

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	Julie Freeman	Date:	12/17/2020
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Department	Subject	Course Number	Title
Dance	Dance DAN	201	Dances of the World

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lab Units	Total Units
1.00	1.00
Lab Contact Hours	Total Contact Hours
48.00 - 54.00	48.00 - 54.00
Lab Homework Hours	
0	

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

C HUMANITIES E HEALTHFUL LIVING AND SELF-DEVELOPMENT F DIVERSITY
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General Education Justification:

Students will gain an understanding of the power of dance to support individual and well as a cultural identity even as the dance expands over the diaspora. Students will exhibit an understanding of the roles dance plays in a contemporary world, differentiating between the practices of the cultures whose dances were studied in a given semester (Area C Gelo 1), (Area F Gelos 2, 3). An overall comprehension of the aesthetic similarities and differences, purpose and power, gender roles and biases, race and class, as well as the ways in which cultural dances serve and represent the society’s way of life given the cultural and social expectations of said culture (Area C Gelo 2), (Area F Gelos 2, 3). Because a good portion of each class meeting is spent actively involved in learning the steps, rhythms and dances of cultures represented, students will exhibit increased stamina and rhythmical abilities as well as competency in each dance form represented (Area E Gelo 1). As students are immersed into the cultural
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practices of the societies studied through learning the movement, purposes, origins and intents behind those dances, their world views will be expanded and their comprehension of the need for respect and understanding for people of diverse cultures and backgrounds will be enhanced (Area C Gelo 1), (Area F Gelos 3, 4).

Maximum Enrollment:

32

Maximum Enrollment Justification:

Justification:

Grading Method:

Letter Grade or P/NP

TOP code:

1008.00

Can be Taken

1

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU

- Intercollegiate athletics course

- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(75 words or less in gray box below).

This course offers the opportunity for concerted study in up to four specific, world dance traditions. Through weekly classes, lectures, demonstrations, and performancesâ€”live and on video, students explore dance forms within a sociocultural context. Dances are analyzed over the diaspora for their historic traditions, sacred/ceremonial import, and/or social impact. Classes will include the movement, vocabulary, rhythms and styles of each form, emphasizing intersections of race, class, gender, sexuality as well as national and minoritized identities.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(25 words or less in gray box below).

This course introduces students to world dance forms through movement, lectures, and performances with an emphasis on the social and cultural impact in the diaspora.

Need for the course:

Mt. San Jacinto College is a Hispanic serving institution that serves an ethnically and culturally diverse demographic. As such, it is important that our students have the opportunity to study dance forms that represent their ethnic and racial backgrounds. This course provides just such an opportunity through the rhythms, movement, steps and traditions of traditional, social and sacred dances of various world cultures. This course offers the students weekly immersion into up to four dancing cultures, focusing on the movement vocabularies, rhythmic/musical traditions, styles, intents and purposes of each form. The cultural, sociological, economic, geographical perspectives associated with these dance forms all coalesce to provide the student with greater appreciation and awareness of both the cultures represented and the role dance plays in their societies. DAN 201â€”Dances of the World is a choice to fulfill a requirement in our Certificate of Dance, our Transfer AA, and our local AA. It also fulfills the General Education requirement in Option B/Area E and Option A/Area C, Area E, and Area F. As well, it is a course of interest for the Dance major who wishes to pursue Dance History or Critical Dance Studies.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Perform the basic movement, steps, and aesthetics of the dance form through demonstration and performance of said dance form.

2. Demonstrate the alignment, posture, and style of the dance form.

3. Examine musical styles and rhythms related to the cultures and dance forms studied.

4. Perform at least 48 counts of an elementary dance in the form.

5. Analyze socio-economic conditions of the region, associated with the dance form.

6. Analyze the primary sociocultural aspects of the dance form.

7. Examine, compare, and contrast dance forms studied

8. Examine the history, sacred/ceremonial import, and/or social impacts of the dances studied.

9. Evaluate the intersections of race, class, gender, and sexuality within the dance forms studied.

10. Examine the ways in which dance as a way of life impacts the individual's overall health and wellness in a dancing culture.

Course Content:

(please number the outline of main topics and subtopics)

1. Introduction and Course Overview

1. Safety

1. Warm-up

2. Breaks

3. Footwear

4. Cool-down

2. Specific Dance Forms

1. Differing Cultures

1. Cultures studied are non-dominant in the United States and may include, but not limited to:

1. African

2. Latin

3. Polynesian

4. Native American

5. Cambodian

6. Indian

2. Differing Processes and Practices

2. Dance as anthropological study

1. Purpose of dance within cultures that dance as a way of life

- 1. Types of Religious Dances may include:
 - 1. Dances of Initiation
 - 2. Medicine Dances
 - 3. Commemorative Dances
 - 4. Dances for Spiritual Connection
- 2. Types of Social Dances may include
 - 1. Courtship Dances
 - 2. Work Dances
 - 3. War Dances
 - 4. Communal Dances
- 3. Dance as power
 - 1. Reinforces status quo
 - 1. Gender expectaions
 - 2. Sexuality
 - 3. Identity
 - 2. Challenges status quo
 - 1. Gender expectation
 - 2. Sexuality
 - 3. Identity
 - 4. As protest
- 4. Introduction to dance form #1, 2, 3 & 4 (Up to four dancing cultures)
 - 1. Movement Practices
 - 1. style, steps, rhythms, postures, aesthetics
 - 2. Musical Accompaniment
 - 1. relationship to movement
 - 3. Origin/myth
 - 4. Geography
 - 5. Historical context
 - 6. Societal make-up
 - 1. Dance and Social Control
 - 7. Gender-bias, Representation, and/or Identity
 - 8. Racial Implications
 - 9. Diaspora
 - 1. Impact
 - 2. Adaptations
 - 3. Identity
 - 10. Economic/class impacts
 - 11. Intersections of race, class, and gender
- 5. Compare and contrast forms studied
- 6. Examine the health and psychological benefits of the form(s) studied

Lab Content:

(please number the outline of main topics and subtopics)

- 1. Dance Workshop #1, 2, 3 & 4 (Up to four dancing cultures such as Native American, West African, Polynesian, and Latin American forms may be studied in a given semester).
 - 1. Warm-up practices
 - 2. Protocols for approaching the movement
 - 3. Basic alignment, posture, and stance
 - 4. Techniques and styles
 - 5. Elementary steps
 - 6. Basic rhythms
 - 7. Axial use of the body
 - 8. Locomotion

9. Handwork/Gesture

10. Use of head, face, and focus

11. Terminology

12. Dynamics

13. Costuming

14. Footwear

15. Performance quality appropriate to meaning/intent of dance

2. Student's self-assessment of workshop and personal successes/challenges with this dance form from the perspective of proper performance of all movement, steps, postures, gestures, dynamics, rhythms, etc.

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture

Integration: Lecture and discussion related to specific cultures being explored, illuminates how the aspects of their individual societies re: culture, aesthetics, economics, race, social order, gender, sexuality and geography affect the development of dance in that culture.

• **Method:** Lab Activities

Integration: Students explore the aesthetics of dance techniques as they learn movement, postures, steps, alignment, rhythms, etc. as related to the historical and social aspects of the particular dance form.

• **Method:** Activity

Integration: In small groups, students perform the movement, steps, and rhythms of a dance from a given culture, demonstrating competency and accuracy in all aspects of the form, including an understanding of the protocols and practices associated with the dance.

• **Method:** In-class Exercises

Integration: Students learn and perform a 48-count combination demonstrating comprehension and incorporation of proper techniques and aesthetics associated with the dance.

• **Method:** Discussion

Integration: Discussion of commonalities and differences between dances of cultures studied to create a through-line which illuminates how rhythms, steps, postures and intention differ and/or are similar according to each culture and its geography and social landscape. An understanding of what elements come together to make a dance representative of a cultural is fostered.

• **Method:** Film/video Viewing and Discussion

Integration: Viewing of dances of specific culture on DVD, followed by discussion of movement techniques, aesthetics, and performance qualities in relation to race, class, economics, social order, gender issues, history, and geography affecting that particular society.

• **Method:** Directed Study

Integration: In small groups, students categorize and appraise the ways in which dance impacts the health and wellness of individual members of a dancing cultures for which dance is a way of life.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Class Performance

Integration: Ongoing assessment of student's development and understanding of coursework through performances of movement material specific to a dancing culture.

• **Method:** Class Participation

Integration: Student's understanding of a given culture, its dances, their meanings and/or significance, and purpose in that society, as demonstrated in class discussion, is evaluated for thoroughness, accuracy and detail.

• **Method:** Self-Evaluation

Integration: Students will assess their mastery of movement sequences, postures, rhythms, steps, and aesthetics associated with each dance form studied through in-class writing or discussion.

• **Method:** Group Projects

Integration: Student understanding of the intersections of race, class, gender issues, bias, geography, and aesthetics of cultures studied will be assessed through small group discussions.

- **Method:** Class Work

Integration: Oral presentation demonstrating the student's understanding of the ways in which dance as a way of life impacts health and wellness of individuals within a dancing culture will be assessed for depth of understanding and ability to articulate the specifics of each dance form studied.

- **Method:** Capstone Project

Integration: Students will be appraised based on their knowledge of movement, timing, skills and expressive qualities related to a specific cultural dance form in a final performance.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

- Learn and perform a 48-count combination of the dance form studied with attention to the particular styles, postures, rhythms, and aesthetics of the form.
- Learn the rhythms, steps, movements, and techniques of a particular dance and practice variations of these elements each week in class.
- Select a dance studied within the semester and investigate the origins of that dance, detailing the ways in which race, class, and gender and well as socioeconomic elements intersect and inform the steps, rhythms, posture, and aesthetics utilized in the form. What role does the dance play in the society or subculture that created it?
- Discuss how a specific dance has changed over the diaspora and the impact it has on the people who practice it as well as the places where it exists. Be sure to note national and minoritized identities and how they are supported by the dance in each new geographical location.
- Compare and contrast the dances from two cultures studied and discuss the similarities and differences, especially regarding gender expression and the support of or challenge to prevailing notions of sexuality and gender.
- Watch a dance film that focuses on a specific cultural dance and discuss its representation in the film, answering the question, what does this film teach us about the specific culture and its dances? What role does the dance play in this culture, according to the film? Some examples of appropriate films include *Shall We Dance?* (Japanese), *Billy Elliott* (English), *Blood Wedding* (Mexican), *Dirty Dancing* (American) *Monsoon Wedding* (Indian).
- Discuss the health advantages offered individual members of a given dancing culture for whom dance is a way of life. Compare and contrast your own experience growing up in the United States, a non-dancing culture, with the advantages members of a dancing culture enjoy in regards to healthful living and self-development.

Textbooks:

- Snodgrass, Mary Ellen (2016). *The Encyclopedia of World Folk Dance* Rowman & Littlefield . ISBN: 13: 978-1442257481
- Beaman, Patricia L. (2017). *World Dance Cultures: From Ritual to Spectacle* Routledge. ISBN: 13: 978-1138907737

Other Resources:

Minimum Qualification

- Dance (Masters Required)

