Course Title: DANT298, Dance Appreciation     Credit Hours: 3
Semester: Spring, 2010     Prerequisite: none
Time: M/W: 2:00-3:15 or 5:00-6:15     Location: 103 Owens Hall
Instructor: Sandra Neels, Associate Professor of Dance     Phone: x4855
Office: 310 Bancroft
Office Hours: M/W: 3:30-4:30, T/R: 4:30-5:30, F: by appointment
Email: neelss@winthrop.edu

Catalog Description: A survey of the significant developments in dance in relationship to
the other arts from the prehistoric period through the first part of the 21st century.

Course Goals and Objectives:
1. To introduce the student to the origins and changing functions of dance and its
   relationship to society through textbook readings, the viewing of dvds and live
   performances, writing, and class discussions and demonstrations.
2. To provide a fundamental knowledge of dance vocabulary and concepts.
3. To develop the student’s critical perspectives on dance.
4. To enhance students’ understanding and appreciation of the creative process of dance
   artists.

Students Learning Outcomes: to be able to learn, appreciate, write and speak about a
variety of dance genres and their historical significances. To be able to understand dance’s
meaning as a product of the tensions created between the references that the dance makes
to the world and to its own organization.

Student Goals in the Touchstone Program Related to the Humanities and Arts Perspective:
1.0 To communicate effectively in standard English.
3.0 To use critical thinking, problem-solving skills and a variety of research methods.
4.0 To recognize and appreciate human diversity (both past and present) as well as the
diversity of ideas, institutions, philosophies, moral codes and ethical principles.
6.0 To understand aesthetic values, the creative process, and the interconnectedness of the
literary, visual, and performing arts throughout the history of civilization.
7.0 To examine values, attitudes, beliefs, and habits which define the nature and quality of
life.

Learning Objectives Related to the Humanities and Arts Perspective.
1. Demonstrate Knowledge of and appreciation for diverse intellectual and/or cultural
   viewpoints.
2. Critically evaluate diverse intellectual and/or cultural viewpoints.
3. Critically evaluate aesthetic process and/or experience.
4. Demonstrate knowledge of creative process and aesthetic values.
6. Demonstrate knowledge of the history of the arts.
7. Demonstrate understanding of the relationships among various arts forms within their sociohistorical contexts.
8. Demonstrate knowledge of and appreciation for diverse values and beliefs.
9. Critically evaluate those values and beliefs.
10. Examine their own values and beliefs.
11. Critically evaluate material in a variety of formats (e.g., written, aural, visual, etc.)
12. Gather information and to develop and effectively communicate ideas in Standard English.
13. Conduct independent research and/or analysis.
14. Discriminate among information sources (e.g., print sources, visual media, internet sources, performances and exhibitions, interviews, etc.)

Course Requirements:
1. The textbook for this course is: “Appreciating Dance,” by Harriett R. Lihs.
2. Class attendance and participation (speaking and interacting).
3. Attendance at the Student Choreography Showcase, April 16-18, in Johnson Hall Theatre. Typewritten review: a minimum of two full pages, double-spaced.
4. Presentations, quizzes, papers, and final exam: for 2:00-3:15 class: 11:30 am, on Tuesday, May 4; for 5:00-6:15 class: 11:30 am, on Saturday, May 1.
5. Each student must make sure he/she is on the instructor’s listserv.
6. Each student must meet with the instructor midway through the semester.

Grading:  
Class Participation  10%
Class Presentations  30%
Quizzes (5)  30%
Review paper  10%
Final Exam  20%

Grading Scale:  100-90=A, 89-80=B, 79-70=C, 69-60=D, 59 and below=F.
The grade of “Incomplete” will not be given except in cases of verified medical or family emergencies.

Class Participation: includes, but is not limited by attendance, attitude/behavior, active involvement in class discussions, preparation through prior reading of class assignments. Note: always bring your textbook with you to class.

Class Presentations and Discussions: include several opportunities. The presentations may include 2-4 students. The presenters are responsible for informing the class of the topic at hand, and many include video/dvd showings, demonstrations, posters, and power point. STUDENTS SHOULD NOT READ FROM THEIR POWER POINTS, as this will be a 2% deduction for each offence. Power points should be bulleted and brief for lengthier information delivered by the presenters. The presenters are also responsible for formulating questions to stimulate discussion of their chosen topic. They may focus on one aspect of the topic or select a variety of questions. Creativity is encouraged in how the presenters engage the class in discussion. NOTE: do not use “Wikipedia” for your information in this course. If you choose “YouTube” at all, be certain that it is only for
viewing video clips. The Dacus Library has an extensive dance resource collection. You are advised to use this, which is why the library visit with Antje Mays on January 13 is mandatory.

Required viewing: students must attend and write a minimum of two full pages reviewing the Student Choreography Showcase in Johnson Hall Theatre, utilizing the course format for writing a dance review. In order to receive full credit, students must view the entire show and write on every piece. Students will be required to pay for admission to this production. No one will be allowed to attend a technical or dress rehearsal unless, of course, he/she is involved in the production. All written work must meet the standards of basic expository writing, and should follow the style outlined in the “Prentice Hall Reference Guide to Grammar and Usage,” 4th Edition, by Muriel Harris. Grammar, clarity, style and documentation always count, and affect a student’s grade. (See Rubric for Freshman Composition from the English Department).

Attendance Policy: students are expected to attend all classes. Prompt, consistent attendance is important to the success of the class, and will be reflected in each student’s final grade. Two absences are allowed. After that, the student must have adequate cause through medical release or circumstances beyond his/her control, or his/her grade will be lowered 4% per absence. Sleeping or laying one’s head down on the desk in class will count as an absence. Three latenesses will also count as an absence. STUDENTS MUST REMAIN PRESENT FOR THE ENTIRE CLASS IN ORDER TO RECEIVE CREDIT. Seven absences result in an automatic “F.” Quizzes and other graded in-class assignments may not be made up. Students will be graded on a daily basis which will include: participation, attitude/behavior, use of any electronic equipment, accuracy of presentations (to include pronunciation), and observations of Owens classroom rules, such as no food, candy, or drinks other than bottled water allowed.

Students with disabilities: Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact Services for Students with Disabilities at 323-3290. Once you have your official notice of accommodations from this office, please inform the instructor as soon as possible.

Assignments must be completed on time. All written assignments must be a minimum of two full pages, typewritten, and double-spaced. Please proof-read all written work before turning it in to the instructor.

Technology statement: the use of technology is a wonderful aid for communication and learning, but it must be used appropriately. No cellphones, pda’s, mp3 players, computers, or other devices are allowed in this classroom. Sending, reading and/or receiving text messages are also not allowed in this classroom. It is unethical and unacceptable to use recording devices such as camera phones, digital video, etc., in or outside the classroom to film or photograph faculty, staff or students without their permission. If any devices are on, out, or go off (making any sound at all) during class time, the device may be confiscated
and the owner’s grade may be penalized 5% off the final grade, as well as an “F” for the day.

Academic Discipline: Cheating, plagiarism, and other aspects of academic misconduct are addressed in university policies in the Winthrop University Catalog and in the Student Handbook. Both are available on the Winthrop University web site. Winthrop University students are responsible for adhering to the University’s policies regarding academic discipline.

Safe Zones Statement: the professor considers this classroom to be a place where students will be treated with respect as human beings – regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thoughts are appreciated and encouraged, provided a student can agree to disagree. It is the professor’s expectation that ALL students consider the classroom a safe environment.

Campus Security: to further insure the safety of all students in this course, the instructor will keep the classroom door LOCKED during the class. There will be one person in the room who will be authorized to keep his/her cellphone activated, so that news about any emergency will reach the classroom. The Winthrop University administration encourages all faculty to implement these policies, based on nationally disseminated recommendations after the Virginia Tech student massacre in 2007.

Syllabus Change Policy: this syllabus is a guide for the course and is subject to change with advance notice from the instructor.

Dant, 298, Dance Appreciation, Day by Day, Spring, 2010

Explanation of Class Time Usage: most classes will consist of a 20-minute student presentation and 55 minutes of lecture, demonstrations and showings by instructor. All quizzes will have a short essay or choreography review component.

January 11: Introduction of material to be covered during the semester.
    Assignment: read Chapters I and II, pages 1-19.
January 13: Dacus Library visit with Antje Mays to acquaint yourselves with the dance resources. MANDATORY
January 20: World Dance General Discussion
    Assignment: read Chapter III, pages 20-32
January 25: World Dance: Asia
    Class Presentation and Discussion:
January 27: World Dance: Africa
    Class Presentation and Discussion:
February 1: World Dance: Europe
    Class Presentation and Discussion:
February 3: Quiz on World Dance, Chapters I-III, and presentations
   Assignment: read Chapter IV, pages 33-50

February 8: Ballet Beginnings, Court to 18th Century
   Class Presentation and Discussion:
February 10: The Romantic Period
   Class Presentation and Discussion:
February 15: The Classical Period
   Class Presentation and Discussion:
February 17: Diaghilev and Early 20th Century Ballet
   Class Presentation and Discussion:

February 22: Quiz on Ballet, Chapter IV, and presentations
   Assignment: read Chapter V, pages 52-64

February 24: Modern Dance Pioneers
   Class Presentation and Discussion:
March 1: First Generation Modern Dance Choreographers
   Class Presentation and Discussion:
March 3: Second Generation Modern Dance Choreographers
   Class Presentation and Discussion:

March 8: Quiz on Modern Dance Choreographers, Chapter V, and presentations
   Assignment: read Chapter VI, pages 65-80

March 10: Early Tap and Jazz
   Class Presentation and Discussion:
March 22: Tap Revival – New Directions (Savion Glover, etc.)
   Class Presentation and Discussion:

SPRING BREAK: March 15-19

March 24: Tap and Jazz Notables of Today: Performers, Choreographers, Companies
   Class Presentation and Discussion:
March 29: Hollywood Movie Musicals
   Class Presentation and Discussion:
March 31: Hip Hop and New TV Shows Featuring Dance
   Class Presentation and Discussion:

April 5: Quiz on tap, jazz, hip-hop, Chapter VI, and presentations
   Assignment: read Chapter VII, pages 82-97

April 7: Postmodern, New Wave, and Next Wave
   Class Presentation and Discussion:
April 12: Ballet/Modern/Jazz Fusion
Class Presentation and Discussion:

April 14: Balanchine (Neo-Classic)
Class Presentation and Discussion:

April 19: Contemporary World and American Ballet
Class Presentation and Discussion:

April 21: Quiz on Postmodern, New Wave, Next Wave, Ballet Fusion, Contemporary American and World Dance, Chapter VII, and Presentations

April 26: Wind-up, and preparation for final exam.

Final Exam: Dance review format. Exam time for 2:00-3:15 class: 11:30 am, Tuesday, May 4. 5:00-6:15 class: 11:30 am, Saturday, May 1. PERSONAL CONFLICTS SUCH AS TRAVEL PLANS AND WORK SCHEDULES DO NOT WARRANT A CHANGE IN EXAMINATION TIMES, as stated on the official Spring Semester 2010 Final Examination Schedule.

DANT 298, Dance Appreciation

Class Presentation Guide and Rubric:

Format:
The presenters should choose a leader who will be responsible for designating particular research, gathering information, and organizing the time allotted for the presentation, which should be no shorter than 20 minutes, after which the class should be involved in discussion of the material. The actual presentation should include a brief history of the subject, power points and/or video showings in order to support the particular topic being discussed. If power point is used, please DO NOT read from it for the class. Simply use it for SINGLE bullet points – not whole sentences or paragraphs. An additional support could be in the form of a physical demonstration of movement for the class to observe and/or perform along with the presenters. This could be very simple such as ballet arms (ports des bras), modern dance torso movements (twisting, tilting, circling, contracting), jazz footwork (jazz square or step ball change), tap, or hip-hop. Everyone involved in the presentation must participate equally in order to receive credit.

Creative approaches to the class discussions are encouraged, if the main points of the presentations remain the focus. The presenting group must persuade the class to be involved, so help each other out. Take notes and be ready to contribute!

If you miss class the day you are scheduled to present, you will lose the 5 points you may have earned. The point system is as follows:

5 points (A): the individual in the group contributed in full to a comprehensive presentation of the designated subject, and persuaded the class to become involved in discussion.
4 points (B): the individual in the group gave a comprehensive presentation, but did not appear to know his/her material completely. Also, the class was not fully involved in the discussion afterward.

3 points (C): the presentation was disorganized and did not fully involve the class.

2 points (D): the presentation was poor and demonstrated a lack of preparation

1 point (F): no preparation.

Note: Please dress properly for your presentation; that is, no shorts, halter tops, etc. Please do not chew gum. Speak clearly and audibly when addressing the class. There will be a 1-point deduction for each incidence of misinformation and mispronunciation. With this in mind, please check your resources. Never use Wikipedia. Also, if you are unsure of how to pronounce names of artists, please check with the instructor.