

Undergraduate

Prepared By: Ellie Leonhardt

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REQUEST FOR ADDITION OF COURSE TO CORE CURRICULUM

College/School: CAS
Department: Dance and Theater

Subject Prefix: DANC Course Number: 2800 Semester Credit Hours: 3

TCCNS Number (if applicable) _____ (common course number) Hours Per Week: Lecture
 Lab
Title Survey of Dance Recitation
Short Course Title : _____ Other
(maximum 22 characters including spaces)

Category of Core Curriculum course is to be added: Visual and Performing Arts

Catalog Description:

Primitive to contemporary dance both as a reflection of cultures and societies and as a performing and participatory art form.

Prerequisite(s):

None

If course is cross-listed, indicate below:

Department: _____ Subject Prefix/Course Number: _____
Department: _____ Subject Prefix/Course Number: _____

Justification for course to be added to Core Curriculum (Include how course would satisfy each exemplary objective.):
Please see attached OAO and EEO justification and assessment document.

Consultation with University Curriculum Assessment Committee member:

Department: College of Business Contact: James Conover Date: 4/21/09

New Core Curriculum Requests must include:

- Syllabus: Maximum 4-page syllabus attached
- Assessment: Consultation w/University Curriculum Assessment Committee member in this core component group.
- Assessment procedures (criteria to be used in assessing this course) must be attached separately

APPROVED:

Department Chair: [Signature] Date: 4/27/09
College/School Curriculum Committee Chair: [Signature] Date: 5/7/09

Dean of College/School: [Signature] Date: 5/7/09

Core Oversight Committee Chair: _____ Date: _____
University Curriculum _____

Committee (VPAA): _____ Date: _____

The University of North Texas
Department of Dance and Theatre
Survey of Dance, 3 credits
T/Th 12-120pm
Dance 2800.001
Fall 2009

Instructor:

Ellie Leonhardt, MFA
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Course Description: Prehistoric to contemporary dance both as a reflection of cultures and societies and as a performing and participatory art form. This course will offer a variety of dance experiences, including the viewing of dance live and in video format, reading about dance, writing critically about dance, and movement days where we will experience selected dance movements from diverse dance styles and cultures.

Required Text: Moving History/Dancing Cultures: A Dance History Reader Ed. By Ann Dils and Ann Cooper Albright

Suggested Text: Dancing: The Pleasure, Power and Art of Movement by Gerald Jones

Course Objectives:

- 1) To develop sensitivity, respect and appreciation for the diversity of human cultures and their relationship to dance.
- 2) To gain and appreciation for dance as a reflection of the values, traditions, beliefs, and aesthetic preferences of diverse cultures and subcultures of the world through time. This is done through viewing videos, learning movement from different cultures, lecture, readings, writing response essays, and small group and large class discussions.
- 3) To view and be able to analyze dance as a unique embodied language of communication across and between diverse cultures: To acquire basic critical skills used in viewing, describing, analyzing, interpreting, and evaluating movement.
- 4) To analyze differences and commonalities across cultures through dance: To begin to understand the many factors that affect why people dance, the position and status of dance and the motivation for dance in diverse cultures.
- 5) To develop strategies for reducing prejudice and stereotyping of groups.
- 6) To apply the above objectives to dances of one's own culture and to share and learn about the backgrounds from others in the class.

Exemplary Objectives for Visual and Performing Arts:

- 1) To demonstrate awareness of the scope and variety of works in the arts.
- 2) To understand those works as expressions of individual and human values within diverse historical, social and cultural contexts.

- 3) To engage in a creative process or interpretive act in order to comprehend the physical and intellectual demands required of the author or visual/performing artist.
- 4) To develop an appreciation for the aesthetic principles that guide or govern the arts.

UNT Core Objectives:

- 1) Gain an awareness of fundamental areas of knowledge and the interrelationships among them.
- 2) Gain the skills required to explore and test ideas.
- 3) Have the ability to read intelligently, write clearly and speak well.
- 4) Value different ideas, perspectives, cultures and viewpoints.
- 5) Demonstrate personal and social responsibility.

Course topics include but are not limited to:

- What is dance? Why do you dance?
 - a. basic concepts and definitions
 - b. its meaning and value
 - c. ways of viewing dance
 - d. crucial skills employed in experiencing and understanding dance
 - e. understanding that although dance is a universal activity it plays different roles in different cultures
 - Native American Dance and Pow-wows (view live performance)
 - Renaissance Ballet: Dance from Italy, France, and Russia *
 - Western and Eastern Classical Dance forms: Ballet and Kabuki*
 - Gender in Dance
 - Japanese Butoh*
 - Traditional Korean Dance*
 - Classical and Contemporary Dance from India (with special focus on Bharatanatyam, Bhangra, and Bolliwood Dance forms)*
 - US Modern Dance: Dance as self expression*
 - US Post-Modern Dance: Site-Specific performance*
 - US Social Dance (with special focus on Swing Dance and the legacy of Norma Miller)*
 - Capoeira: Dance from Brazil*
 - African Dance (with special focus on the ritual and social dance forms from Ghana) (view live performance)*
 - Middle Eastern Dance and the Ancient Art of Belly Dance Through the Feminist Lens*
- * Denotes that each of these topics conclude in a movement day in which the students learn a dance or a set of movement vocabulary from that particular dance from studied.

Grading:

- Live performance attendance and response paper: 20%
- 10 Reading Response Papers (3 page minimum) based on Moving History/Dancing Cultures: A Dance History Reader: 50%
- Final verbal presentation: 20%
- Consistent verbal and physical effort, participation and professionalism: 10%

Attendance:

You are allowed to miss a total of 3 classes with no penalty to your grade. Beyond these 3, if you miss 4 or more, you will receive an "F" for your final grade. You are allowed 2 times tardy with not penalty to your grade. Beyond these 2 your final-total grade will drop 2.5% per additional tardy. There are no-makes ups for this class and no late work is accepted (unless pre-approved).

Academic Dishonesty:

UNT's policy of Academic Dishonesty (found in the student handbook) applies to this course. If you are caught plagiarizing or cheating you will be reported to the appropriate office and you will also fail this course.

OAO Justification and Assessment Plan for Survey of Dance (Danc 2800):

1) **Gain an awareness of fundamental areas of knowledge and the interrelationships among them:**

Justification: This course includes frequent reading response essays that summarize the author's concepts and allows the student to interpret and personally relate to the philosophical and cultural points made in the reading. This demonstrates comprehension of fundamental knowledge.

Assessment: These response essays, and the in-class verbal discussions that follow, demonstrate the fundamental areas of knowledge of the dance form and topic discussed that week. These essays and discussion are assessed to show that the student has gained awareness in the fundamental areas of knowledge of world dance forms and their interrelationships. If this course is meeting this objective at least half of the class will receive an 80% or above on these response essay assignments.

2) **Gain the skills required to explore and test ideas:**

Justification: Physical participation in movement forms from around the world gives the students the skills to embody that which they are reading about in the textbook.

Assessment: The experiential learning of this activity gives them the tools to explore and more fully understand that which is read about in the textbook and seen in the video. These movement classes are connected to the reading and are often led by professional guest artists from the DFW area. If this course is meeting this objective at least half of the class will receive 80% or better on their physical participation of learning these movement forms.

3) **Have the ability to read intelligently, write clearly and speak well:**

Justification: The course is comprised of response essays, in-depth reading assignments, and in class discussion as well as a final end of semester presentation in which the student must demonstrate all of the above stated objectives.

Assessment: At the end of the semester each student gives a verbal presentation on a non-western style of dance. This presentation demonstrates that the student can verbally articulate their research ideas clearly. This project is also comprised of an in-depth historical timeline of the form of dance and the importance, history, training, and social relevancy of dance as a social, ritual and art form. If this course is meeting this objective at least half of the class will receive 80% or better on their verbal articulation, written thought and comprehension of the written literature used for this research project.

4) **Value different ideas, perspectives, cultures and viewpoints:**

Justification: Because valuing diversity is an important aspect of this class students will also share personal aspects of their own culture and dance forms and express how this

knowledge influences how they perceive other cultures and dance forms. Through small and large in-class discussions, based on live performances and assigned readings, the student will learn to listen, ask questions, and respond respectfully to the views expressed of peers, guest speakers, the authors of the textbook, and the instructor. The quality of these discussions assess if the students value different ideas, perspectives, cultures and viewpoints.

Assessment: Based on the topics listed in the syllabus, each student will take a pre and post-test each semester. In this test the students will answer the following questions for each topic:

- a) Have you heard of this form before?
- b) Have you ever participated in this form of dance before?
- c) Have you ever seen this form of dance before (either live or on a video)?
- d) Do you plan on either participating in or seeing this dance form in the future?
- e) On a scale of 0-10 what is your current interest in this form of dance or the culture where this dance form originated?
- f) Do you know the origins of this dance form?
- g) Do you think it is important to have knowledge of the culture where this dance form comes from?

A yes equals 10 points a no equals 0 points. A simple percentage calculation will show an increase in knowledge. The student will not be graded on this assessment.

5) Demonstrate personal and social responsibility:

Justification: In this course, understanding the self in relationship to the topics covered in this class (such as gender, feminism, self-expression, ritual, awareness of suffering and non-western points of view) is demonstrated in many different ways.

Assessment: The student is assessed through the ways in which he or she works in research groups for their final projects. An important component to this project is teaching the rest of the class movement from their topic. This act of teaching shows, first, that the student has taken personal responsibility to do the work in the context of a group project and second, social ability to communicate and create community within the classroom. Through this final project the student learns that dance is a tool for social change and social communication. A portion of this project is scored on demonstration of personal responsibility (meaning they pulled their weight in the group project) and social communication in creating of community in the classroom. If the course is meeting this objective at least half of the students in the class will receive a score of 80% (or higher).

EEO Justification and Assessment Plan for Survey of Dance (Danc 2800):

1. To demonstrate awareness of the scope and variety of works in the arts.

Justification: The study of dance within higher education promotes an integration of concepts and processes learned. In

Survey of Dance the students complete assignments specifically related to the literature of world-dance presented in text, film, video, workshops and live performances.

Assessment: Students are assessed on the quality of written and verbal reports relevant to the successful description, analysis, comparison, synthesis and evaluation of the world and multicultural dance forms experienced. If the course is meeting this objective at least half of the students in the class will receive a score of 80% (or higher) on the written response essays and verbal in class discussions.

2. To understand those works as expressions of individual and human values within diverse historical, social and cultural contexts.

Justification: This course focus is on studying the theory and practice of dance forms from around the world. This includes social, ritual, and artistic forms. Such questions that are routinely asked and answered by the students in verbal and written form through reading response essays and final verbal presentations: What is this dance form and why is it important? Who dances this form? Where and why is this form practiced/preformed? Where, how, why and when did this dance form start? Has it migrated? If so, why and how? What are the specific dances of historical and contemporary importance in this form?

Assessment: At least half of the students show 80% mastery of an awareness and understanding of multicultural influences in dance after taking this course. The scope and depth of world dance forms surveyed in this class are assessed in written response essays, verbal discussions and demonstration assignments such as teaching movement and participating in movement classes from cultures around the world.

3. To engage in a creative process or interpretive act in order to comprehend the physical and intellectual demands required of the author or visual/performing artist.

Justification: Students in this class are required to attend live performances of multicultural and non-western dance forms as well as participate in movement classes exploring, in a hands-on environment, the physical and intellectually demands of the art and practice of dance in its many forms. These live performances, in-class videos, movement classes and response papers require the student to analyze, comprehend, contextualize, and embody cultural and personal expression through movement.

Assessment: The student's ability to include description, analysis, synthesis and contextualization of the particular dance form being discussed is evaluated by the instructor through response essays and in-class discussion. Specifically the ability of the student to comprehend common stylistic characteristics of the dance form and the dance form's relationship to its parent culture measures the above stated objective. The experiential learning of these activities gives them the tools to explore and more fully understand that which is read about in the textbook and seen in the video. The movement classes are connected to the reading and are often led by professional guest artists from the DFW area. If this course is meeting this objective at least half of the class will receive 80% or better on their physical participation of

learning these movement forms as well as in their live-performance response essays.

4. To develop an appreciation for the aesthetic principles that guide or govern the arts.

Justification: To develop an appreciation for the aesthetic principles that guide or govern the arts is presented through guest artists who not only represent specific cultural dance forms but also offer class and studio experiences. In the exposure to these guest artists the students learn the cultural foundation, technique and performance of multicultural dance forms. This exposure gives the UNT student a direct experience to a movement form they would not normally encounter.

Assessment: Through written response essays, verbal discussions and physical demonstrations students articulate audience/performer dynamics of a dance performance in order to gain an appreciation for dance. Appreciation is measured by the students' engagement with four main qualities: description, analysis, synthesis and contextualization of the particular dance form being discussed. Through the response essays students also offer insight in to the meaning of the dance works in their original circumstance. The students are asked to comment on the specific social and cultural milieu surrounding historically and culturally significant dance works. At the end of the semester each student gives a verbal presentation on a non-western style of dance. This presentation demonstrates that the student can verbally articulate their research ideas clearly. This project is also comprised of an in-depth historical timeline of the form of dance and the importance, history, training, and social relevancy of dance as a social, ritual and art form. If this course is meeting this objective at least half of the class will receive 80% or better on written response essays, verbal discussions, and physical demonstrations as well as on the final presentation.