

DANC 015: HISTORY OF DANCE

Originator

snew

Justification / Rationale

To optimize instructional opportunities to teach this course.

Effective Term

Fall 2022

Credit Status

Credit - Degree Applicable

Subject

DANC - Dance

Course Number

015

Full Course Title

History of Dance

Short Title

HISTORY OF DANCE

Discipline**Disciplines List**

Dance

Modality

Face-to-Face

100% Online

Hybrid

Catalog Description

This survey course examines the chronological development of dance and includes the study of pre-classic through contemporary forms. It emphasizes the interconnections between aesthetic practice and people, events, and ideas.

Schedule Description

Development of dance from pre classic to contemporary forms. IGETC: 3A

Lecture Units

3

Lecture Semester Hours

54

Lab Units

0

In-class Hours

54

Out-of-class Hours

108

Total Course Units

3

Total Semester Hours

162

Required Text and Other Instructional Materials

Resource Type

Book

Open Educational Resource

No

Author

Ambrosia, Nora

Title

Learning About Dance: Dance as an Art Form and Entertainment

Edition

8th

City

Dubuque, IA

Publisher

Kendall Hunt Publishing Company

Year

2018

College Level

Yes

Flesch-Kincaid Level

12.5

ISBN #

978-1524922122

Class Size Maximum

50

Course Content

1. Pre historic dance forms.
2. Ritual dances of American Indians
3. African Dance- the origins of jazz
4. Pre classic dance forms
5. Court dances of Louis XIV
6. Diaghelev and the Ballet Russe
7. Ethnic and popular dance forms
8. Theatre Dance
9. American Dance (Isadora Duncan/Loie Fuller)
10. Ruth St Denis/Ted Shawn
11. Martha Graham
12. Dance in early films
13. Contemporary Ballet
14. Post Modern Dance Forms
15. Street Dance, Hip Hop

Course Objectives

Objectives	
Objective 1	Identify and describe representative dance forms.
Objective 2	Demonstrate an understanding of dance as cultural tradition and as a way of building and maintaining cultural identity.
Objective 3	Demonstrate an understanding and appreciation of the distinctive contributions made by particular choreographers and dancers.
Objective 4	Utilize appropriate vocabulary in discussing different dance forms.
Objective 5	Demonstrate an educated, discerning appreciation of dance.
Objective 6	Demonstrate a knowledge of the historical context of dance in western civilization.

Student Learning Outcomes

Upon satisfactory completion of this course, students will be able to:	
Outcome 1	Demonstrate knowledge of the relationship between art and the world it exists in, as example the connection and impact of historical events upon dance.
Outcome 2	Demonstrate knowledge of dance as a form of communication.
Outcome 3	Identify and describe representative dance forms and the chronological development of dance including contributions made by selected influential choreographers and dancers.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Technology-based instruction	Students will receive technological resources such as web links and videos to enhance and diversify the learning process.
Lecture	Students will have access to lecture for content and information on each unit of learning.
Discussion	Students will participate in discussions for peer learning, personalized instruction and created community.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Written homework	Students will contribute written knowledge of content for instructor assessment of learning.	Out of Class Only
Student participation/contribution	Students will participate and contribute to discussions, projects and student feedback.	Out of Class Only
Mid-term and final evaluations	Students will be assessed through a mid term and final evaluation.	In and Out of Class
Tests/Quizzes/Examinations	Students will participate in numerous quizzes and knowledge checks.	Out of Class Only
Group activity participation/observation	Students will participate in researching, creating and presenting a group project such as a powerpoint for cultural dance(s).	In and Out of Class
Term or research papers	Students will research and write a project on chronological events and significant persons in the historical development of dance.	Out of Class Only
Critiques	Students will analyze representative historical and cultural dance works of importance.	Out of Class Only

Assignments

Other In-class Assignments

1. Discuss the social and cultural influences of specific dance forms.
2. Discuss the aesthetic development of a specific dance form.

Other Out-of-class Assignments

1. Analyze in written form, the historical/cultural context of a live or video dance performance.
2. Research and write a report of the contributions of a significant choreographer whose work inspired a new movement in dance.

Grade Methods

Letter Grade Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Instructional Materials and Resources

If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?

Canvas main technology with additional videos (accessible) and websites.

If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.

Video is essential when studying dance; websites and articles can offer alternative points of view.

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Chat room/instant messaging
Discussion forums with substantive instructor participation
Online quizzes and examinations
Private messages
Regular virtual office hours
Timely feedback and return of student work as specified in the syllabus
Video or audio feedback
Weekly announcements

External to Course Management System:

Direct e-mail
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)
Synchronous audio/video
Teleconferencing
Telephone contact/voicemail

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

Asynchronous instruction needs video (such as a voluntary zoom option or video directions) to clarify content. Synchronous allows interaction with the students in real time. Announcements are necessary and informative- usually two or three times per week on average. I also feel that video or audio feedback minimizes confusion especially in grading. Students are asked often to reach out with questions or concerns especially via email, chat box or written/ video response in assignments. Discussion is fundamental to online instruction and offers the chance for immediate feedback for the student and the ability for those in the class to bond and create community as well as get to know each other.

If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.

Videos enhance dance and dance related learning; Teleconferencing for virtual office hours to assist students in potential problems or issues; Telephone contact for those who have internet limitations.

Other Information

Provide any other relevant information that will help the Curriculum Committee assess the viability of offering this course in an online or hybrid modality.

I have taught this course in face to face, synchronous and asynchronous modalities. Each has its own advantages. Face to face offers activities revolving around dance that cannot be addressed online in the same manner. Synchronous offers each student more individual attention and the ability for instruction to be geared personally and more specifically. Within online modality, synchronous offers the ability to address subtleties that are harder to actualize in verbiage. As this course is an art appreciation /history course, it must develop critical thinking skills. Much of the workload is in this objective. The student must develop opinions from his

observations which are based on knowledge with no right or wrong answer necessarily. This process is critical to successful SLO's in this course. Asynchronous offers the student the ability to learn totally at his or her timeframe. I find that for many this option is advantageous and assists in enrollment.

COD GE

C3 - Arts, Humanities, and Culture

CSU GE

C1 - Arts, Music, Drama, Cinema Arts

IGETC GE

3A - Arts, Music, Drama

MIS Course Data**CIP Code**

50.0301 - Dance, General.

TOP Code

100800 - Dance

SAM Code

E - Non-Occupational

Basic Skills Status

Not Basic Skills

Prior College Level

Not applicable

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Transferable to both UC and CSU

General Education Status

Y = Not applicable

Support Course Status

N = Course is not a support course

Allow Audit

No

Repeatability

No

Materials Fee

No

Additional Fees?

No

Approvals**Curriculum Committee Approval Date**

11/02/2021

Academic Senate Approval Date

11/11/2021

Board of Trustees Approval Date

12/17/2021

Chancellor's Office Approval Date

01/25/2022

Course Control Number

CCC000024373

Programs referencing this courseLiberal Arts: Arts, Humanities Communication Studies AA Degree (<http://catalog.collegeofthedesert.eduundefined/?key=26>)