DAN2100: Dance Appreciation for the 21stCentury

Summer B 2024

I. General Information

Summer B 2024 Meeting Day/Time:

- Class # 10694, Section 4321 Location: Canvas - Online

Primary General Education Designation: Humanities (H)
Secondary General Education Designation: International (N)
(Note: A minimum grade of C is required for general education)

Instructor:
- Meredith Farnum
  - Email: mfarnum@arts.ufl.edu
  - Office: Nadine McGuire Theatre and Dance Pavilion, Room T212
  - Hours are posted on faculty office doors. Hours: *Email me to schedule a live or virtual appointment.*
  - Office phone: 352-294-0458 / 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. 7/1 (**Drop/Add:** 7/1 – 7/2)
- **Fourth of July holiday:** Thur. 7/4 (No classes)
- **Last day of classes:** Fri. 8/9

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

Available online or through Course Reserves

Additional reading requirements for each week are given in the modules on Canvas. You will need all the material in the book for the mid-term project in modules 9-10 but will need the entire previous 8 modules to have time to read and digest the material presented.

Materials and Supplies Fees: n/a

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 web discussions.
3. Take quizzes on modules as indicated throughout the course.
4. Complete mid-term and final projects.
5. Participate in the Virtual Movement Labs. Virtual lab students will submit responses to the lab assignments through quizzes or video submission.
6. View required virtual performances. Submit the assigned assessment with your responses.
7. Participate in peer evaluation of projects and take course evaluations.

Quizzes (21%)
Quizzes will include questions about video/audio lectures, presentations, and 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. Some quizzes will use PlayPosit which provides interactions within the online videos. When you click on a video thumbnail, the PlayPosit video will open in a new tab for you to watch and complete the interactions (e.g., multiple choice questions, discussion forums, polling surveys, reflective pauses, etc.)
(SLOs: Content, Critical Thinking, Communication)

Discussions (9%)

You will be responsible for participating in discussions with your peers. When Drop/Add ends, the class will be divided up into discussion groups. You will be prompted to respond to articles, videos, and other course material. Always post early to ensure you have time to get technical assistance if necessary. Do not forget to review the calendar or to-do list for exact due dates. Select the icon in the upper-right corner to view detailed grading criteria and choose "show rubric." Partial or no points may be awarded for late posts or responses.

There are two ways you will be asked to participate in these conversations. Sometimes you will be prompted to hold your discussion entirely on Canvas discussion board and other times you will navigate discussion by using Perusall - a collaborative annotation tool which helps you master readings faster, understand the material better, and get more out of your classes. (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. In the 80-99% section, to complete the live movement lab assignment, there is a weekly meeting time in the School of Theatre and Dance studios. The 100% online section will participate in pre-recorded "virtual labs" - you will watch an instructional video from one of the School of Theatre and Dance professors then complete the corresponding assignment. (SLOs: Content, Critical Thinking, Communication)

Midterm Project (20%)

This module will serve as a review of past modules. It will provide the opportunity for collaboration and peer review. You will be able to dive deeper into your specific topic. Students will also be asked to reflect on the course content and assess their progress thus far. In this module, you will be placed in your midterm project groups. You will learn the topic assigned to your group and start to prepare to develop your PowerPoint presentation. You will choose your own subtopic of the dance style assigned to your group. This will allow you to review course content about the dance style assigned to your group. Once you have chosen your personal subtopic, you will review course material and further explore the social, cultural, and political influences and the people that shaped the evolution of dance. (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 genres 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				
	Orientation and Module 1: What is Dance? What is Culture?	Module content & "Embodying Differences: Issues in Dance and Culture"	Videos: A-Z of Dance, Dance Movement Therapy: Analyzing Body Language	Orientation Quiz, Module 1 Discussion, Movement Observation Lab Quiz, Making the Most of Learning with Perusall
	Module 2: The Body, Laban, and Alexander	Module content & "A Brief Summary of the Principles of the Alexander Technique"	Lectures: "LMA," "Alexander Technique"	Module 2 Discussion, Module 2 Quiz, LMA Movement Lab
Week 2				
	Module 3: The Dancer: Improvisation	Module content & "Taken by Surprise"	Lecture: "How to Talk About Dance" Video: "Open Cypher"	Module 3 Discussion, Improvisation Movement Lab, BESS assignment
	Module 4: Aesthetics: West African Dance	Module content & "Commonalities in African Dance: An	Lecture: "Aesthetics: West African	Module 4 Discussion, West African Dance Movement Lab

		Aesthetic Foundations," "Section III: The 'Gospel' of Memory: Inscribed Bodies in the African Diaspora"	Dance Overview" Videos: "African Dance: Dundunda #4 Community African Drum and Dance Party", "The Spiritual Nature of African Dance"	
	Module 5: Aesthetic, Society, and History: Ballet	Module content & "Ballet as Ideology: Giselle Act 2"	PowerPoints: *History of Dance* Ch. 6 "Romantic to Classical Ballet"	Module 5 Discussion, Ballet Movement Lab
Week 3				
	Module 6: Inspiration and Appropriation: Modern	Takeaway Points from "From Coon to Cool"	PowerPoints*: History of Dance* Ch. 8 "Imported Influences" and Ch. 9 "Emerging American Dance" Video: "The Four Temperaments"	Module 6 Discussion, Module 6 Quizzes (1&2), Modern Movement Lab
	Module 7: What is Jazz Dance?	2 chapters from *Jazz Dance: History of the Roots and Branches* (PDF on Canvas)	Videos: 3 video examples of appropriation, approximation, and assimilation	Module 7 Discussion, Jazz Movement Lab
	Module 8: Afro-Brazilian	Module content & "Mentoring Notes on African Diaspora Dance Styles and Continuity," "African Influences in Brazilian Dance"	Videos: "History of Samba and its African Roots," Carnival Salvador de Bahia, Brasil"	Module 8 Discussion, Module 8 Quiz, Afro-Brazilian Movement Lab, Mid-course Survey
Week 4				
	Module 9: Midterm Project Part 1	Module content and midterm project instructions		Initial Post of subtopic, Research and create presentation slides.
	Module 10: Midterm Project Part 2	Module content and midterm project instructions		Post Group PowerPoint, View and discuss other groups' presentations

Week 5				
	Module 11: Dance and Technology/ Contemporary	Module content & "Contemporary vs. Contemporary Dance," "How Are Dance Artists Using AI…," "Forsythe Motion Bank"	Video: "Choreographic Objects"	Module 11 Discussion, Contemporary Movement Lab
	Module 12: The Design Process	No readings	Lectures: "Costume Design" and "Lighting Design"	Module 12 Discussion, Module 12 Quizzes, No Movement Lab
	Module 13: Composition	Module content & Axis Article from *Dance Teacher*, "Choreography": A Basic Approach Using Improvisation"	Lecture: "The Choreographic Process," Videos/online readings on individual choreographers	Module 13 Quiz, Module 13 Discussion, Composition Movement Lab, End of Course Survey
Week 6				
	Module 14: Creating a Repertoire	Module content and final project instructions	n/a	Begin Final Project.
	Module 15: Project and Evaluation	Module content and final project instructions	n/a	Final Project Discussion, Ppt presentation, peer responses.
	Extra Credit	Extra Credit Module	Submit BESS Analysis from Module 3 for 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.aa.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.aa.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.

VI. Minimum Technology Requirements

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to their degree program. Most computers can meet the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the internet and related equipment (cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations, which students should review before starting their program.

Minimum Technical Skills

To complete your tasks in this course, you will need a basic understanding of operating a computer and using word processing software.

Netiquette and Communication Courtesy

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

Security

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Do not share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

General Guidelines

When communicating online:

- Treat the instructor with respect, even via email or in any other online communication.
- Always use your professors' proper title: Dr. or Prof., or if you are unsure use Mr. or Ms.
- Unless specifically invited, do not refer to a professor by their first name.
- Use clear and concise language.
- Remember that all college-level communication should have correct spelling and grammar.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Times New Roman and use a size 12- or 14-point font.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and avoid the use of emoticons like :).
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or be construed as being offensive.
- Be careful with personal information (both yours and others).
- Do not send confidential information via email.

Email

When you send an email to your instructor, teaching assistant, or classmates:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return email address.
- Think before you send an email to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "Reply All."
- Be sure that the message author intended for the information to be passed along before you click the "Forward" button.

Discussion Boards

When posting on the discussion board in your online class:

- Check to see if anyone has already asked your question and received a reply before posting to the discussion board.
- Remember your manners and say please and thank you when asking something of your classmates or instructor.
- Be open-minded.
- If you ask a question and many people respond, summarize all posts for the benefit of the class.

When posting:

- Make posts that are on-topic and within the scope of the course material.
- Be sure to read all messages in a thread before replying.
- Be as brief as possible while still making a thorough comment.
- Do not repeat someone else's post without adding something of your own to it.

- o Take your posts seriously. Review and edit your posts before sending.
- o Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
- o If you refer to something that was said in an earlier post, quote a few key lines so readers do not have to go back and figure out which post you are referring to.
- o Always give proper credit when referencing or quoting another source.
- o If you reply to a classmate's question, make sure your answer is correct, do not guess.
- o Always be respectful of others' opinions even when they differ from your own.
- o When you disagree with someone, you should express your differing opinions in a respectful, non-critical way.
- o Do not make personal or insulting remarks.
- o Do not write anything sarcastic or angry, it always backfires.
- o Do not type in ALL CAPS, if you do IT WILL LOOK LIKE YOU ARE YELLING.

VII. Getting Help: Technical Difficulties

For help with technical issues or difficulties with Canvas, please contact the UF Computing Help Desk at:

- http://helpdesk.ufl.edu
- 352-392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups (assignments, exams, etc.) due to technical issues should be accompanied by the ticket number received from the UF Computing Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should email your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

VIII. Privacy and Accessibility Policies
- Instructure (Canvas)
  - o Instructure Privacy Policy
  - o Instructure Accessibility
- Perusall
  - o Perusall Privacy Policy
  - o Perusall Accessibility
- PlayPosit
  - o PlayPosit Privacy Policy
  - o PlayPosit Accessibility
- YouTube (Google)
  - o YouTube (Google) Privacy Policy
  - o YouTube (Google) Accessibility
- Sonic Foundry (Mediasite Streaming Video Player)
  - o Sonic Foundry Privacy Policy
  - o Sonic Foundry Accessibility (PDF)
- Zoom
  - o Zoom Privacy Policy
  - o Zoom Accessibility