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### CORE CURRICULUM COMPONENT APPLICATION Sam Houston State University

Revised October, 2012

#### PART I – Course Information

##### Course Type

☒ Existing/Restructured

☐ New Course Proposed Fall 2016

If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☐ No

Course Prefix & Number: DANC 1372

Texas Common Course Number (TCCN Matrix): none

Course Title: Dance as Art

Course Catalog Description (Copy and paste from online catalog for existing courses):

This course is a video survey of the vast range of theatrical dance that has taken place in the twentieth century. Forms and styles covered include ballet, modern/postmodern, jazz, musical theatre, tap, contemporary dance, and dance for music video. Writing Enhanced. Credit 3.

Course Prerequisites:

##### Available Online?

☐ Yes, currently developed in online delivery mode

☐ Anticipated development in online delivery mode (Semester, Year: )

☒ No

Number of Sections to be Offered per Academic Year: 2

Estimated Enrollment per Section: 50

Course Level (freshman, sophomore): Freshmen

Designated Contact Person (for follow-up communication purposes): Jennifer Pontius

E-Mail Address: dnc\_jkp@shsu.edu

Phone: x 4-1300

#### Approvals

Department Chair:

Signature

Date

Academic Dean:

Signature

Date

**PART II – THECB Foundational Component Areas**

See [Appendix](#) for full description of each component area.

**Select Component Area: V. Creative Arts**

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area: The vast range of theatrical dance during the twentieth century will be explored. Forms and styles addressed include ballet, modern/postmodern, jazz, musical theater, tap, contemporary dance, and dance for music video. The primary purpose of the course is to cultivate appreciation for the art form of dance through examination of dance artifacts generated by the human imagination through analysis, synthesis, and interpretation. Communicating the results of the examination will be a significant portion of the class.

**PART III – Course Objectives & Student Learning Outcomes (SLO)**

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

**Objective/SLO 1:** Students completing the course will be able to demonstrate appreciation for the creative artifacts and works of the human imagination related to various dance forms.

How will the objective be addressed (including strategies and techniques)?

Through exposure, discussion, and various assignments, students will be introduced to various dance forms to develop an appreciation for the various demonstrations of dance and the imaginative choreography involved.

Describe how the objective will be assessed: Students will demonstrate appreciation for various art forms by writing essays persuading the reader of the appreciation. A rubric will be used to score the essays

**Objective/SLO 2:** Students completing the course will be able to analyze dance in its many artistic forms: religious, historical, political, social and theatrical.

How will the objective be addressed (including strategies and techniques)?

Exposure to various dance forms and their appropriateness in various social situations will be discussed as well as the meaningfulness that dance might bring to religious, historical, political, social, and theatrical venues.

Describe how the objective will be assessed: Students will present their analyses of dance in various artistic forms through written essays persuading the reader of the writer's point of view. A rubric will be used to score the essays.

**Objective/SLO 3:** Students completing the course will be able to synthesize and interpret the artistic expression.

How will the objective be addressed (including strategies and techniques)?

Exercises and discussion regarding synthesis and interpretation of dance will be introduced before the class is required to view dance film and/or live concert dance performance, such as the 2012 Academy Award Winner for Best Foreign Film, PINA. The students will work in groups to present their evaluations (including synthesis and interpretation) of the various parts of the movie.

Describe how the objective will be assessed:

**Objective/SLO 4:** Students completing the course will be able to express (communicate) reactions, thoughts, and ideas about artistic forms of dance in writing through written, oral, and visual communication.

How will the objective be addressed (including strategies and techniques)?

Through examples of appropriate communication about artistic forms of dance, students will develop presentations including written materials, oral presentation, and visual impressions of the forms, all as part of the presentation entity.

Describe how the objective will be assessed: A rubric will be used to rate the presentation on three aspects: 1) written (flyer, brochure, PowerPoint presentation); 2) oral (quality of articulation, projection, and knowledge of content); and 3) visual (visual representation on flyer, brochure, PowerPoint presentation, or dance demonstration).

**Objective/SLO 5:** \_\_\_\_\_

How will the objective be addressed (including strategies and techniques)?  
\_\_\_\_\_

Describe how the objective will be assessed: \_\_\_\_\_

#### **PART IV – THECB Skill Objectives**

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s). *Address ALL skill objectives associated with the selected Component Area. (See Appendix)*

**1. Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including specific strategies, activities, and techniques)?  
Students who complete the course will examine and expand their concepts of dance, investigating the role of dance in traditional societies, within different world religions, in theatrical art, and as entertainment. Students will learn to think creatively and critically about various forms and functions of dance beyond popular presentations of dance in popular media in models such as "So You Think You Can Dance?" Through the process of critically viewing a variety of dances on video and in live performance, students will engage in guided discussions which will challenge them to identify elements that define dance, and will question the validity of those definitions. Is dance movement? Must it have aesthetic value? Is the ultimate purpose of performed art to entertain? Why do people dance? Why do people watch dance? What makes dance good? What makes dance valuable? As the semester progresses, class discussions and exploration of dance will revolve around these questions, applying them to dance in a range of contexts.

Describe how the skill will be addressed: Students' ability to think critically and develop analytical synthesis of ideas will be assessed in a sequence of three essays: the first describing a personal definition of dance; the second outlining a personal definition of art; and the third integrating the concepts of the first and second essays and incorporating course experiences to write a personal definition of dance as art. The sequence of essays will require students to apply at a progressively greater extent the skills of inquiry, evaluation, and analysis as they define their aesthetic view in the context of new information. Within classroom discussions throughout the course, the instructor will also direct the student to apply critical thinking skills to presenting opinions.

**2. Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including specific strategies, activities, and techniques)?

Students who complete the course will be able to express (communicate) reactions, thoughts, and ideas about artistic forms of dance in writing through written, oral, and visual communication. Class structure will largely consist of guided discussions about readings and video assignments. Student verbal opinions and interpretations will be solicited, and differing viewpoints will be examined by the students. After watching a documentary about post-modern dance, for example, students will be asked if the dance is, in fact, "dance." Students will be challenged to express, explain, and defend their opinions. Teams of students will collaborate to develop and then present a viewpoint after which they will respond to questions posed by class members or the instructor.

**3. Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including specific strategies, activities, and techniques)?

**4. Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including specific strategies, activities, and techniques)?

Students who complete the course will be able to synthesize and interpret the artistic expression in a dance performance in teams of four or five members. Having outlined their point of view individually, students will share orally with members of their team, noting similarities and differences. From these discussions, the team will develop an oral presentation that will have an overriding theme that reflect elements of each student's point of view.

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**5. Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including specific strategies, activities, and techniques)?

**6. Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including specific strategies, activities, and techniques)?

Students who complete the course will be able to articulate the civic responsibilities of a community to preserve various dance forms. Based on assigned readings, class discussions, and observing dances of other cultures on video, students will write an essay addressing an aspect of dance and social responsibility. The essay will be assessed based on the student's ability to use examples from the course to effectively and persuasively illustrate their point of view.

<b>PART V – SHSU Core Curriculum Committee Requirements</b>
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**1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.**

Week 1	Viewing and evaluating Dance/Elements of dance, Visual communication - Posting link of personally meaningful dance to video
Week 2	Eras of dance history/dance and religion - Oral Discussion/Personal Aesthetic essay - Critical thinking
Week 3	Dance of the Realm /Dance at court (PBS documentary)
Week 4	Court dance traditions - European, Japanese, African and Javanese traditions
Week 5	Social dance/dance and sex/Social dance lesson (salsa)
Week 6	Classical dance theatre - Ballet from entertainment to profession, ballet in Romantic Era
Week 7	Classical dance theatre - Ballet from Russian classical era, Japanese Kabuki tradition
Week 8	Dance and the individual (PBS documentary); Essay - A personal definition of art
Week 9	Development of modern dance (Fuller, Duncan, St Dennis & Shawn), Pina Movie/Teamwork assignment - critical thinking
Week 10	Early modern choreographer: Martha Graham; Modern dance era
Week 11	Early modern choreographer: Humphrey, Weidman, & Limon; Historical events
Week 12	Second-generation moderns: Taylor, Nikolais, & Cunningham; Second generations moderns
Week 13	Paul Taylor's "Dance Maker" - Works of major African American choreographers; Civil Rights, Social Justice, & Dance
Week 14	Post modern dance choreographers; Contemporary American dance
Week 15	Contemporary European dance; Dance as entertainment in popular culture; Civic responsibility to preserve dance - Critical thinking

**2. Attachments (Syllabus Required)**

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Syllabus Attached? ☐ Yes ☐ No

Other Attached? ☐ Yes ☐ No If yes, specify:

### Appendix: THECB Component Area Descriptions and Skill Requirements

**I. Communication** (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

**II. Mathematics** (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

**III. Life and Physical Sciences** (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

**IV. Language, Philosophy, and Culture** (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

**V. Creative Arts** (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

**VI. American History** (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

**VII. Government/ Political Science** (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

**VIII. Social and Behavioral Sciences** (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

#### Required Skill Objectives

Foundational Component Areas	Skill Objectives					
	Critical Thinking	Communication	Empirical & Quantitative	Team Work	Social Responsibility	Personal Responsibility
Communication	✓	✓		✓		✓
Mathematics	✓	✓	✓			
Life and Physical Sciences	✓	✓	✓	✓		
Language, Philosophy & Culture	✓	✓			✓	✓
Creative Arts	✓	✓		✓	✓	
American History	✓	✓			✓	✓
Government/Political Science	✓	✓			✓	✓
Social and Behavioral Sciences	✓	✓	✓		✓	





**SYLLABUS: Dance As Art**  
**DANC 1372**  
**Fall 2013**  
**Meeting Time: M/W/F 9:00-9:50am**  
**PAC 240**

**CONTACT INFORMATION:**

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Mail Box Location: Dance Program Main Office

**Course Description:**

This course is a video survey for the vast range of theatrical dance that has taken place in the 20<sup>th</sup> century. Forms and styles addressed include ballet, modern/postmodern, jazz, musical theater, tap, contemporary dance, and dance for music video.

This is a writing enhanced course. It consists of 10 units that will be presented sequentially. Most often, the information for each unit will be presented on Monday and Wednesday. On Friday, there will be an assignment, quiz or culminating experience covering the unit. If submitted on time, most assignments and quizzes can be re-submitted in order to obtain a higher grade. The last day to re-submit will be Friday, December 6.

**Course Objectives: Students who complete the course will be able to:**

- Demonstrate appreciation for the creative artifacts and works of the human imagination related to various dance forms.
- Analyze dance in its many artistic forms: religious, historical, political, social and theatrical.
- Express (communicate) reactions, thoughts, and ideas about artistic forms of dance through written, oral, and visual communication.
- Synthesize and interpret the artistic expression in the 2012 Best Foreign Film, PINA, in teams of four or five members.
- Create an original, personal, written definition of Dance, Art and Dance as Art, as perceived by each student. This is a live and working document that will deepen and change as you develop as a dance artist.
- Articulate the civic responsibilities of a community to preserve various dance forms.

**Textbook:**

Dancing: The Pleasure, Power, and Art of Movement (paperback) by Gerald Jonas

This is available in the bookstore, amazon, and at

<http://www.abebooks.com/servlet/SearchResults?isbn=9780810927919&sts=t>

We will also be using Blackboard, YouTube, and a Facebook group titled, **Dance As Art/MABUS/2013**.

### **Course Requirements:**

#### Units

Each unit will consist of a lecture or presentation, followed by a response in the form of a short written assignment, quiz, discussion, or experiential response. Assignments will be posted on Blackboard so that there are no questions. PLEASE SUBMIT ASSIGNMENTS ON TIME. Assignments must be submitted on time if the student would like to re-submit for a higher grade. The final date for re-submission is Friday, December 6.

If a student misses an assignment, he or she should contact the instructor immediately. Otherwise 10 points will be deducted from the assignment per weekday that the assignment is late. Assignments will not be accepted after it is 5 weekdays late.

#### Attendance

Attendance is necessary in order to receive the information on the units and complete the assignments, most of which will be completed in class. Absences for official university functions may be excused provided that the student requests this accommodation before the absence occurs and presents official documentation. Professional opportunities will be assessed at the professor's discretion. In the case of illness, emergency or religious observation, you must contact the professor in writing to receive an accommodation.

#### Movie Night!

- There will be a class viewing of the dance film, PINA, on Sunday, September 29 at 7pm in the Dance Theater. (Time subject to change.) PINA is a beautiful insightful movie, a tribute to the late German choreographer, Pina Bausch, as her dancers perform her most famous creations. The corresponding assignment will allow you to demonstrate your teamwork skills including: Consideration of different points of view
- Effectively working with others to support a shared purpose or goal

The assignment will be for each team to:

1. Decide in what manner to evaluate the movie
2. Evaluate the movie using the determined standards
3. Present evaluation of the movie to other teams in the class.

#### DEADLINES FOR PAPERS

- FIRST PAPER: SEPTEMBER 25, 9AM
- SECOND PAPER: OCTOBER 21, 9AM
- FINAL PAPER: DECEMBER 6

The first and second papers will be short, 2-3 pages in length, and are later compiled to create your final project for this course. A rubric will be available to you pre-composition to aid your writing, and the same rubric will be used for evaluation of papers. Both papers will be eligible for one re-submission within 5 days of receiving a grade.

Please expect that every written essay that is submitted will be checked through the university's plagiarism software.

**CLASSROOM RULES OF CONDUCT**

Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Cellular telephones and pagers must be turned off before class begins. Students are prohibited from eating in class, using tobacco products, making offensive remarks, reading newspapers, sleeping, talking at inappropriate times, wearing inappropriate clothing, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy.

**This syllabus is a guide for the course and is subject to change with advanced notice.**

You will find all University policies by following this link:  
<http://www.shsu.edu/syllabus/>

**Week 1:**

**Day 1: Syllabus Overview**

Lecture/Presentation: Introducing dance as defined by different cultures and perspectives

Pair/Share: Impactful personal experience of dance

Exit Card: Why do you dance? What do you hope to discover in this course?

Assignment: Syllabus quiz

**Day 2: Lecture: Viewing and Evaluating Dance**

Presentation: elements of dance

Discussion: role of dancer, choreographer, and audience

Discussion: Elements of choreography/Space, Time, and Energy

Assignment: Post on class page a link to a video of a meaningful dance to each student.

**Day 3: Watch and discuss videos posted**

Discussion: personal taste/aesthetic

Assignment: Read "Art and the Aesthetic Experience" by Norah Ambrosio.

Write a 2-page essay defining personal aesthetic or taste in dance and what in their personal experience influences their taste and experience of dance.

**Week 2:**

**Day 1: Overview of eras of dance history from prehistory to contemporary**

In class group assignment: Research assigned era and creatively present to the class a description of the era

Homework: Read Chapter 2 of text, "Lord of the Dance."

- Day 2: Lecture/Presentation: Dance and Religion, focusing on Judeo-Christian, Indian/Hindu, and Yoruban/West African traditions
- Day 3: View pertaining videos of religious dance  
 Discussion: Dance as it is used in devotional worship, in edification, in instruction, and in celebration. How has this been present in the students' lives?  
 Personal Aesthetic Essay due

**Week 3:**

- Day 1: Dance and Religion Quiz  
 Assignment: Read Chapter 3, "Dance of the Realm"
- Day 2: Documentary viewing from "Dancing" series (PBS), "Dance at Court"
- Day 3: Continued Video Viewing  
 Personal Aesthetic Essay returned with feedback on writing

**Week 4:**

- Day 1: Lecture: Early court dance traditions focusing on European, Japanese, African and Javanese traditions
- Day 2: Written quiz on Court Dance Traditions
- Day 3: Discussion: Court Dance and Tradition. Where is this in their lives?  
 Discussion: First Essay assignment  
 Assignment: Read Chapter 4  
 First Major Essay, "A Personal Definition of Dance"

**Week 5:**

- Day 1: Lecture: Social Dance/Dance and Sex
- Day 2: Discussion and Video Viewings: examples of social dance
- Day 3: In class experience: Social Dance Lesson (Salsa)  
 First Essay Due  
 Assignment: Read Chapter 5

**Week 6:**

- Day 1: Lecture/Presentation: Classical Dance Theater, focusing on the development of Ballet from the court entertainments to a profession
- Day 2: Lecture/Presentation: Classical Dance Theater, focusing on the development of Ballet in the Romantic Era
- Day 3: Video Viewings/Discussion: Romantic Ballet

**Week 7:**

- Day 1: Lecture/Presentation: Classical Dance Theater, focusing on the development of Ballet from the Russian Classical Era through the Ballet Russes
- Day 2: Lecture/Presentation: Classical Dance Theater, focusing on the Japanese Kabuki Tradition
- Day 3: Written Quiz on the Classical Tradition of Dance

**Week 8:**

Day 1: Documentary viewing from the "Dancing" Series (PBS), "Dance and the Individual"

Assignment: Read Chapter 7

Day 2: Continued Documentary Viewing

Day 3: Discussion: video and reading

Assignment: 2<sup>nd</sup> Major Essay, A Personal Definition of Art

**Week 9:**

Day 1: Lecture: Development of Modern Dance, focusing on the early modern dance pioneers Loie Fuller, Isadora Duncan, Ruth St. Dennis and Ted Shawn

Day 2: Lecture: Development of Modern Dance, focusing on the early modern dance pioneers Loie Fuller, Isadora Duncan, Ruth St. Dennis and Ted Shawn

Day 3: Class canceled in lieu of meeting on the following Sunday Evening for a viewing of Wim Winder's influential dance film about Pina Bausch, "Pina."

2<sup>nd</sup> Major Essay Due that Evening.

Assignment: Comment on class page about something that was impactful from the movie

**Week 10:**

Day 1: Lecture: The Early Modern Choreographer Martha Graham

Day 2: Graham Documentary Viewing

Day 3: Interactive website assignment focused the Modern Dance Era

**Week 11:**

Day 1: Lecture: Early Modern Choreographers, Humphrey, Weidman and Limon

Day 2: Lecture: Early Modern Choreographers, Humphrey, Weidman and Limon

Day 3: Dance Viewings and Discussion of how these choreographers' culture, world-view and surrounding historical events affected their choreography

**Week 12:**

Day 1: Lecture: Second-Generation Moderns, Taylor, Nikolais, and Cunningham

Day 2: Discussion: Influence of the second-generation moderns

Day 3: Viewing: Paul Taylor's "Dance Maker"

**Week 13:**

Day 1: Discussion: the life and career of a professional dancer in a company as reflected upon in "Dance Maker."

Day 2: Viewing: Works of Major African American Choreographers

Day 3: Discussion: Civil Rights, Social Justice and Dance

**Week 14:**

Day 1: Lecture/viewing: Post Modern Dance Choreographers

Day 2: Written Modern Dance Quiz

Day 3: Viewing and Discussion: Contemporary American Dance  
Hand out and discuss Final Essay Assignment

**Week 15:**

Day 1: Viewings and Discussion: Contemporary European Dance

Day 2: Viewings and Discussion: Dance as Entertainment in Popular Culture

Day 3: Conclusion of Course Discussion: What has changed in the students' view of  
dance as an art form?

**Final Exam:**

Final Essay Due: Referencing personal experience with dance, the personal definition of dance and the personal definition of art, write a personal definition of dance as an art.