

DAN2100: Dance Appreciation for the 21st Century Spring 2024

I. General Information

Spring 2024 Meeting Day/Time:

- Section 3210 (26473): Online (100%)

Primary General Education Designation: [Humanities \(H\)](#)

Secondary General Education Designation: [International \(N\)](#)

(Note: A minimum grade of C is required for general education)

Instructors

- Meredith Farnum
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- Rujeko Dumbutshena
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 - Office: Nadine McGuire Theatre and Dance Pavilion, Room 231
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 - Office phone: 352-294-9123 / SoTD Main Office: 352-273-0500

[College of the Arts \(COTA\) Information](#)

[School of Theatre and Dance \(SoTD\) Information](#)

Important Academic Dates:

- **First day of classes:** Mon. 1/8 (**Add/Drop:** 1/8 – 1/12)
- **Martin Luther King, Jr holiday:** Mon. 1/15 (No classes)
- **Spring Break:** 3/9 – 3/16 (No classes)
- **Last day Fall 2022 classes:** Wed. 4/24
- **Reading Days:** 4/25, 4/26 **Finals:** 4/27 -5/3

Course Description

Catalog: An examination of dance as a form of communication and as an art; a cross-cultural survey of the theories and styles of dance and their relationships to societal contexts, and to other art forms.

DAN 2100 is designed to introduce you to the discipline of dance and the ways it creates and analyzes knowledge about the world. Ultimately, the course seeks to challenge and expand your cultural horizons. (N)

Dance Appreciation works in two ways: first, it introduces you to the ideas and issues that are central to dance as a vital arts and humanities discipline and second, it actively involves you in the learning process. (H) We will focus on active learning. We will discuss issues in small and large groups, embody movement ideas, attend performances, read and view critically, and write to learn. These activities will assist you to become more skilled and comfortable with yourself as an active learner: such skills can empower your college and professional careers.

Required & Recommended Course Materials

Required in full:

History of Dance, Second Edition by Gayle Kassing – available with UF All Access

Required and recommended readings available online or through Course Reserves

Additional reading requirements for each week are given in the modules on Canvas. Sometimes the subject matter of the reading from the text is different from the lecture/module topic. You will need all the material in the book for the mid-term project in modules 9-11 but will need the entire previous 8 weeks to have time to read and digest the material presented.

[Materials and Supplies Fees:](#) \$140.00

II. Graded Work

Description of Graded Work

Attendance

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Participation

Your full participation in each activity is essential to successful completion of the course These activities include:

- 1 Participate in online class activities such as reading/listening to lectures, viewing of videos as assigned, completing assigned readings, responding to lecture questions.
- 2 Participate in the web discussions.
- 3 Take quizzes on modules as indicated throughout the course.
- 4 Complete mid-term and final projects.
- 5 Participate in the Live or Virtual labs. Virtual lab students will submit responses to the lab assignments.
- 6 View required or substitute performances. Submit the assigned quizzes as your responses.
- 7 Participate in peer evaluation of projects and take course evaluations.

Quizzes (21%)

Weekly quizzes will include questions regarding video/audio lectures and presentations as well as readings. Students may not take the quiz after the assigned due date. Since this class is online, university holidays do not affect due dates. You are encouraged in such cases, to post early to enjoy your holiday and to have the possibility of technical assistance if necessary. (SLOs: Content, Critical Thinking, Communication)

Discussions (9%)

When Drop/Add ends, the class will be divided up into discussion groups and discussion units. Most weeks you will be asked to find information or ideas and share them with your group or to post your thoughts about the assigned topic and respond to the posts of your discussion group. Some discussion boards will be for full class participation, and some will be assigned to groups and/or units. Always post early to ensure you have time to get technical assistance if necessary. Partial or no points may be awarded for late posts or responses. (SLOs: Content, Critical Thinking, Communication)

Movement Labs (21%)

During this class, there will be many things that can be learned by watching live and videotaped performances, listening to the lectures, and reading the text. However, there are some aspects of dance that are best when experienced personally. For this reason, there is the opportunity to participate in a live lab or a virtual lab. (SLOs: Content, Critical Thinking, Communication)

Performance Viewing (5%)

All students are required to view a dance performance from the UF's School of Theatre + Dance (SOTD) as well as one outside performance. Assessments will be through discussion post/response(SLOs: Critical Thinking, Communication)

Spring 2024 Dance Calendar (Attend required performance and one outside performance – total of 2 performances)

Jan 23 – [Parsons Dance](#) @ Phillips Center, 7:30pm

Feb 10 – [Dance Alive National Ballet, "Love in the Swamp"](#) @ Phillips Center, 7:30pm

Feb 21-25 – [2024 BFA Dance Showcase](#) @ G6 Studio, McGuire Pavilion

March 5 – [Step Afrika!](#) @ Phillips Center, 7:30pm

March 23 – [Dance Alive National Ballet, "Giselle"](#) @ Phillips Center, 2:00pm and 7:30 pm

March 29 – 30 – [Elements of Style](#) (Santa Fe Fine Arts Hall)

April 6 – Danscompany of Gainesville, "State of Wonder" @ Phillips Center, 1:00p and 7:00p

April 14 – [360 Allstars](#)@ Phillips Center, 4:00pm

April 18-21 – Spring Into Dance (times TBA) @ G6 Studio, McGuire Pavilion

April 23 – [Les Ballet Trockadero de Monte Carlo](#) @ Phillips Center, 7:30pm

Midterm Project (20%)

Each discussion group has been assigned a particular topic within the history of Western theatrical dance: ballet, modern/ postmodern/ contemporary dance, or jazz dance. The goal is to explore the links between dance and society within that topic. You will do this by collectively creating a power point slideshow. All members of each discussion group will contribute to the same Office 365/PowerPoint presentation. But keep in mind that each student will be graded

INDIVIDUALLY on the slides that he/she/they post(s). (SLOs: Content, Critical Thinking, Communication)

Final Project (24%)

The Final Project for DAN 2100 Dance Appreciation for the 21st Century challenges you to apply what you have learned about the multifaceted and culturally diverse nature of dance and to use your imagination towards the creation of a repertoire (French term often used in English for "repertory") company of which you are the artistic director! This assignment assesses what you have learned during the course in terms of aesthetic stances and stylistic characteristics of the many genre of dance you have studied. (SLOs: Content, Critical Thinking, Communication)

Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

| Percentage | Grade | Grade Points |
|--------------|-------|--------------|
| 93 – 100% | A | 4.00 |
| 90 – 92.99% | A- | 3.67 |
| 87 – 89.99% | B+ | 3.33 |
| 82 – 86.99% | B | 3.00 |
| 79 – 81.99% | B- | 2.67 |
| 76 – 78.99% | C+ | 2.33 |
| 70 – 75.99% | C | 2.00 |
| 67 – 69.99% | C- | 1.67 |
| 64 – 66.99% | D+ | 1.33 |
| 59 – 63.99% | D | 1.00 |
| 56 – 58.99% | D- | 0.67 |
| 55% or below | E | 0.00 |

III. Annotated Weekly Schedule

| Week | Topic | Reading/Assignment Notes | Lecture | Assignments |
|---------------|-------------------------------------|--|-----------------------------|---|
| Week 1 | | | | |
| | Module 1: What is Dance? | Handbook (on Canvas) Prefaces & “Capturing Dance from the Past: An Introduction” in <i>History of Dance</i> | Hello Video A-Z of Dance | Module 1 Discussion (ALL students), Movement Observation Lab Quiz |
| Week 2 | | | | |

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|---------------|---|---|---|--|
| | Module 2: Aesthetics: African Dance | Kariamuwelsh Asante, “Commonalities in African Dance: An Aesthetic Foundation” (PDF on Canvas) | Lecture: “Changes in African Dance” YouTube video: “Dundunba #4” | Module 2 Discussion (UNIT A only), Module 2 Quiz, African Dance Lab |
| Week 3 | | | | |
| | Module 3: The Ten Guidelines | <i>History of Dance</i> Ch:3 “Dance from the Middle Ages Through the Renaissance” | Lecture: “The Ten Guidelines” Parts I-IV | Module 3 Quiz, Laban Movement Analysis Part 1 & 2 Lab |
| Week 4 | | | | |
| | Module 4: Laban Movement Analysis | <i>History of Dance</i> Ch. 4 “Dance at the Court” and Ch.5 “Dance from Court to Theatre” | Lecture: “Laban Movement Analysis” | Module 4 Quiz, Laban Movement Analysis Part 3 Lab |
| Week 5 | | | | |
| | Module 5: How to Talk About Dance | <i>History of Dance</i> Ch. 6 “Romantic to Classical Ballet” Read two handouts under Documents and Resources: “Guide to GPVQ” and “Conceptual Frameworks for Dance” – these will help you prepare for Performance Viewing. | Neta Pulvermacher’s “Talking about Dance” lecture series | Module 5 Discussion (UNIT B only), Module 5 Quiz, Ballet Lab |
| Week 6 | | | | |
| | Module 6: Inspiration and Appropriation – American | <i>History of Dance</i> Ch. 8 “Imported Influences” and Ch. 9 “Emerging American Dance” | Video lecture on inspiration and appropriation in American Modern Dance | Module 6 Discussion (UNIT C only), Module 6 Quiz, Modern Lab |

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|---------------------|--|---|---|---|
| | Modern Dance | | | |
| Week 7 | | | | |
| | Module 7: The Design Process - Jazz | 2 chapters from <i>Jazz Dance: History of the Roots and Branches</i> (PDF on Canvas) | View UF Production of <i>Family</i> choreographed by Danny Shapiro. Watch interviews with the lighting and costume designers for this work. | Module 7 Discussion - Design Project (ALL students), Module 7 Quiz, Jazz Lab |
| Week 8 | | | | |
| | Module 8: Technology – Post Modern/ Contemporary Modern Dance | <i>History of Dance</i> Ch. 8 “Imported Influences” and Ch. 9 “Emerging American Dance” | Lecture of technology use in dance | Module 8 Quiz, Dance in Healthcare Lab Performance Viewing Discussion |
| Week 9 | | | | |
| | Module 9: Dance and Medicine | Midterm Project Part 1 & Midterm Project Part 2 | n/a | Initial Post of subtopic, Research and create presentation slides. |
| Week 10 | | | | |
| Spring Break | | | | |
| Week 11 | | | | |
| | Module 10: Group Presentation Module 11: Midterm Quiz | Midterm Project Part 2 & Midterm Project Part 3 | n/a | Publish Ppt, View other presentations, Post Modern/ Contemporary Lab Review all the midterm PowerPoints and write summary paper. |
| Week 12 | | | | |

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|-----------------------------|--|------------------------|---|---|
| | Module 12: The Dancer | n/a | Video lecture: “The Dancer” Videos/online readings about individual dancers | Module 12 Discussion (ALL students), Module 12 Quiz, Improvisation Lab |
| Week 13 | | | | |
| | Module 13: The Choreograp her | n/a | Video lecture: “The Choreographic Process” Videos/online readings on individual choreographers | Module 13 Quiz, Composition Lab |
| Week 14 | | | | |
| | Module 14: Creating a Repertoire | n/a | n/a | Begin Final Project. |
| Week 15 & 16 | | | | |
| | Module 15: Project and Evaluation | n/a | n/a | Final Project Discussion, Ppt presentation, peer responses. |
| Week 16 | | | | |
| | Module 15: Project and Evaluation | n/a | n/a | Final Project Discussion, Ppt presentation, peer responses. |
| | Extra Credit | Extra Credit Module | Choose one assignment and submit Extra Credit Assignment | Extra Credit (10) |

IV. Student Learning Outcomes (SLOs)

At the end of “Dance Appreciation for the 21st Century,” students will be able to...

1. *Content* - Identify, describe, and explain the history, underlying theory, and methodologies in humanistic study of global dance traditions and aesthetics relating to different dance forms. As these methodologies, works and ideas continue to be relevant in the 21st century, students will also be able to identify, describe, and explain their position in historical, cultural, economic, political, and social experiences and processes that characterize the contemporary world. Exploring both traditional and contemporary dance

styles, students will be able to identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition, especially the formation, maintenance, and transformation of identities (**Content SLOs for Gen Ed H and N [available here]**). **These outcomes will be assessed** through participation in discussion, movement labs, quizzes, midterm project, and final project.

2. *Critical Thinking* - Identify and analyze key elements, values, assumptions, biases and influences that shape technique and theory in global dances- Students will approach issues and problems from the perspectives of multiple genres, as well as multiple disciplinary and analytical positions, and will learn how perspectives of form, style, psychology, sociology, history, gender, and politics inform the dances we observe and create. In a learning environment that promotes students becoming more cognizant of their own lived experiences through dance labs and performance viewing, the juxtaposition of these analytical lenses will foster the analysis and evaluation of essential questions about the human condition, especially with respect to identity. (**Critical Thinking SLOs for Gen Ed H and N [available here]**). **These outcomes will be assessed** through participation in discussions, movement labs, quizzes, midterm project, performance viewing, and final project.

3. *Communication* - Communicate—clearly and effectively—knowledge, thoughts, and reasoning, and develop and present clear and effective responses, about dance techniques and theories, their relationship to global traditions more familiar to learners, their relevance to more contemporary issues and manifestations of identity, particularly in the context of dance as a vital discipline in arts and humanities. (**Communication SLO for Gen Ed H and N [available here]**). **These outcomes will be assessed** through participation in discussions, movement labs, quizzes, midterm project performance viewing, and final project.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.