Request Form for General Education Certification:
Humanities Requirement: (Except FYSM, please include a syllabus)
Faculty Member(s): Gretchen McLaine, Ph.D.
Course Number: DANC 330
Course Name: History of Non-Western Dance
Department of faculty member(s): Department of Theatre and Dance

Course Description:

Explores the complex relationships between dance and its surrounding cultural landscape. Offers a critical evaluation of the role that dance plays in non-western societies and its functions within various cultures. Investigates how dance is defined by the political, social, religious, economic and moral values of a society.

I. Explain how the proposed course satisfies the following Approval Criteria for Humanities:

1. The primary purpose of the course is the examination of particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions.

This course provides an understanding of the all-active role dance has played in cultures throughout history, which leads us to a greater understanding of its function in today's society. Dance has played an integral part in the following: ritual; religion; the definition of social roles; recreation; theatre; and education. Dance expresses life in society: how and what people feel and believe, and how they live is seen through dance.

2. The course must analyze how ideas are represented, interpreted, or valued in these cultural expressions.

This course emphasizes the concept that creative expression has always been an essential component of people's lives and reflects the values of a society. Students will be introduced to concepts about different cultures, and should develop an increased sensitivity to other people's values and forms of expression.

3. The course must examine relevant primary source materials as understood by the appropriate discipline(s).

The material in this course will be explored through lectures, reading assignments (primary sources), class projects, video/film (primary sources), internet technology
and live performances (primary sources). Reading and written assignments and presentations are required throughout the semester.

4. The course must require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

The integration of various research methods and designs, culminating in a final presentation. See below for assignment.

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the humanities learning outcome, using the evidence and grading rubric for the respective outcome

Signature Assignment: Research Paper
Using content that has been studied in this course as a guideline, you will demonstrate your acquisition, synthesis, and analysis of a specific aspect of non-western dance through a well-developed research paper. The specific topic is up to you, although it must relate to course content and demonstrate reflection of the concepts learned through this class. You should develop a working thesis that is specific and proves a point of view. For example, I do NOT want a history of dance in Brazil; if you want to write about Brazilian dance, then you should shape your thesis around the development of capoeira as a form of resistance to slavery, or the political ramifications of social dance in Brazil's Catholic Church. If you give me generics (ex: capoeira is the best example of socio-political resistance in the world), you better be prepared to back it up with scholarly evidence. You are supposed to be synthesizing information that you researched, not regurgitating a litany of random facts about a person or subject.

1. All papers must be typed in 12-point font, double-spaced and written on one side of the page. Body of the paper (this is your research) should be 8-10 pages in length. Works Cited is NOT one of the 8-10 pages.

2. Citation of sources may be done as either footnotes or parenthetically. Parenthetical documentation should have (author, page number). If one author is listed for multiple sources, please use (source title, page number) instead. If done as parenthetical documentation, there should be a works cited page. If done as footnotes, a bibliography page should enhance the footnotes. Consult an MLA reference book if you have questions. All work that is not your original thoughts or ideas must be cited. If you are quoting something directly, use quotation marks. If the quote is longer than three lines, then single-space the quote and indent it to separate it from the rest of the body of the paper. Save direct quotes only for those statements that cannot be paraphrased, i.e. a statement that is profound.

3. Sources: there should be a minimum of five sources for your paper. Of these, two must be from a scholarly journal and only two may be internet. You should also include primary sources in your research. You may have more than five sources. Sources that you consulted but didn’t use in the paper cite as “Additional References”.

Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture. (List Outcome 1 on Syllabus)

Evidence: Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.
Standard At least 80% of students score 3 or 4 on rubric.

Rubric for SLO 1

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) fails to employ concepts, methods or practices appropriate to the discipline. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
<td>Paper (or equivalent) is unsatisfactory in multiple ways. It displays serious weaknesses in composition and analysis of the idea or ideas, and does not adequately employ concepts, methods and practices appropriate to the discipline.</td>
<td>Paper (or equivalent) is competent, though sometimes marginally so. It displays adequate analysis of the idea or ideas and satisfactory employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course.</td>
<td>Paper (or equivalent) displays cogent analysis of the idea or ideas and informed employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates excellent composition skills in English or the Target Language of the course.</td>
</tr>
</tbody>
</table>
**Outcome 2:** Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

**Evidence:** Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

**Standard:** 80% of students receive a score of 3 or 4 on each dimension.

**Rubric for SLO 2**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> identify and/or describe the primary source</td>
<td>Incorrect identification, description is inaccurate, inappropriate</td>
<td>Identification / description is insufficient, ambiguous, lacks detail</td>
<td>Identification/ description is accurate, adequately detailed despite omissions</td>
<td>Identification/ description is stated clearly and comprehensively and includes relevant information</td>
</tr>
<tr>
<td><strong>Context:</strong> situate the primary source in terms of time, place, genre, and/or discipline</td>
<td>Little or no description of context, or irrelevant contextualization</td>
<td>Some description of context, but not adequate</td>
<td>Primary source is reasonably contextualized; contextualization is in terms of more than one context</td>
<td>More nuance and sophistication in terms of situating the primary source; student contextualizes primary source in terms of multiple contexts</td>
</tr>
<tr>
<td><strong>Interpretation:</strong></td>
<td>Paper does not move beyond description, or offers inaccurate or irrelevant interpretation not connected to description</td>
<td>Paper marginally moves beyond description; student offers inadequate or irrelevant evaluation; not reasonable connection to description and context.</td>
<td>Interpretation is reasonably connected to the description and contextualization; student offers evaluation that is less than comprehensive.</td>
<td>Interpretation arises from description and contextualization; student offers evaluation supported by the contextualization and description; student’s insight takes into account the complexities of the primary source.</td>
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College of Charleston
Department of Theatre and Dance
Spring 2013

DANC 330: History of Non-Western Dance (3 credits)
MWF/ 10:00-10:50 am /Maybank 207

Instructor: Dr. Gretchen McLaine
Office: CATO 312
Phone: 953-5944
E-mail: mclaineg@cofc.edu
Office Hours: Tuesdays, 10-11am; Wednesdays, 1-2 pm; Thursdays, 1:30-2:30 pm; or by appointment

*Regular access to course content via OAKS and Library Reserves are also required.

COURSE DESCRIPTION

*Explores the complex relationships between dance and its surrounding cultural landscape. Offers a critical evaluation of the role that dance plays in non-western societies and its functions within various cultures. Investigates how dance is defined by the political, social, religious, economic and moral values of a society.*

This course provides an understanding of the all-active role dance has played in cultures throughout history, which leads us to a greater understanding of its function in today's society. Dance has played an integral part in the following: ritual; religion; the definition of social roles; recreation; theatre; and education. Dance expresses life in society: how and what people feel and believe, and how they live is seen through dance. This course emphasizes the concept that creative expression has always been an essential component of people's lives and reflects the values of a society. Students will be introduced to concepts about different cultures, and should develop an increased sensitivity to other people's values and forms of expression.

STUDENT OBJECTIVES

At the successful completion of this course, students should be able to demonstrate the following competencies:

1. The ability to discuss a historical perspective of the development of dance from various non-western cultures, and understand the significance of such.
2. The fostering of a greater appreciation and understanding of dance and its role in society, as educational, recreational, social, political, cultural and religious expression.
3. The ability to successfully engage in class discussions with insightful contributions relevant to the topic at hand.
4. The integration of various research methods and designs, culminating in a final presentation.

*In order to satisfy the fulfillment of a humanities course, the following outcomes are expected:*
Outcome 1: Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
Outcome 2: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.
Both of these outcomes will be assessed through the research paper.

METHODS
The material in this course will be explored through lectures, reading assignments, class projects, video/film, and internet technology. Reading and written assignments and presentations are required throughout the semester.

CLASS REQUIREMENTS
1. Students are expected to keep up with assigned readings, and must participate in class discussions pertaining to all reading material.
2. Quizzes will be given periodically throughout the semester to assess class preparation and comprehension of course material.
3. An important concept of this class is communication. Students will be expected to write at a proficient level. If you need any assistance in this area, please go to the Center for Student Learning located in the Addlestone Library.
4. Written reflection papers and other class assignments will be scheduled throughout the semester to evaluate and track student progress and comprehension.
5. Students must do a presentation during the semester. Topics must be approved by the instructor. Details of this assignment and dates are available on OAKS.
6. All students must have a working email account that they check regularly.

**All out-of-class written work must be typed, double spaced, and in a 12-point font.**

ATTENDANCE POLICY
Since the majority of course material will be presented during class time, students are expected to attend class regularly, and attendance will be taken on a daily basis. In addition, there will be several times throughout the course that unannounced assignments will be performed during class time. Four absences are allowed for this course, regardless of reason. Any absences exceeding this will negatively affect your participation grade (see below). Because of this, it is suggested that you save your absences for medical, personal, or familial necessities.

BE ON TIME! In the event that you are late, please enter the classroom and take the nearest seat with the least amount of disruption to the class as possible. Likewise, if you need to leave class early, please sit nearest the door and exit quietly as needed.

It is the responsibility of the student to get notes from another student on missed lectures, etc. All students will be responsible for information given in class. Please do not email the instructor to ask “if we did anything important in class today”. This will NOT help you in this class.

MAKE-UP WORK POLICY
Since students know due dates of all out-of-class written assignments beforehand, there should not be any reason for late assignments. However, if there are extenuating circumstances, please talk to me BEFORE the deadline. For in-class writing assignments, students are expected to find out the details of the assignment and turn it in at the
beginning of the next class meeting. For this reason, you should ask someone who will be able to tell you the important stuff that we covered in class.

ADA STATEMENT
Students with a documented disability who wish to request course accommodations should contact the SNAP Services office located in Lightsey Center, room 104. Students that require such accommodations in this class should also inform the instructor at the beginning of the semester.

ACADEMIC MISCONDUCT
Please refer to the student handbook for policies and procedures concerning plagiarism and cheating. Students that engage in such practices are subject to disciplinary action from the Honor Board. This includes the unapproved use of research and papers that have been previously submitted in other classes and any unauthorized collaboration on individual assignments. **Academic misconduct of any kind will not be tolerated in this class.**

EVALUATION
Class Assignments: 25%
Written Reflection Papers: 25%
Quizzes: 10%
Final Research Paper: 20%
Class Participation: 20%

GRADING SCALE

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
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<tr>
<td>80-82%</td>
<td>B-</td>
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<td>77-79%</td>
<td>C+</td>
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<td>73-76%</td>
<td>C</td>
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<tr>
<td>70-72%</td>
<td>C-</td>
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<tr>
<td>67-69%</td>
<td>D+</td>
</tr>
<tr>
<td>64-66%</td>
<td>D</td>
</tr>
<tr>
<td>Below 64%</td>
<td>F</td>
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**Participation Grades**

All students will receive a daily grade based on attendance and classroom engagement. Throughout the semester students will have the opportunity to earn 50 points, which is then translated into their class participation grade. (In order to simplify the mathematical calculations, there are no points awarded for the first day of class and the two exam dates.) The grading scale for participation is as follows:

0= absent or sleeping in class; disruptive in class (texting, studying for another class, etc.)

1= present; only contributes to discussion when asked or marginally participates; presence in class is a neutral factor; students more than 5 minutes late to class will also receive a 1 for the day

2= present and engaged; proactively contributes to discussion; quality of discussion would diminish without this person’s presence

If there is any day that class is cancelled, all students will receive a 2 for the day.

Points for class participation are then totaled at the end of the semester and are broken down as follows to determine your 20% class participation grade:

80-72: A
71-66: B
65-60: C
59-55: D
Less than 55: F

IMPORTANT DATES
1/9- first day of class
1/21- MLK Day, no class
1/25- Alabama Dance Festival, no class
3/2-3/10- Spring Break
3/25- last day for students to withdraw from classes with a W
4/24- last day of classes
5/1- final exam @ 9am. I cannot change the date of the exam, but I can move the time back from 8 to 9am.

Signature Assignment: Research Paper
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