UNIVERSITY OF NORTHERN COLORADO
College of Performing & Visual Arts

DNCE 550: Dance History—Tribal Cultures to Current Times--3 semester hours

COURSE MATERIALS & GENERAL INFORMATION:

Instructor: Dr. Sandra Minton, Professor Emeritus, Dance
Phone: 303-450-6347   E-Mail: sandra.minton@unco.edu   URL: www.scmdance.com


Other texts that you might like to consult for your papers in this class are listed below. It is not necessary to buy or rent these texts. They are just listed in order to give you some ideas on how to supplement your own interests with respect to dance history.

- Hayes, Elizabeth R. *The Evolution of Visual, Literary and Performing Arts: From Tribal Cultures through the Middle Ages*. Herriman, UT: Blue Ribbon Books, 2004. Print. (This book is no longer being published, but it is still available through Amazon. You need to type in the entire title in order to locate it on Amazon.)

Explanation of approach to class: This class will be taught using an experiential, inquiry-based approach. Experiential learning is based on the learner’s experiences. It involves having direct experiences with content and the use of reflection and feedback. Experiential learning is especially appropriate for use with movement-based content. Inquiry-based learning poses questions, problems or scenarios in which the learner constructs his or her understanding of content. Inquiry-based learning can also be described as discovery-based learning. It contrasts with learning strategies in which content is memorized.

Course Objectives:

- To explain the overall philosophy or philosophies of a time period and how these philosophies connect to the arts, especially to the dances of an era.
- To analyze connections between the dance forms of a time period and important events that occurred during that time period.
• To examine and compare relationships between dance forms of a time period and the other arts during the same period of time.
• To design a framework of relationships for reading about the dance forms developed during a specific period of time.
• To solve problems and describe the solutions to those problems based on questions created from the readings.
• To experience and analyze videos of period dance forms through YouTube or other video sources.
• To analyze and write about dance forms of a time period based on specific movement-based criteria.
• To create a personal, kinesthetic body connection to dance forms from a specific historical period and describe those connections.
• To design and describe in written form a teaching unit for dance history.
• To create a diagram of the connections between either the ballet dancers or the modern dancers that are described in your text.

In order to meet course objectives, you will have readings, activities and assignments which are described in the Blackboard course.

Outline of Course Content:

• Readings from course text
• YouTube viewing assignments
• Movement exploration and creative movement experiences
• Movement-based and dance-based analysis, comparison and description assignments
• Relationships between historical dance personalities, styles and events through description, analysis and comparison
• Written answers to questions posed by instructor
• Internet research on historical dance events, dances and personalities
• Discussion board comments in response to questions posed by the instructor
• Lesson planning
• Diagram creation

Course Requirements:

1. Each week you will be expected do weekly written assignments. These assignments will give you a chance to reflect on course content and relate that content to your own understanding and experiences. The points for each weekly assignments varies from 12 points to 30 points.
2. **It is recommended** that you save the documents for each weekly assignment and then type in your own answers following each question. By doing this, you can be sure I will be able to open the documents with your answers.

3. For most weeks in this class you will also be expected to provide Discussion Board posts. The points for each Discussion Board post **varies** from 6 points to 1 point.

4. **All assignments and Blackboard posts are due by Friday at midnight following the Monday in which you first begin working on an assignment.**

5. **One point per day will be subtracted from your total score for each assignment and Discussion Board post that is late.**

6. **All assignments should be submitted in MLA format 7th edition** (ie. Proper heading and pagination, standard 1” margins, no Right justified, and 12 point Times New Roman font only.) Check out the following sites, yet the actual handbook is best. The first site is a detailed MLA formatting guide. The second site provides examples of how a paper should look.

   https://owl.english.purdue.edu/owl/resource/747/01/

   http://www.bing.com/images/search?q=MLA+Format&qpvt=MLA+Format&FORM=IGRE#view=detail&id=C69C2A9CE4B27DD009615BA5417DB4B119E66171&selectedIndex=0


**Course Outline:**

1. The reading assignments refer to the text, *History of Dance* by Gayle Kassing.
2. Each week contains written assignments based on the reading, viewing of YouTube videos provided and Discussion Board questions.
3. The topics and reading for each week in the course are listed below.
4. Rubrics for grading the written assignments and Discussion Board posts are shown below the course outline.
5. The points for written assignments and Discussion Board posts are shown in the grid that appears right before the grading scale for the course. Each assignment represents a percentage of the total points possible in this course.

- **Week one**—Introduction to course. **Reading**—x-xviii and Chapter 1, 3-11.
- **Week two**—Capturing dance from the past & dance in pre-history (tribal forms). **Reading**—Chapters 2 & 3, 13-38.
- **Week three**—Dance in ancient civilizations. **Reading**—Chapter 4, 39-63.
- **Week four**—Medieval to Renaissance. **Reading**—Chapter 5, 65-88.
• **Week five**—Late 16\textsuperscript{th} & 17\textsuperscript{th} centuries. **Reading**—Chapter 6, 91-106.
• **Week six**—Dance goes from court to theatre. **Reading**—Chapter 7, 107-123.
• **Week seven**—Romantic & Classical ballet forms. **Reading**—Chapter 8, 125-150.
• **Week eight**—Dance in the America in 17\textsuperscript{th}-19\textsuperscript{th} centuries—**Reading**—Chapter 9, 151-165.
• **Week nine**—Influences imported to American dance, the Russo-American ballet—**Reading**—Chapter 10, 169-182.
• **Week ten**—Early modern dance. **Reading**—Chapter 10, 182-190.
• **Week eleven**—Emerging American ballet. **Reading**—Chapter 11, 191-204.
• **Week twelve**—Emerging American modern dance. **Reading**—Chapter 11, 204-214.
• **Week thirteen**—Maturing American ballet & modern dance. **Reading**—Chapter 12, 215-230.
• **Week fourteen**—Chance & change. **Reading**—Chapter 13, 231-255.
• **Week fifteen**—New directions. **Reading**—Chapter 14, 257-274.
• **Week sixteen**—lesson plan, diagram assignment and movements in the arts assignment. These are summary type assignments.

### Evaluation Rubric for Weekly Assignments

<table>
<thead>
<tr>
<th></th>
<th>Receives no points</th>
<th>Receives ½ possible points</th>
<th>Receives full number of points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding</td>
<td>Demonstrates no understanding.</td>
<td>Demonstrates partial understanding.</td>
<td>Demonstrates complete understanding.</td>
</tr>
<tr>
<td>Terminology</td>
<td>Use of terms is not correct.</td>
<td>Use of terms is correct about 50% of the time.</td>
<td>Use of terms is always correct.</td>
</tr>
<tr>
<td>Proofreading &amp; organization</td>
<td>Answer contains many errors &amp; organization of content is difficult to follow.</td>
<td>There are a few errors &amp; some parts of answer are well-organized, while other parts are not.</td>
<td>There are no errors &amp; answer is well-organized &amp; easy to follow.</td>
</tr>
</tbody>
</table>

**Totals**

**∗∗Each component of the rubric (understanding, solution, terminology & proofreading/organization) is evaluated separately for each question.**

### Rubric for Discussion Board Posts

<table>
<thead>
<tr>
<th></th>
<th>Receives no points</th>
<th>Receives ½ of possible points</th>
<th>Receives full number of points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding</td>
<td>Demonstrates no understanding.</td>
<td>Demonstrates partial understanding.</td>
<td>Demonstrates complete understanding.</td>
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<tr>
<td>-------------------</td>
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<td>----------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Clarity/organization</td>
<td>Answer contains many errors &amp; is difficult to follow.</td>
<td>Answer contains a few errors, while some parts are easy to follow &amp; other parts are not.</td>
<td>Answer is free of errors and is easy to follow.</td>
</tr>
</tbody>
</table>

**Totals**

**Each component of the rubric (understanding, solution, & clarity/organization) is evaluated separately for each question.**

### Weekly Points Possible

<table>
<thead>
<tr>
<th>Week</th>
<th>Written Assignment</th>
<th>Discussion Board</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>12 points</td>
<td>2 points</td>
</tr>
<tr>
<td>2</td>
<td>15 points</td>
<td>4 points</td>
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<tr>
<td>3</td>
<td>24 points</td>
<td>5 points</td>
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<tr>
<td>4</td>
<td>27 points</td>
<td>2 points</td>
</tr>
<tr>
<td>5</td>
<td>26 points</td>
<td>3 points</td>
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<tr>
<td>6</td>
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<tr>
<td>7</td>
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<tr>
<td>8</td>
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<td>9</td>
<td>23 points</td>
<td>4 points</td>
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<td>10</td>
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<tr>
<td>11</td>
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<td>12</td>
<td>30 points</td>
<td>1 point</td>
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<td>13</td>
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<tr>
<td>14</td>
<td>16 points</td>
<td>6 points</td>
</tr>
<tr>
<td>15</td>
<td>22 points</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>20 points</td>
<td></td>
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<tr>
<td>Totals</td>
<td>348 points</td>
<td>33 points</td>
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**Grading scale:**

There are a total of 381 points possible in this class

- A- or A = 361-381 points
- B-, B or B + = 340-360 points
- C-, C or C+ = 319-339 points

**Disability Support Services:** Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.
**Honor Code:** All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**UNC Policies:** UNC’s policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student’s website, Student Handbook link [http://www.unco.edu/dos/handbook/index.html](http://www.unco.edu/dos/handbook/index.html)