

UC 11824 12F

CBM003 ADD/CHANGE FORM

APPROVED MAR 27 2013

Undergraduate Council
 New Course Course Change
 Core Category: WID Effective Fall 2014

or

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

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
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

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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: 10/8/12
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 15th to the 19th 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

xWID 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-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:

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 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:

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

see
prev page

DAN 331 Course Outline and Assignments

Valls Fall 2012

Date	Content	Reading/ Other (due on date listed)	Assignments (due on date listed)
STUDYING DANCE HISTORY / DANCE IN PRE-HISTORY			
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)	Summary Paper
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>	1:00 in library basement 10G w Katie Buehner	Choose a topic to research at library
9/13 Th	Trance & Ecstatic Dance/DanceRituals Today	MSDC: "Trance and Ecstatic Dance" p. 97-102	Summary Paper/ Create dance ritual
ANCIENT CIVILIZATIONS / WORLD DANCE TRADITIONS			
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)	Summary Paper
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	Summary Paper

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		
RENAISSANCE TO 20TH CENTURY - BALLET IS ESTABLISHED			
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- La Sylphide 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

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 15th to the 19th 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-20th 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. 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/writccn 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 20th 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)

Madame 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

regifting lions by L.Lane, Catalina Molnari, 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:

20%	Exam I	Due Dates: 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.**

94-100%	A	GRADING SCALE FOR SCHOOL OF THEATRE & DANCE
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