

CATALOG YEAR 2010-2011

(Please use separate form for each add/change)

COLLEGE/SCHOOL : College of Arts & Sciences

Course: Add: x Delete:

(check all that apply)

Change: Number Title SCH

Description Prerequisite

NOTE: purpose of this change is to add the course and to add the course to the COURSE SELECTIONS TO FULFILL CORE OPTIONS

<http://www.tamtu.edu/catalog/current/appendixa.shtml>

DANC 2303 DANCE APPRECIATION . Three semester hours.
Critical examination of dance as an art form and a means of cultural expression via live performance, video, experiential activities and writing. To cultivate an understanding of how dances reflect and shape the societies in which they are practiced, course will include a cross-cultural exploration of various styles and genres,

Justification:

This class will provide students with a classroom-based opportunity to study dance. The course will fulfill the Visual and Performing Arts requirement of the core curriculum.

See attached sample syllabus for more information about the course objectives.

Approvals:	Signature	Date
Chair Department Curriculum Committee	_____	_____
Chair Department	_____	_____
Chair College Curriculum Committee	_____	_____
Dean	_____	_____

Justification continued:

Humanities and Visual and Performing Arts *

The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts

and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

<p>Exemplary Educational Objectives</p>	<p>DANC 2302 Does this course meet the objective below? What means will be employed to make this determination? What types of evidence will be used for verification?</p>
<p>1.To demonstrate awareness of the scope and variety of works in the arts and humanities.</p>	<p>The course is designed to cover a number of different dance genres, introducing students a variety of dance styles and reasons for dancing. Both the midterm and final exams will ask students to identify and characterize different dance forms and situate their cultural significance. The group project will provide another opportunity for students to research a dance form not otherwise addressed in the general curriculum. By presenting their research, the other students in the class will be exposed to additional dance forms.</p>
<p>2. To understand those works as expressions of individual and human values within an historical and social context.</p>	<p>As the course description and syllabus suggest, this class aims to develop this very objective. Each lecture will return to a discussion of how the studied dance form reflects and shapes the cultures from which it has emerged and in which it continues to be practiced. Again, the exams, which will include several short answer/essay questions, will ask the students to explore the historical and social implications of the dances being studied.</p>
<p>3. To respond critically to works in the arts and humanities.</p>	<p>While this will be an ongoing task of the class, students will specifically be asked to take up this challenge in their written assignment. The paper will ask for students to critically engage with the works presented at a TAMU dance concert, synthesizing their knowledge of the forms and the craft of choreography into an argument about how meaning is made in individual dances.</p>
<p>4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.</p>	<p>Understanding the demands of the practice and performance of dance will undergird the conversation about individual dance forms. Students will interpret specific performances in their written assignments. (See above.)</p>
<p>5. To articulate an informed personal reaction to works in the arts and humanities.</p>	<p>By examining a number of different genres and styles, students will gain an understanding of the “big picture” of dance. With this awareness, they will be able to identify their own affinities and aesthetics, and the cultural context attached. Opportunities for such analysis will be available in class discussions, as well as in all of their written work.</p>
<p>6. To develop an</p>	<p>As they often inform each other, aesthetic principles will be</p>

appreciation for the aesthetic principles that guide or govern the humanities and arts.	addressed in concert with cultural and social histories. Exams will ask students to explain how these ideas relate to one another.
7. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.	Since the focus of this class is on the cultural context for dance practices and performances, we will consider ethnographic approaches to the study of dance. Course readings will address intercultural understandings of dance and highlight the importance of culturally competent analysis. The quizzes will assess student comprehension of the reading materials; exam questions will ask students to further develop these ideas.

*Source: Texas Higher Education Coordinating Board (1999). Core components and related exemplary objectives. In *Core Curriculum: Assumptions and defining characteristics*. Austin, TX: Author.

DANC 2302 (1): Dance Appreciation

Course Description:

This course serves as a classroom-based introduction to major concepts and issues in the study of dance. In an effort to explore how dances make meaning, we will examine various dance forms, and the cultural, historical, and artistic conditions of their practice. Throughout our discussion, we will pay careful attention to how the issues of race, class, ethnicity, gender and sexuality affect the making, performing and understanding of dance. In our quest to develop our ability to “read” a dance and to articulate what we believe it is “saying,” we will continually ask the following questions:

- What is being danced? (What does the movement look like? What genre does it belong to?)
- Where is it being danced? (What is the context for the dance?)
- Who is participating in the dance? (Who is dancing? Who is watching?)
- How is the dance constructed? (What choreographic techniques are employed?)

Using readings, lecture, discussion, video, live performance, and research, students will work on improving their ability to think, speak, and write clearly and critically about dance.

This course is designed to be accessible to students with no prior experience in dance.

Student Learning Outcomes: At the end of the semester students will be able to:

- To articulate the roles of ethnic, folk, concert, and social dance in relation to culture, history, religion, politics and society.
- To be able to compare and contrast different dance styles.
- To trace the development of, define the terminology utilized in and explain the key elements of ballet, modern, jazz, social, tap, musical theater and non-western dance forms.

Course Requirements:

- **Attendance and Active Participation**

Attendance is required. Students are expected to arrive on time and stay through the duration of the class; anything other than that will be considered a tardy. Three tardies will equal one absence. Two classes may be missed without penalty. Three (3) points from the final grade will be deducted for each additional absence. **Students are responsible for any and all material and assignments missed due to absence.**

Discussion is an integral part of this class. Students should be prepared to make thoughtful contributions about the readings/topics. Your grade will be a reflection of your attentive, willing participation.

In order to actively participate, you are expected to have completed the assigned readings and viewings for each class. Your participation will be assessed by your readiness to engage in thoughtful discussion and substantial analysis of the material. I am aware that some of you are less comfortable speaking in a class setting; however, I do encourage you all to see this as a safe space in which you can exchange thoughts and information about the issues raised by the dances we view.

You will also be given a couple of short writing assignments throughout the semester. These responses, which will be assigned in class, will be included in your participation grade.

- **Readings**

The primary reading for the course, *Appreciating Dance: A Guide to the World's Liveliest Art, Fourth Edition* by Harriet R. Lihs, is available in the campus bookstore.

Specific readings from this text, and other supplemental readings, will be assigned in class.

- **Quizzes and Tests**

There will be five short **quizzes** during the semester. They will be not announced before the class in which they are given, but will directly respond to the reading and/or lecture material.

There will be two tests for this class. A **mid-term exam** will be given on in Week 7. The **final exam** will be held during the exam time scheduled for this class. Make-up exams will be given only in the case of documented emergencies.

- **Concert Response**

Students will be required to attend the TAMIU Dance Concert and write a 3-page response paper. This event will be held at the FPA Theater. Detailed instructions for this assignment will be distributed in class. Papers are due one week following the concert at the beginning of class. Late papers will be docked a letter grade deduction for each day they are tardy. If you are unable to attend this event, please see me as soon as possible. I will be unable to help you on the weekend of the event.

All written assignments should be typed (12 point font) in Times or Times New Roman, double-spaced and formatted with standard (1") margins. Correct spelling and grammar is expected.

- **Group Presentation**

In small groups, students will research and present on a dance form of their choosing. Presentations will be given in the 13th and 14th weeks of class, but proposals for these presentations are due in the 4th week of classes. Complete instructions for the proposal and the presentation will be detailed in another hand out.

Grading Criteria:

Attendance & Active Participation	30%
Quizzes	10%
Mid-term Exam	15%
Final Exam	20%
Written Concert Response	10%
Group Presentation	15%

You may meet with the instructor at any time to discuss your progress and grade.