. Overview of types of masks and mask performances.
Assignment: Read handout #1, “The Mask’s History and Significance.”

Session 2: Lecture/Demonstration on the History and Variety of Masks--their uses, roles in societies, theories about persona and personality. Overview of mask design and mask making methods. Discussion of method and rubric for assessing masks made by the class.

Session 3: In class activity: Plaster Bandage Mask Making.


Session 5: In class activity: Plaster Bandage Mask Decorating.

Session 6: In class activity: Plaster Bandage Mask Decorating.
Assignment: Complete decoration of Plaster Bandage Mask.

Session 7: Assessment of Plaster Masks. Introduction to Cardboard, hot glue and tape masks. Review of design considerations.
Assignment: Design your Cardboard mask.

Session 8: Cardboard mask making.

Session 9: Cardboard mask making. Strapping.

Session 10: Cardboard decorating.
Assignment: Complete decoration of Cardboard Mask(s).

Session 11: Assessment of Cardboard Masks. Celebration. Discussion of Final Project Topics.

Session 12: Demonstration of clay mask and plaster negative mold.
Assignment: Choose Final Project/Paper/Performance Topic.

Session 13: Demonstration of papier mache and latex masks made in plaster negative molds.
Assignment: Read Hand out #2, “Mask Performance.”
(Outside of class, students meet individually with the teacher to discuss their progress so far and their Final Project/Paper/Performance Topics.)

Session 14: Demonstration of other mask making techniques for children.


Session 16: Creating Characters: “What are you fighting for?” The overpowering want.

Session 17: Creating Characters: Wants and Desperation.
Session 18: Opposing Wants.
Session 20: Counter Masks
Session 21: Counter Masks in Environments

(Outside of class, students meet with the teacher to report on their Final Project/Papers/Performances.)

Session 23: Discovering the Voice.

Session 24: Demonstration/Discussion: Topics in Mask Performance. Working with children; Sight lines; "Seeing double"—use of the outside eye; Trance, Improv. and the Script. Discussion of method and rubric for assessing masks made by the class.

Session 25: Shaping improvs for in-class performance.
Session 26: Shaping improvs for in-class performance.
Session 27: Shaping improvs for in-class performance.
Session 28: Presentation and Assessment of Shaped Improvs.
Session 29: Share Final Projects/Papers/Performances.
Session 30: Share Final Projects/Papers/Performances.
Session 31: Share Final Projects/Papers/Performances.

Session 32: Final Exam Period. Share Final Projects/Papers/Performances.
Potluck Masquerade Party.
Sample Topics for Final Projects/Papers/Performances

Teach the class a mask making technique or techniques you have researched and practiced.

Alone or as a part of a group, create a Masked Performance which is presented before an audience.

The role of the mask in Japanese Noh Drama.
The role of the mask in Javanese Dance Theatre.
The role of the mask in Balinese Dance Theatre.
The role of the mask in Indian Culture or Dance Theatre.
The role of the mask in African Culture or Dance Theatre.
The role of the mask in European Culture.
The mask in Fasnacht and Fasching.
The mask in Mardi Gras.
The mask in the career of Julie Taymor.
The mask in modern American film.

Mask-making for grades K-3.
Mask-making for grades 4-6.
Mask-making for grades 7-8.
Mask-making for grades 9-12.
A mask performance presented in public.
The mask in Actor Training.
The mask in the history of Halloween.
The history of the mask.
Trance, possession and getting into character in mask work.