



COURSE OUTLINE SPRING 2009

Course Number DAN101	Course Title Introduction to Dance and Culture	Credits 3
Hours: lecture/Lab/Other 3 Lec	Co- or Pre-requisite None	Implementation sem/year Fall 2009

Catalog description (2006-2009 Catalog):

An introductory study of dance as an art form, investigating the impact of gender, politics, religion, and culture on how dance is perceived. Develops a fuller appreciation of how dance has been used over the course of human history in western and non-western cultures to communicate human needs and to express what words cannot communicate. *3 lecture hours. Fall and spring offering.*

Is course New, Revised, or Modified? Revised with input from Janell Byrne

Required texts/other materials:

Moving History/Dancing Cultures: A Dance History Reader
by Ann Dils (Editor), Ann Cooper Albright (Editor)

Revision date:

March, 2009

Course coordinator:

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Information resources: *Moving History/Dancing Cultures: A Dance History Reader* is a useful source for academic dance programs; the book includes professors, choreographers, anthropologists, and others among its contributors. "The Belly Dance: Ancient Ritual to Cabaret Performance" and "The Harsh and Splendid Heroines of Martha Graham" are a few representative essays in a book that places a strong emphasis on dance traditions from around the world. Conceived as an alternative to the usual photocopied packet handed out in many university dance classes, this book presents a wide assortment of material in one volume.

Other learning resources: Our library and the county system contain a collection of relevant books, videos, recordings, and electronic databases to supplement the students' learning and research projects. There are some well-known works of recognized quality, including: *What is Dance?: Readings in Theory and Criticism* by Roger Copeland, *The Dance Anthology* by Cobbett Steinberg, *The Thinking Body* by Mabel Todd, *Terpsichore in Sneakers: Post-Modern Dance* by Sally Banes, *The Private World of Ballet* by John Gruen and many video recordings of full length classical ballets, some modern dance, and documentaries concerning dance history.

A new list of books and videos has been submitted to the library for acquisition in September 2007. Books and videos are being added to the collection on a consistent basis.

Course Competencies/Goals:

The student will be able to:

1. identify functions of dance in society in relationship to class, gender, politics, religion, education, and socialization.
2. analyze dance as culturally patterned movement specific to time (history) and place (geography)
3. identify and analyze characteristics of dance as applied to dance aesthetics.
4. describe basic movement skills with accuracy, consistency, and confidence.
5. identify how the body is an effective instrument of expression and is utilized to communicate with others.
6. analyze and interpret contributions of dance to total wellness.
7. describe and evaluate dance from a personal, social, critical, political, and religious perspectives.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal. 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

Unit I: Universality of Dance

The student will be able to...

- discuss the fundamental reasons why people dance. (**Course Competencies 1, 2 & 7; Gen Ed Goal 1 & 6; Core Skills A, B & F**)
- identify dance-dramas, folk dances, ceremonial and ritual dances. (**Course Competencies 1, 2, 3 & 8; Gen Ed Goal 1, 5, 6, & 7; Core Skills A, B, D, E & G**)

- describe how folk dance steps and various floor patterns create a sense of community and belonging to a group. **(Course Competencies 3, 4, 5 & 6; Gen Ed Goal 1, 6 & 7; Core Skills F)**
- compare and contrast folk dance performance and compositions from several cultures. **(Course Competencies 3 & 7; Gen Ed Goal 1 & 6; Core Skills A, B, D, E & G)**

Unit II: Styles of Dance

The student will be able to...

- compare and contrast several cultures' dances in terms of pattern, rhythmic choices, stylized ways of using the body to communicate, and how dance is used to celebrate. **(Course Competencies 1, 2, 3 & 6; Gen Ed Goal 1, 5, 6 & 8; Core Skills A, B, D, E & G)**
- compare and contrast how time is uniquely different in folk dance, ballet, modern, and jazz through describing and identifying movement concepts of rhythm, accent, duration, meter, phrasing, tempo, and syncopation. **(Course Competencies 2, 3, 4 & 5; Gen Ed Goal 1 & 6; Core Skills A, B, & G)**
- identify how folk dance, ballet, modern, and jazz utilize different spatial concepts; including: level, dimension, plane, shape, symmetry, asymmetry, positive space, negative space, and floor pattern. **(Course Competencies 2, 3, 4 & 5; Gen Ed Goal 1 & 6; Core Skills A, B, & G)**
- describe within each style (folk dancing, ballet, modern, and jazz) basic axial movements including flexion, extension, rotation; and demonstrate simple locomotor patterns including walking, running, leaping, jumping and turning. **(Course Competencies 2, 3, 4 & 5; Gen Ed Goal 1 & 6; Core Skills A, B, & G)**

Unit III: Politics of Dance

The student will be able to...

- identify and evaluate how propaganda is used to promote styles of dance and movement choices. **(Course Competencies 1, 2, 3 & 7; Gen Ed Goal 1, 5, 6, & 7; Core Skills A, B, D, E & G)**
- describe the impact of religion on dance in western and non-western dance traditions. **(Course Competencies 1, 2, 3 & 7; Gen Ed Goal 1, 5, 6, 7 & 8; Core Skills A, B, D, E & G)**
- assess how culture and mass media genders dance styles and movement choices. **(Course Competencies 1, 2, 3 & 7; Gen Ed Goal 1, 5, 6, 7 & 8; Core Skills A, B, D, E & G)**
- discuss how the monarchies of France, Italy, Indonesia, and Japan developed dance traditions and their objectives for advancing dance. **(Course Competencies 1, 2, 3 & 7; Gen Ed Goal 1, 5, 6, 7 & 8; Core Skills A, B, D, E & G)**

Unit IV: Dance in a New Time and in a New World

The student will be able to...

- describe how dance traditions have been fused together recently to create new styles and movement. **(Course Competencies 1, 2, 3 & 7; Gen Ed Goal 1, 4, 5, 6, 7 & 8; Core Skills A, B, D, E & G)**
- access and evaluate dance performance on the internet and choreographed for the camera (film or video). **(Course Competencies 1, 2, 3 & 7; Gen Ed Goal 1, 4, 5, 6, 7 & 8; Core Skills A, B, D, E & G)**
- critique the pros and cons of alternative dance performance spaces utilized in the 1960s to the present. **(Course Competencies 1, 2, 3 & 6; Gen Ed Goal 1, 5, 6 & 7; Core Skills A, B, D & E)**

- discuss the impact of vocal performance layered or combined with movement to create a dance piece. **(Course Competencies 1, 2, 3 & 7; Gen Ed Goal 1, 5, 6 & 7; Core Skills A, B, D & E)**
- synthesize information gathered from this course into research project. **(All the Course Competencies; all Gen Ed Goals [except: 3 & 9]; and all the Core Skills [except C])**

Evaluation of student learning:

1. Assigned readings from *Moving History/Dancing Cultures: A Dance History Reader* representative of each unit of study.
2. Assessment of comprehension through participation in classroom discussions.
3. Quizzes on readings and lectures utilizing a variety of testing strategies: multiple choice, fill-in the blank, short answer, identifications, etc.
4. Attendance at one professional or semi-professional dance production from a list of approved concerts provided by the instructor. Students must write a reaction paper about the dance production they witnessed.
5. Research Paper and Oral Presentation on an approved topic by the instructor related to class content.
6. Midterm and Final Exams: they will cover performance styles, design, and structure, as well as social, political, and cultural effects in Western and Non-Western Tradition.

Academic Integrity Statement: Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual’s work as one’s own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student Handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).