

## **DANC 360: Dance in Culture**

**Please complete the following and return electronically to [colonnadeplan@wku.edu](mailto:colonnadeplan@wku.edu).**

- 1. What course does the department plan to offer in Connections? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)**

Course: DANC 360: Dance in Culture

Subcategory: Social and Cultural

- 2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address all of the learning outcomes listed for the appropriate subcategory.**

This course will explore the identifying facets of a culture through the lens of dance.

### **Learning Outcome 1: Analyze the development of self in relation to others and society.**

Within this course, students will identify the relationship between cultural values and artistic expression and the resulting influence this relationship has on an individual and on a group of people. Through the use of video, live performance, readings, and discussion, students will have the opportunity to compare and contrast dance in various cultures as a means of distinguishing the individual and the society. Students will be asked to articulate the individual and collective or collaborative nature that this relationship produces within a given culture and will analyze the development of artistic expression within a society based upon gender, religious, political and social perspectives. For example, the class will examine Japanese Kabuki dance, which consist of all-male performance troupes, and the resulting conflict this dance form presented in regards to desire and duty in a convention-bound society. Students will investigate the way in which this dance form influenced the state law because women could not participate in these troupes. Additionally, students will reflect on their individual perspective of dance within their culture. Students will be asked to consider their own culture, belief system and personal values and investigate how these shape their view of dance.

### **Learning Outcome 2: Examine diverse values that form civically engaged and informed members of society.**

This course will emphasize to students that the purpose and function of dance varies from one culture to the next. In some world cultures, dance is driven by religion. For example, Bharata Natyam, a form of Indian dance, exemplifies the way in which dance and religion intersect in Indian life. In other cultures, dance is a significant part of social life. For example, in Tahiti, troupes of dancers, representing the extended (as opposed to nuclear) family, perform gender-specific steps in alternating ranks of men and women. Students will explore how dance in this culture occurs not in isolation but as part of some culturally shaped event. In some societies, dance is tied to politics. Students

will study dance in Ghana where the king of the Asante is expected to dance before his people as a means of displaying his royal virtue.

This course aims to investigate how cultural beliefs, values, systems and traditions shape artistic expression within a given society by examining dance and its role within a variety of cultures. Students will be able to identify how a culture's artistic expression connects to and is shaped by the culture's values and beliefs. Students will uncover how dance performance can promote social cohesion and encourage civic engagement. For example, readings, videos and discussion will explore the ways in which dance is used to demonstrate socio-economic hierarchy within a society. Students will explore the beginnings of classical ballet in the French courts and the ways in which the society's political hierarchy shaped the development of the dance. Additionally, religious views will be discussed as they relate to a culture's artistic expression. As students gain an understanding of the values that contribute to a culture's view of the moving body, they will further develop their own perspectives of dance and become open to diversity within their own community. Through these activities, students will understand how a culture influences artistic expression and how artistic expression shapes a culture.

**Learning Outcome 3: Evaluate solutions to real-world social and cultural problems.**

Dance is universal. A dance can connect individuals from different cultures when language barriers are present. The dancing body becomes a vehicle for which ideas, emotions, attitudes, and situations can be communicated in a way distinct from language. Further, dance can present the opportunity to isolate a statement and inspire conversation in unique ways. Within this course, students will examine dance performance as a means of identifying and addressing social and cultural problems. Discussions and readings will foster an understanding of and respect for the cultural values and beliefs of varying societies. Through this understanding, students will be better equipped to evaluate cultural and societal relationships and to address social and cultural problems that may face the global world. For example, when a student is assessing a dance performance on HIV and society, he/she will have to consider how this dance affects the culture, family relationships, and global attitudes towards those infected.

- 3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in Colonnade)? Discuss in detail.**

The examination of a culture through the lens of dance is inherently interdisciplinary. This course is more than a dance class in that it is designed to encompass history, religion, politics, gender studies and the resulting effect of fine arts within a culture. This course contributes uniquely to the *Connections* category because it focuses on an appreciation of the complexity and variety in the world's cultures by examining the relationship between a culture's dance and its values and belief system.

This course examines the gender, racial, political and/or religious orientations that have shaped dance within a variety of cultures and explores how these relationships have evolved within the culture. For example, in *The Nutcracker*, a classical ballet, the gender

mother is typically performed by a male. The discussion of this role would usually be examined in courses focused on gender studies. Within this course, students are encouraged to consider the cultural values that shape societal norms and behaviors through the unique perspective of artistic expression. Finally, this course provides an opportunity for the student to compare and contrast the culture's studied with that of the student as a means of fostering an appreciation of culture and dance and a preparedness for the global world in which we live.

**4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be Colonnade Foundations or Explorations courses.**

There are no prerequisites for this course.

**5. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.**

- 1) Students will identify selected and varied cultures and examine dance as a form of artistic expression within each culture.
- 2) Students will analyze the development of artistic expression within a society based upon gender, religious, political and/or social perspectives
- 3) Students will identify how a culture's artistic expression connects to and is shaped by the culture's values and beliefs and demonstrate a greater understanding of how shared cultural values can shape societal norms and behaviors as well as artistic expression.
- 4) Students will demonstrate an understanding of and respect for the cultural values and beliefs and artistic expression of varying societies.

**6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.**

Students will be required to write a Research Paper on the dance of a specific culture. Students will select a culture, identify the dance associated with the culture and examine the role and purpose of this dance form as well as analyze how the culture shapes the dance and vice versa. Requirements for discussion within the paper will align with the course's learning objectives. The paper should:

1. Analyze how the dance promotes and/or challenges prevailing views of identity, selfhood, and/or citizenship.
2. Analyze the dance's presentation of social norms and cultural values and examine the extent to which the dance is reinforcing and/or critiquing those values.
3. Assess the potential impact of the dance on individual audience members and the greater community and analyze why and how it might achieve this impact.

At the end of each semester, we will randomly select student papers from each course section and score them based on the following rubric:

- 4 = Excellent – the student far exceeds expectations
- 3 = Good – the student exceeds expectations
- 2 = Average – the student meets expectations
- 1 = Poor – the student does not meet basic expectations

Once the papers have been evaluated, the data will be compiled and evaluated with the Dance Program Coordinator. The following target scores will be used for assessing the course:

- 70% of work reviewed will score 2 or higher using the holistic rubric.
- 30% of work reviewed will score 3 or higher using the holistic rubric.

**7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.**

This course will require students to closely analyze a variety of cultures by examining the function and scope of dance within each culture. The material covered within the course will lead students to examine the explicit and implicit messages conveyed through dance. Through class discussion and assignments, students will be engaged to form convincing arguments about the purpose, meaning and effects of dance within a culture. Blog assignments will provide students with the opportunity to reflect upon opposing functions of dance within cultures and develop and articulate an argument to defend their perspectives. The written research paper required in this course will serve as an example of a summative learning experiences. Within the paper, students will demonstrate ability to analyze the dance of a culture, evaluate the relationship between the culture and the dance and defend their argument through the use of evidence and examples.

**8. How many sections of this course will your department offer each semester?**

The Department of Theatre and Dance will offer one section of this course each semester. The course may also be offered during winter and summer terms.

**9. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.**

**DANC 360: DANCE IN CULTURE**  
**Sample Syllabus**

**COURSE DESCRIPTION:**

This course will offer a survey of world dance forms, emphasizing the social, cultural and aesthetic principles defining these forms. Through reading, lectures, discussion, videos and research, dance in societies throughout Asia, Africa, Europe, North America and South America will be explored. The gender, racial, political and/or religious orientations that have shaped dance history will be examined. This course provides opportunity to explore the complexity and variety in the world's cultures through the lens of artistic expression.

**COURSE OBJECTIVES:**

1. To provide students with a fundamental understanding of dance as an art form;
2. To broaden the students' understanding of the relationships between dance and culture;
3. To demonstrate an ability to analyze and describe movement in a variety of contexts;
4. To develop awareness of the diverse role that dance plays in various world cultures
5. To provide an atmosphere that encourages critical thinking and enhanced research skills through class discussions and writing assignments.

**GENERAL EDUCATION AND LEARNING OUTCOMES:**

This course helps fulfill the requirement for Connections, subcategory Social and Cultural, within the WKU General Education program. Specific learning outcomes include the ability to:

1. Analyze the development of self in relation to others and society; Students will be able to articulate how the dance promotes and/or challenges prevailing views of identity, selfhood, and/or citizenship.
2. Examine diverse values that form civically engaged and informed members of society; Students will be able to analyze the dance's presentation of social norms and cultural values and discuss the extent to which the dance is reinforcing and/or critiquing those values.
3. Evaluate solutions to real-world social and cultural problems; Students will be able to assess the potential impact of the dance on individual audience members and the greater community and articulate why and how it might achieve this impact.

**REQUIRED TEXTS:**

*Dancing: The Pleasure, Power, and Art of Movement*, by Gerald Jonas

## **COURSE CONTENT**

A course calendar has been designed for you to use throughout the duration of this course. Pay close attention to due dates for quizzes, assignments and exams. This course will include 7 quizzes, which accompany the chapters in the textbook, 3 exams, along with the following assignments.

### **Blogs**

Students are required to participate in blogs of course topics. Topics will be posted in the “Blogs” section of the Blackboard main course page. Refer to the course calendar for scheduled blog assignments. When a topic is proposed by the instructor, **students will need to participate by responding with a minimum of 6 well-constructed and thoughtful sentences by the due date posted.**

### **Research Paper**

A written paper is required for completion of this course. This paper will explore a form of world dance and its relationship to that culture. Guidelines for the paper can be found under the “Course Documents” tab on Blackboard. Late papers will not be accepted!!

## **GRADING**

Exam 1 (Chapter 1-3)	100 points
Exam 2 (Chapter 4-5)	100 points
Exam 3 (Chapter 6-8)	100 points
7 Quizzes (20 pts each)	140 points
7 Blogs (20 pts each)	140 points
<u>Written Paper</u>	<u>100 points</u>
TOTAL	680 points

## **UNIVERSITY DISABILITY STATEMENT:**

“Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Garrett Conference Center 101. The OFSDS telephone number (27)745-5004 V/TDD.”