

## Creative Arts - DAN - 3310

UGRD Course - REVISE existing Core Course <or> Revise existing non-core course to ADD to Core

### General Information

Please use this form to:

- **REVISE** a course that is already on the Core course list.
- **ADD** to the Core course list an existing permanent course that is not already on the Core course list

### Step One: Turn on Help Text.

Please click on the icon of the 'i' within a blue circle to 'Show Help Text'. It is located at the top-right of this pane within the proposal form.

### Course Ownership

Department\* **School of Theatre & Dance**

Does the department chosen use a Department Curriculum Committee?\*

Yes  
 No

Does the college of the department chosen use a College Curriculum Committee?\*

Yes  
 No

Will the course be cross-listed with another area?\*

Yes  
 No

If "Yes", please enter the cross-listed course information (Prefix Code Title)

### Implementation

Academic Year to begin offering course:\*

2015  
 2016  
 2017

- Term(s) Course will be TYPICALLY Offered:\***
- Fall (including all sessions within term)
  - Spring (including Winter Mini all sessions within term)
  - Summer (including Summer Mini and all sessions within term)

### Justification for changing course

**Justification(s) for Adding Course\*** **2m. Other (use field below)**

**Justification "Other" if selected above:** To meet core curriculum requirements.  
WID course being added for Creative Arts component.

### Importing course information for revising existing Core course

You may **IMPORT** the existing catalog information by doing the following:

- Select the blue downward-sweeping arrow located at the top-left of this form to search for automatically import this information into the proposal fields below
- When a pop-up window opens, select the appropriate undergraduate catalog from which to import information.
- Select the drop-down "Filter by field" menu to select the **Prefix** (you know this as Rubric) and enter the existing course prefix into the field that appears.
- Repeat the process to add another field filter and select the **Code** (you know this as the Course Number) field and enter the existing course number into the field that appears.
- After fields are selected and populated, click the "Search Available Curriculum" option. The search result(s) will appear at the bottom of the same window.
- Click the appropriate course to select.
- The next view will be to choose the data you want to import into the proposal. Please select all available fields (default selection is all).
- Finally, click "Import This Item" to enter the existing course data of the academic catalog into your proposal. The pop-up window will automatically close and return you to your proposal.

*Please note that not all data, such as CIP code, Grade Options, Short Course Title) that has been previously provided when developing a course has historically been*

*stored in the academic catalog. Moving forward this data will be stored and will load into your proposal when importing data from the catalog. Thank you for your patience as we build a better system for you.*

Once you import the existing catalog data, do NOT make changes to the existing information yet.

Please complete the remaining empty required fields and launch your proposal. You will be the first step (next step) in the approval process. At that time you will make changes to the existing information imported from the catalog and the system will track all changes proposed (by all approvers) so that changes can be easily seen by variation of font color.

**Instructional Area/ Course Prefix\*** DAN

**Course Number\*** 3310

**Long Course Title\*** Dance History I

**Short Course Title** Dance History I

### **Instruction Type and Student Contact Hours**

**Instruction Type\*** Lecture ONLY

#### **Contact Hours**

**Student Contact Hours are determined by a number of factors, including instruction type, and are used to determine the accuracy of credit hours earned by accrediting agencies and THECB. Please contact your college resource for assistance with this information.**

**Student Contact Hours must match the instruction type.**

**Eg: If Lecture ONLY, then Student Contact Hours for Lab must be zero.**

**Eg: If Lab ONLY, then Student Contact Hours for Lecture must be zero.**

**Lecture\*** 3

**Lab\*** 0

### **Grade Options**

**Grade Option\*** Letter (A, B, C.....)

### **Course Repeatability**

**Can this course be repeated for credit?\***  Yes  No

**If Yes, how often and/or under what conditions may the course be repeated?**

**CIP Code**

The CIP Code is used by the university and the THECB to determine funding allocated to the course, which means that selecting the most helpful valid code may have an effect on your course.

If assistance is needed with code selection, please contact your college resource.

**CIP Code Directory:** <http://www.txhighereddata.org/Interactive/CIP/>

CIP Code must use this format:

##.####.## ##

digit digit period digit digit digit digit period digit digit space digit digit

**CIP Code\*** 50.0301.0003

**Catalog Descriptions**

**Prerequisite(s):\*** junior standing.

**Corequisite(s)**

**Course  
Description\***

Evolution of dance as a communicative art form from antiquity through 19th Century Romantic Period.

### Course Notes

### **Authorized Degree Program(s)**

If this proposal is a change to an existing course (Core or non-Core), there may be impacts for other courses (ex: using this course as a prerequisite) or programs (incorporating the course into the degree plan, whether required or as an option) that have some dependency on this course.

If this is a change to an existing course, before continuing with this proposal please do the following:

- Navigate to the Reports tab at the top of the window.
- Locate and select "Impact Report"
- Enter the course **prefix** (you know this as the Rubric) and **code** (you know this as the Course Number) into the appropriate fields. EX: ACCT 1301
- Select the external system (catalog) to search for course dependencies.
- When the report is complete there will be a pop-up window with your results. Copy and Paste those results into the field below.
- For courses that may be used in both the Undergraduate and Graduate catalogs, please paste the results from both searches.

Please note: Text is automatically saved as you enter information. When navigating away from this page, you do not need to press a "save" button (as none exists). When you return to this proposal, you will be able to resume where you left off.

### **Impact Report \***

<b>Programs</b>	Dance, B.A.
	IX(b). Component Area Option (b): Writing in the Disciplines

## Core Curriculum Information

For additional guidance when developing course curriculum that will also meet the Core Curriculum requirements, please refer to the Undergraduate Committee website for Core Curriculum:

[http://www.uh.edu/undergraduate-committee/doc\\_2014-core-review.html](http://www.uh.edu/undergraduate-committee/doc_2014-core-review.html)

Therein you will find a chart for the required and optional competencies based on the Core Component Area (Core Category) selected.

<p><b>Component Area for which the course is being proposed (select one)*</b></p>	<p><b>Creative Arts</b></p>
<p><b>List the student learning outcomes for the course*</b></p>	<p>Students will attain, through reading, discussion, lecture, and activity, and written assignments knowledge of the historical, sociological, cultural, and aesthetic context of dance practices, figures in dance, and significant dance works.</p> <p>Students will develop through reading and discussion of primary and secondary source readings, critical reading and thinking skills. Students will improve writing skills and synthesize information through summary and research paper assignments.</p> <p>Students will develop through reading, discussion, and written assignments an understanding of dance as an expression of individual and human values.</p> <p>Students will perform historical European social dances from 15th to the 19th century.</p> <p>Students will compose and perform a ritual dance with personal relevancy.</p>
<p><b>Competency areas addressed by the course*</b></p>	<p><b>Communication Skills</b></p> <p><b>Critical Thinking</b></p> <p><b>Social Responsibility</b></p> <p><b>Teamwork</b></p>

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency selected above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency.

Provide (upload as attachment) detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

How to upload/attach a document:

- Select the 'Files' icon at the center of this proposal screen. (Appears as a blue-outlined page with a green + symbol)
- In the 'Upload File' screen, 'Browse' to your computer and select the course syllabus.
- When syllabus file is selected, press 'Open' to return to the 'Upload File' screen.
- Press the 'Upload' button to complete the process of adding your syllabus file to the proposal.
- Proceed with remaining steps.

**Critical Thinking,  
if applicable**

Students will attend a library research workshop, use databases to research a pre-20th century dance history topic of interest, develop a research outline and thesis statement, and write an 8-10 page research paper that will demonstrate critical thinking.

**Communication  
Skills, if  
applicable**

In the same research paper assignment listed above, students will demonstrate their ability to communicate effectively both in writing and through an oral presentation.

**Empirical &  
Quantitative  
Skills, if  
applicable**

**Teamwork, if applicable** Students perform historical dances in groups and couples, demonstrating teamwork. A video of the performances will be uploaded.

**Social Responsibility, if applicable** Students will write a 1-2 page summary paper that addresses issues of social responsibility through consideration of such topics as dance and culture, gender, body image or politics.  
Sample Summary Paper Topics:  
Discuss and analyze how economic and political changes in 19th century France influenced the male roles in ballet and the popularity of the "travesty dancer."  
Discuss why all dance forms are "ethnic", including western dance forms.

**Personal Responsibility, if applicable**

## **Syllabus**

**Syllabus\***  Syllabus Attached

**Will the syllabus vary across multiple section of the course?\***  Yes  No

**If yes, list the assignments that will be constant across sections**

### **Important information regarding Core course effectiveness evaluation:**

**Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.**

**The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.**

## **Additional Information Regarding This Proposal**

**Comments:**

### **Proposal Completed?**

Scroll back to the top of this pane and click to right-directional triangle" " located at the top-left of this pane to LAUNCH your proposal.

If any required fields are incomplete, the form will highlight the required fields with a contrasting orange font color. Complete the required fields and again click the "" to

LAUNCH your proposal.

As originator, you will be the first approval step, allowing you to make changes to existing text and information. Changes made by any user will be tracked so that all viewers can discern suggestions to changes by person.

UC 11824 12F

CBM003 ADD/CHANGE FORM

APPROVED MAR 27 2013

Undergraduate Council  
 New Course  Course Change 2015  
 Core Category: ~~VFB~~ Effective Fall ~~2014~~

or Graduate/Professional Studies Council  
 New Course  Course Change  
 Effective Fall 2013

Creative Arts (CASA)

1. Department: School of Theatre and Dance College: CLASS  
 2. Faculty Contact Person: Becky Valls Telephone: 35720 Email: rvalls@central.uh.edu

3. Course Information on New/Revised course:  
 • Instructional Area / Course Number / Long Course Title:  
DAN / 3310 / Dance History I  
 • Instructional Area / Course Number / Short Course Title (30 characters max.):  
DAN / 3310 / DANCE HISTORY I  
 • SCH: 3.00 Level: JR CIP Code: 5003010003 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements  
 5. Was the proposed/revised course previously offered as a special topics course?  Yes  No  
 If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:  
 \_\_\_\_ / \_\_\_\_ / \_\_\_\_
- Course ID: \_\_\_\_ Effective Date (currently active row): \_\_\_\_

6. Authorized Degree Program(s): Bachelors  
 • Does this course affect major/minor requirements in the College/Department?  Yes  No  
 • Does this course affect major/minor requirements in other Colleges/Departments?  Yes  No  
 • Can the course be repeated for credit?  Yes  No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title  
DAN / 3310 / Dance History I  
 • Course ID: 45605 Effective Date (currently active row): 01182010

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)  
 Cr: 3. (3-0). Prerequisites: junior standing Description (30 words max.):  
Evolution of dance as a communicative art form from antiquity through 19th Century Romantic Period.

10. Dean's Signature: \_\_\_\_\_ Date: 12/5/12  
 Print/Type Name: Sarah Fishman

## REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: School of Theatre and Dance

Person Making Request: Becky Valls

Telephone: 713-7433-5720

Email: rvalls@central.uh.edu

Dean's Signature: \_\_\_\_\_

Date: September 8, 2012

Course Number and Title: DAN 3310 Dance History I

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

Students will attain, through reading, discussion, lecture, and activity, and written assignments knowledge of the historical, sociological, cultural, and aesthetic context of dance practices, figures in dance, and significant dance works.

Students will develop through reading and discussion of primary and secondary source readings, critical reading and thinking skills. Students will improve writing skills and synthesize information through summary and research paper assignments

Students will develop through reading, discussion, and written assignments an understanding of dance as an expression of individual and human values.

Students will perform historical European social dances from 15<sup>th</sup> to the 19<sup>th</sup> century.

Students will compose and perform a ritual dance with personal relevancy

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

WID Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

X Critical Thinking

X Teamwork

X Communication Skills

X Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

**Critical Thinking:**

Students will attend a library research workshop, use databases to research a pre-20<sup>th</sup> century dance history topic of interest, develop a research outline and thesis statement, and write an 8-10 page research paper that will demonstrate critical thinking.

**Communication Skills:**

In the same research paper assignment listed above, students will demonstrate their ability to communicate effectively both in writing and through an oral presentation.

**Empirical & Quantitative Skills:**

[Click here to enter text.](#)

**Teamwork:**

Students perform historical dances in groups and couples, demonstrating teamwork. A video of the performances will be uploaded.

**Social Responsibility:**

Students will write a 1-2 page summary paper that addresses issues of social responsibility through consideration of such topics as dance and culture, gender, body image or politics.

**Sample Summary Paper Topics:**

Discuss and analyze how economic and political changes in 19<sup>th</sup> century France influenced the male roles in ballet and the popularity of the "travesty dancer."

Discuss why all dance forms are "ethnic", including western dance forms.

**Personal Responsibility:**

[Click here to enter text.](#)

Will the syllabus vary across multiple section of the course?  Yes  No

If yes, list the assignments that will be constant across sections:

[Click here to enter text.](#)

Students are assigned to summarize articles on a world dance form and present, in small groups, the role of dance in culture to the class orally, with video, and a poster designed by the group.

Students are given different articles on one topic to summarize in writing as an assignment. In class, students with different articles form a group to discuss articles then create Venn diagrams of commonalities to share with the class.

Social Responsibility:

Students explore issues of social and personal responsibility through written summary papers on dance articles and in class discussion.

Students read articles on the image of the female body in performance and answer questions on body image, influences of male exploitation, and feminism.

Personal Responsibility:

Click here to enter text.

Will the syllabus vary across multiple section of the course?  Yes  No

If yes, list the assignments that will be constant across sections:

Click here to enter text.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: For Dr. Steven Wa.

**DAN 331 Course Outline and Assignments**

Valls Fall 2012

Date	Content	Reading/ Other (due on date listed)	Assignments (due on date listed)
<b>STUDYING DANCE HISTORY / DANCE IN PRE-HISTORY</b>			
8/28 T	Review syllabus, outline, requirements	*MHDC- <u>Moving History Dancing Cultures</u>	
8/30 Th	Chap 1: Studying Dance History Chap 2: Applying Dance Tools	History of Dance- Chapter 1 & 2 MHDC: "Five Premises..." pp.30-32	Be prepared to discuss this article
9/4 Tu	What is Dance? (forming a definition) Researching in Dance	MHDC: "Anthropologist Looks at Ballet." pp. 33-43 History of Dance - Appendix C (writing research paper)	<b>Summary Paper</b>
9/6 Th	Chap. 3: Early Dance /Dance as Ritual	History of Dance -Chapter 3	Assignment for 9/13- dance ritual
9/11 Tu	<i>Research Workshop @ Anderson Library</i>	<i>1:00 in library basement 10G w Katie Buehner</i>	Choose a topic to research at library
9/13 Th	Trance & Ecstatic Dance/DanceRituals Today	MSDC: "Trance and Ecstatic Dance" p. 97-102	<b>Summary Paper/ Create dance ritual</b>
<b>ANCIENT CIVILIZATIONS / WORLD DANCE TRADITIONS</b>			
9/18 Tu	Chap 4: Ancient Civilization- Egypt, Greece, Rome <i>Perform animal ritual in class/ Bring totem</i>	History of Dance - Chapter 4 Select essay to read for 9/25 from MHDC- Part II	
9/20 Th	Chap 4: Ancient Civilization-continue	MHDC - "Looking at World Dance"	Be prepared to discuss article
9/25 Tu	World Dance Traditions- group discussions	MHDC: Selected essay from Part II (select 9/13)	<b>Summary Paper</b>
9/27 Th	World Dance Traditions-Reports/YouTube video		Prepare Group Report/ Video
10/2 Tu	The dancing body & religion	Hand out- articles on the "body dancing"	
10/4 Th	Chap 5: Middle Ages / Religious/ Dance of Death	History of Dance - Chapter 5 pp. 65-80	
10/9 Tu	Ecstatic Dance- Middle Ages & Today Group discussions/integration of chapters	<u>Dancing in The Streets</u> - chapter assignment Create Venn diagrams of commonalities	<b>Summary Paper</b>

10/11 Th	Chap 5: Renaissance / Court Dances <i>Perform Pavanne, Galliard, Branle</i>	History of Dance - Chapter 5 pp 80-88	Research Thesis/Outline due
10/16 Tu	Review for Exam	Review notes for class, bring books to class	Study for Exam I
10/18 Th	Exam I - essay test		
<b>RENAISSANCE TO 20TH CENTURY - BALLET IS ESTABLISHED</b>			
10/23 Tu	Chap 6: Dance at Court "Ballet Comique de la Reine" Geometrical Dance	History of Dance - Chapter 6 pp. 91- 106 Dance as a Theatre Art - pp.19-31 MHDC: "Writing.." Pgs.191-197	Summary Paper on Ballet Comique & Geometrical Dance
10/25 Th	Chap 7: 18th Century Ballet- Baroque Dance Louis XIV, Ballet Reform	History of Dance - Chapter 7	
10/30 Tu	"Fashion/Movement " - 18th C. Costuming	Paige Wilson, guest lecturer	
11/1 Th	18th Century Social Dance- The Minuet <i>Perform the Minuet in class</i>	Hand-out: Feuillet Notation	Research Paper upload-Blackbd Hard copy to Valls
11/6 Tu	Chap 8: 19th Century - Romantic Ballet	History of Dance - Chapter 8	
11/8 Th	Romantic Ballet - body image Discussion Groups	MHDC: " Travesty Dancer..." pp. 210-217	Summary Paper
11/13 Tu	Viewing & Analysis of <i>La Syphide</i> (in-class)	Dance as a Theatre Art- <i>La Sylphide</i> pp.77	Hand in analysis at end of class
11/15 Th	Dance in Russia & Petipa	Ballet and Modern Dance "Cyrstillization..."	
11/20 Tu	Chap 9: Dances in the U.S.- 17-19th Century <i>Perform the Waltz in class</i>	History of Dance - Chapter 9	



**DANCE HISTORY I - VALLS  
RESEARCH PAPER GRADE**

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Grade: \_\_\_\_\_

**Form:**

Paper is a minimum of 8-10 pages in length, with 1 in. margins, double spaced

Title page includes: title of paper, name of instructor, name of student, and date

Pages are stapled and numbered

Paper is carefully edited (correct grammar, punctuation, spelling, sentence structure)

Used minimum of eight references (only two from internet sources)

Acknowledges sources by keying parenthetical citations in text (authors last name and page number)

Includes a Works Cited / Bibliography page in correct format

**NOTES:**

**Content:**

Thesis Statement (question/hypothesis) is clearly stated in introduction

Each paragraph has a clear purpose that argues, describes, or explains thesis

Paper develops clearly and cohesively with good transitions between paragraphs

Research shows evidence of a personal point of view

Gives credit for every fact, opinion, or quotation borrowed from another writer

The significance and relevance of every passage quoted or paraphrased is clear to reader

Conclusion summarizes main points of paper

**NOTES:**

DAN 3310, Fall 2012  
Dance History I

Instructor: Becky Valls  
Office: CWM Center for the Arts.

"Movement is an essential aspect of culture that has been undervalued and under examined, even trivialized. It is time to deal with movement in a culturally sensitive way and to give movement a more central place in the study of culture and culture a more central place in the study of movement."  
-Deidre Sklar, "Five Premises for a Culturally Sensitive Approach to Dance", Moving History/Dancing Cultures

Office Hours: TTH 11:30-12:00  
Office phone: (713) 743-5720

Class time: 1:00-2:30 Melcher Gym 228  
Email: [rvalls@central.uh.edu](mailto:rvalls@central.uh.edu)

#### Course Description:

This course is a survey of dance history, theory, and practice from its earliest roots through the Romantic Era. The course begins with a global perspective of dance then follows a chronology of western theatrical dance, primarily the history of ballet. Additional dance issues/ideas are explored through readings from primary and secondary sources, group discussion, video, guest lecturers, and dance activity.

#### Learning Outcomes:

- Students will attain, through reading, discussion, lecture, and activity, and written assignments knowledge of the historical, sociological, cultural, and aesthetic context of dance practices, figures in dance, and significant dance works.
- Students will develop through reading and discussion of primary and secondary source readings, critical reading and thinking skills.
- Students will improve writing skills and synthesize information through summary and research paper assignments.
- Students will develop through reading, discussion, and written assignments an understanding of dance as an expression of individual and human values.
- Students will perform historical European social dances from 15<sup>th</sup> to the 19<sup>th</sup> century.
- Students will compose and perform a ritual dance with personal relevancy.

#### Course Objectives

- To trace the history and significance of western theatrical dance from its primitive roots to the Romantic Era of Ballet (pre-20<sup>th</sup> century).
- To demonstrate an awareness of the scope, purpose, and variety of works in dance
- To understand dance as an expression of individual and human values within an historical and social context
- To develop an awareness of various philosophical attitudes toward the body, gender, movement, and art as they affect dance forms in the past and present time
- To develop an understanding and appreciation for the aesthetic principles that guide or govern the arts and how past principles influence our practices in the present
- For students to recognize connections between the art of dance and their own lives

#### Required Text:

- Kissing, Gayle. History of Dance Human Kinetics, 2007
- Dils, Ann and Ann Cooper Albright. Moving History/Dancing Cultures Wesleyan University Press, 2001

Additional readings (hand-outs) from:

- Cohen, Selma Jean. Dance as a Theatre Art –Source Readings in Dance History From 1581 to the Present, Dodd, Mead & Co., 1974
- Au, Susan. Ballet and Modern Dance Thames and Hudson, 1988
- Ehrenreich, B. Dancing in the Streets. History of Collective Joy Metropolitan Books, 2006
- Hilton, W. Dance of Court & Theatre. the French Noble Style Princeton, 1981

TURN OFF ALL PAGERS AND CELL PHONES DURING CLASS



### Course Procedures:

- This class will be administered through Blackboard Vista; all students must use Blackboard on a regular basis for announcements, course materials, assigned videos, to turn in research paper, etc.
- Students should schedule a conference with instructor to discuss research paper topic
- All assignments and deadlines are noted on the Class Outline. Summary Papers are not accepted late. Research Paper grade is dropped one letter per class if turned in past the due date.
- Teaching Strategies include: readings, in-class small group discussions, summary papers on articles/ chapters, performing historical dances, library workshop on researching dance topics, writing a research paper, and presenting research to the class.

### Course Requirements:

- Reading Assignments It is expected that students will read all assigned readings and be prepared to discuss what they have read on the date it appears in the Course Outline. Power Point presentations can be printed from Bb Vista before class in order to prepare for note taking and in-class discussions.
- Summary Papers The assigned Summary Papers should explain the focus of the article and give a summary of three or four major points of the author. It should contain only a concise explanation of the readings that prepare you for class discussion- it is not an opinion or response paper. The summary should be 1 ½ - 2 pages in length. Because the purpose of the Summary is to aid class discussions, this assignment will not be accepted late. If you are absent you may turn in summary through email before the class begins, otherwise, papers are not accepted through email.  
\*You will need a binder to collect Summary Papers and handouts, as well as to take notes on class lectures and videos.
- Research and Presentation – An 8-10 page research paper on a selected topic (See Suggested Topics listing on the Research Paper Requirements sheet which is on Blackboard) and a 12 min presentation to class. You may create a Power Point with photos and/or a video clip from [www.youtube.com](http://www.youtube.com). The research topic and outline are due prior to completed paper – see Course Outline for due dates. Presentations will start the last week of classes and finish during our Dance History exam period on Dec. 18, 2:00-5:00.  
To aid your research:
  1. A workshop on “researching dance topics” is scheduled during our class time and will be given by librarian, Katie Buehner in the basement of Anderson Library- see Outline
  2. Read Appendix C in History of Dance “How to Write Your Research Paper” pgs.281-287.
  3. You can schedule an appointment with The Writing Center at 713-743-3016 or visit [www.uh.edu/writecen](http://www.uh.edu/writecen) to answer general questions through a new feature “live chat”.
  4. Schedule a conference with instructor to discuss research topic on Ballet. Instructor must approve your topic before the Research Topic and Outline are due.
- Written Exams– there will be two written essay exams to help you synthesize the information on dance practices in different periods, significant contributors, and dance works. The mid-term exam will cover Early Dance to the Renaissance (Part I & II, History of Dance) and the final exam will cover Renaissance to the 20<sup>th</sup> Century (Part III, History of Dance). Test will also cover additional readings, lecture notes, class activities, and dance videos. I do not give a comprehensive final in the class.

- Attendance of UH Dance Concert- All students enrolled in a Fall dance course in the School of Theatre and Dance are required to attend the UH dance concert, Emerging Choreographers' Showcase, on Dec. 6, 7, & 8th at 7:30 p.m. in the Quintero Lab Theatre in Wortham/ CWM Center for the Arts bldg. as part of your study of dance this semester. You must sign a class roster upon entering and exiting the theatre. \*Failure to attend will result in a 2 point deduction from final grade.
- Class Attendance and Participation- Attendance is mandatory. This class is experiential- you must be present to experience class presentations, activities, lectures and participate in discussions. See SCHOOL OF THEATRE ATTENDANCE POLICY

**Make-ups:** Students may make-up ONE class. Attend a performance and type a 2-page reaction paper using the Feldman Model (provided by instructor). Web sites to obtain concert information:

**Suggested Performance: (for a make-up)**

*Mulame Butterfly*, Houston Ballet, Wortham Theatre (dntown), 7:30 PM on September 6, 8, 14, 15, 2012 and 2:00 PM on September 9, 16, 2012

*Women Art*, Houston Ballet, Wortham Theatre, 7:30 PM on September 20, 22, 28, 29 and 2:00 PM on September 23, 30, 2012

*regifling lions* by L.Lane, Catalina Molhari, and Toni Valle, Oct.25-27, Barnevelder, 2201 Preston, 8pm

*Vine Leaf Dances*, by Karen Stokes, Nov. 15-17, 2012, Barnevelder, 2201 Preston St , 8:00 pm

**Evaluation/Grading:**

<b><u>Evaluation/Grading:</u></b>		<b><u>Due Dates:</u></b>
20%	Exam I	10/16
20%	Exam II	12/18
30%	Research Paper Presentation of Paper	11/1 Sign-up: 11/29, 12/4, 12/6
30%	Summary Papers Research Thesis & Outline (Question/Hypothesis, Outline, Bibliography) Participation in class discussions/ group activities	See Course Outline 10/11

**\*All students with a degree plan in dance are required to observe the School GPA protocol. Please see instructor if you need a copy of the policy.**

GRADING SCALE FOR SCHOOL OF THEATRE & DANCE		
94-100%	A	
90-93	A-	
87-89	B+	
84-86	B	
80-83	B-	
77-79	C+	
74-76	C	
70-73	C-	

67-69	D+
64-66	D
60-63	D-
0-59	F