

LSC Use Only Proposal No:	UWUCC Use Only Proposal No: ^{#1196}
LSC Action-Date: App-4/22/12	UWUCC Action-Date: AP-4/24/12 Senate Action Date: App-5/01/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Holly Boda-Sutton	Email Address hboda@iup.edu
Proposing Department/Unit Theater & Dance	Phone x4865

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

☐ New Course	☐ Course Prefix Change	☐ Course Deletion
☒ Course Revision	☐ Course Number and/or Title Change	☐ Catalog Description Change

Current course prefix, number and full title: **DANC 102, Introduction to Dance**

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

☐ Learning Skills	☒ Knowledge Area	☐ Global and Multicultural Awareness	☐ Writing Across the Curriculum (W Course)
☐ Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)			
☐ Global Citizenship	☐ Information Literacy	☐ Oral Communication	
☐ Quantitative Reasoning	☐ Scientific Literacy	☐ Technological Literacy	

3. Other Designations, as appropriate

☐ Honors College Course	☐ Other: (e.g. Women's Studies, Pan African)
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4. Program Proposals

☐ Catalog Description Change	☐ Program Revision	☐ Program Title Change	☐ New Track
☐ New Degree Program	☐ New Minor Program	☐ Liberal Studies Requirement Changes	☐ Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Rick Stearns</i>	12/9/11
Department Chairperson(s)	<i>Billy Green</i>	12/9/2011
College Curriculum Committee Chair	<i>John Stamps</i>	2/1/12
College Dean	<i>Hayward</i>	2/20/12
Director of Liberal Studies (as needed)	<i>Stamps</i>	4/19/12
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Schuch</i>	4/24/12

Received
APR 22 2012
Liberal Studies

Received
MAR 6 2012
Liberal Studies

I. Catalog Description

DANC 102 Introduction to Dance

3 class hours

0 lab hours

Prerequisites: none

3 credits

(3c-0l-3cr)

Introduction to Dance explores dance as communication, ritual, social engagement, entertainment, and as an art form. Dance history, genealogy, aesthetics, critical analysis and response, and the creative process will be examined. Class experience includes viewing and critical analysis of professional dance works, attending at least two live productions, and engaging in the creative process in practice and performance.

II. Course Outcomes

Upon successful completion of the course, students will be able to:

Objective 1: Explain dance as a creative art that employs movement as the medium for expression and communication.

Expected Undergraduate Student Learning Outcomes:

Informed & Empowered Learners

Rationale:

Specific assignments within the course require the students to be able to understand dance as a creative art for expression and communication. The dance concert critique paper and in-class response activities will require students to recognize and be able to write about meaning through movement.

Objective 2: Distinguish between and summarize the significance of different Dance forms from global, regional, and historical perspectives.

Expected Undergraduate Student Learning Outcomes:

Informed and Responsible Learners

Rationale:

The in-class assignments & exams will require students to identify and make connections between dances and their significance within specific cultures and time periods.

Objective 3: Recognize various aesthetic properties and processes that enhance The aesthetic experience in dance.

Expected Undergraduate Student Learning Outcomes:

Informed and Empowered Learners

Rationale:

The dance concert critique paper, the arts event response paper, and exams will require the students to apply learned knowledge of the aesthetic properties/processes to simulated and actual experiences of viewing dance/art.

Objective 4: Identify, compare and classify dances into their various categories of purpose.

Expected Undergraduate Student Learning Outcomes:

Informed and Empowered Learners

Rationale:

Dance is divided into 13 categories of purpose. Students will be required in exams, the dance concert critique paper, and in-class response activities to identify and explain the properties of a dance to identify which category it falls under.

Objective 5: List and define the varied careers that make up the dance discipline.

Expected Undergraduate Student Learning Outcomes:

Empowered Learners

Rationale:

Within the dance discipline are numerous career paths above and beyond the expected dancer/choreographer. Students will be required to understand and write about the various possibilities in the exams and the in-class assignments.

Objective 6: Explain dance as a collaborative art, identifying the various players involved and their roles.

Expected Undergraduate Student Learning Outcomes:

Informed & Empowered Learners

Rationale:

Dance is a collaborative art form in which the movement cannot exist by itself in production. The communication, cooperation, sharing of ideas, and respect of all the positions within a production is imperative to its success. The students will be required to understand and apply this concept on their exams and for the success of their group choreography project and performance.

Objective 7: Name and discuss famous dance artists, their contributions, and their noted works within each genre.

Expected Undergraduate Student Learning Outcomes:

Informed & Empowered Learners

Rationale:

Exams and in-class response activities will require students to recognize and analyze contributions of various dance artists/figures and their influences within the development of the various genres of dance.

Objective 8: Apply written critical analysis to viewed live dance production.

Expected Undergraduate Student Learning Outcomes:

Informed & Empowered Learners

Rationale:

The dance concert critique paper will require students to apply learned critical analysis, based in the dance elements, to a viewed 'live' dance production.

Objective 9: Engage in the creative process of dance making, apply the elements of dance, and perform the finished product.

Expected Undergraduate Student Learning Outcomes:

Empowered & Responsible Learners

Rationale:

In-class response activities and the group choreography project will require students to apply proper/accepted work ethics, collaborative processes, subject research, and make decisions for meaning in movement.

III. Course Outline

Dance as an art form and as communication (10)

- Exploration of dance and its purpose in world cultures
- The overview of world dance history and its reflection of society, politics, or issues of the time period
- Aesthetics and dance
- Exam #1

Dance making and the collaborative process (9)

- The players in the collaborative process (collaborative artists, performer, audience, technical support)
- The elements of dance, how choreographers use them in the creative process, and responding to dance through analysis using the elements
- Dance as an interdisciplinary art form
- Dance production and other careers within the dance discipline
- Exam #2

Dance in Social settings and in Musical Theater or Film entertainment (7)

- Dance and its journey from African dance, to Black Dance, to Minstrel Shows, to Vaudeville, to the Musical Theater Stage, to Film & TV
- The development of Tap and Jazz dance, and noted dance artists within each genre
- Popular social dance styles as they developed from influences in popular music and social settings
- Exam #3

Concert Dance forms (8)

- The development of Ballet and Modern dance, and noted dance artists/companies within each genre
- The difference between Improvisation & Creative Movement and how they are incorporated into dance education, training and especially Modern & Ballet choreography
- Exam #4

Preparation (6) and Performance (2) of Final Project

- Group choreography based on creating original movement to communicate a famous event in history.
- Performed in concert format (dressed stage, theater lighting, optional costumes, with invited audience) during finals week

IV. Evaluation Method

The final grade will be determined as follows:

Exams: One exam after each unit of material. Exams will consist of multiple choice, True/False, and short answer type questions. 4 exams (45% of overall grade)

Dance Concert Critique Paper: Formal paper written in response to viewing a live, professional dance production. The paper is based on both aesthetic response and critical response format questions. (10% of overall grade)

Art Event Response Paper: Informal paper written in response to viewing an art event from another art form (art exhibit, music concert, theater production). The paper includes aesthetic-based questions and making connections between the event and dance. (5 % of overall grade)

In-Class Response Activities: Written, sketched, or movement responses to the dance visuals and materials covered in class. These responses vary between individual, pair, or group responses. (28% of overall grade)

Group Choreography Project: Collaboratively choreographed group dance incorporating the elements of dance. The dance will be performed by the entire group, in concert setting, during the designated final time. (12% of overall grade)

V. Grading Scale

Grading Scale: A= 90-100%, B=80-89%, C =70-79%, D=60-69%, F=<60%

VI. Attendance Policy

The course expectations will follow IUP's attendance policy as outlined in the undergraduate catalog.

VII. Required textbook, supplemental books, readings & viewings

Required text:

(currently suggested) Ambrosio, Nora (2010). *Learning About Dance*: Kendall Hunt

*Texts for this course quickly become outdated, so textbook selection will be left up to the individual instructors.

Supplemental reading selected from the suggested following:

*List subject to decision of individual instructors.

New York Times

Dance Magazine

JOPERD

(& other relevant dance journal articles)

Viewings selected from the suggested following:

*List subject to decision of individual instructors.

American Indian Dance Theater

African Religious & Ritual Dances

Road to the Stamping Ground

The Hard Nut

Dance Black America

Men Who Danced: Ted Shawn's Male Dancers

Billboards

Ailey Dances

The Romantic Ballet

Sleeping Beauty

Swan Lake

Diaghilev, Ballet Russe de Monte Carlo

Le Corsaire

Balanchine

Baryshnikov by Tharp

An Introduction to Baroque Dance

Masters of Tap

Bill T. Jones: Dancing to the Promised Land

Martha Graham in Performance

With My Red Fires and New Dance: Two Masterpieces of Modern Choreography

by Doris Humphrey

Erik Hawkins – America

The Magic of Dance Series

Ebb & Flow

What is New

The Romantic Ballet

The Magnificent Beginning

Seven Brides for Seven Brothers

Shall We Dance

Kiss Me Kate

Brigadoon

West Side Story

Kismet

Paul Taylor

Alwin Nikolias

Pina Bausch

IX. Bibliography

- Anderson, Jack (1992). *Ballet & Modern Dance: A Concise History*. Princeton Book Company
- Barnes, Sally (1998). *Dancing Women: Female Bodies on Stage*. Routledge, New York.
- Cohen, Selma J. (1992). *Dance as a Theater Art: Readings in Dance History from 1581 to present*. Dance Horizons
- Driver, Ian (2000). *Century of Dance: One Hundred Years of Musical Movement*. Cooper Square Press
- Glass, Barbara S. (2006). *African American Dance*. McFarland Co., Inc.
- Grody, Svetlana M. & Dorothy Lister (1996). *Conversations With Choreographers*. Heinemann
- Hannah, Judith L. (1988). *Dance, Sex, & Gender*. University of Chicago Press
- Kassing, Gayle (2007). *The History of Dance*. Human Kinetics
- Lihs, Harriet R. (2009). *Appreciating Dance*. Dance Horizons
- Malnig, Julie (2008). *Ballroom, Boogie, Shimmy, & Shake*. University of Illinois
- McCutchen, Brenda P. (2006). *Teaching Dance as Art in Education*. Human Kinetics
- Oliver, Wendy (2010). *Writing About Dance*. Human Kinetics
- Shapiro, Sherry (2008). *Dance in a World of Change: Reflections on Globalization and Cultural Difference*. Human Kinetics
- Thorpe, Edward (1989). *Black Dance*. Overlook Press
- Vissicaro, Peggy (2004). *Studying Dance Cultures Around the World*. Kendall Hunt
- Wagner, Ann (1997). *Adversaries of Dance*. University of Illinois
- White, David, Lisa Friedman, and Tia Tibbitts (1993). *Poor Dancer's Almanac: Managing Life and Work in the Performing Arts*. Duke University Press

Liberal Studies Course Approval General Information

1. This is not a multiple-section course, but can be taught by either instructor within the program. The course is designed for individual instructor flexibility. The two instructors share office space, and meet regularly to discuss course matters.
2. The course content is specific to contributions and perspectives of ethnic cultures in the development of dance. It also pays close attention to minority and women groups both in its historical and political context.
3. The supplemental reading handouts for the course are all under the non-fiction category.
4. This course differs from any other dance course offered for beginning majors, in that it addresses the dance discipline as a whole through the historical, cultural, aesthetic and critical perspectives. The course content helps the student to become an informed and knowledgeable audience member to future engagement in viewing dance. It also introduces the general population to viable careers and opportunities in the dance world beyond the studio and stage.

Subject: FW: DANC 102
From: "Gail Sechrist" <gailsech@iup.edu>
Date: Fri, 13 Jul 2012 11:38:29 -0400
To: "Sharon Aikins" <saikins@iup.edu>

This is one of the proposals that you have questions about but it appears that when Dave sent the email to Holly he did not request any revisions. So I'll just sign this one as approved.
Gail

-----Original Message-----

From: David H. Pistole [<mailto:dpistole@iup.edu>]
Sent: Wednesday, April 25, 2012 9:22 AM
To: Boda-Sutton, Holly R
Cc: Gail S. Sechrist
Subject: DANC 102

Holly, The UWUCC approved the DANC 102 Introduction to Dance at our 24 April, 2012 meeting. Please let Gail or myself know if you have any questions. David

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David H. Pistole
Director of Liberal Studies
Professor of Biology
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