Request Form for General Education Certification:
Humanities Requirement: (Except FYSM, please include a syllabus)
Faculty Member(s): Gretchen McLaine
Course Number: DANC 331
Course Name: History of Western Dance
Department of faculty member(s): Theatre and Dance
Course Description:
A comprehensive historical study of the development of dance in western culture from pre-Christianity to the present. Review of significant genres, dancers, choreographers, works, and companies. Explores how dance is both a function of society and theatrical entertainment. Overview of accompanying developments in music, theatre, and related fine arts.

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 western cultures throughout history, which leads us to a greater understanding of its function in today’s society. Although this course focuses on the evolution of Western concert dance forms, students will be introduced to concepts relevant to various time periods, and should develop an increased sensitivity to other people’s values and forms of expression.

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

   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.

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

Reading and written assignments, exams, and classroom participation are required throughout the semester.

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 western concert 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 biography of George Balanchine; if you want to write about Balanchine, then you should shape your thesis around his subjugation of women, or how he is synonymous with the neoclassical style. If you give me generics (ex: George Balanchine was the greatest choreographer of all time), 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></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></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>
</tr>
</tbody>
</table>
DANC 331 History of Western Dance (3 credits)
T/Th. 12:15-1:30pm   Bell 404

Instructor: Dr. Gretchen McLaine
Office: CATO, 312
Phone: 953-5944
E-mail: mclaineg@cofc.edu
Or Facebook me!

Office Hours: Tues, 10am-noon; Wed, 12:30-2pm; Thurs, 2-3pm; always available by appointment

ISBN: 0-500-20352-0

Regular access to course content via OAKS is also required.

COURSE DESCRIPTION
A comprehensive historical study of the development of dance in western culture from pre-Christianity to the present. Review of significant genres, dancers, choreographers, works, and companies. Explores how dance is both a function of society and theatrical entertainment. Overview of accompanying developments in music, theatre, and related fine arts.

This course provides an understanding of the all-active role dance has played in western 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. Although this course focuses on the evolution of Western concert dance forms, students will be introduced to concepts relevant to various time periods, 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 ancient times through the present, and understand the significance of such.
2. The ability to recognize pivotal people within dance history, and understand the contributions of such persons.
3. The greater appreciation and understanding of dance and its role in society, as educational, recreational, social, political, cultural and religious expression.
4. The integration of various research methods and designs, culminating in a webquest and a research paper.

*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 final research paper.

METHODS
The material in this course will be explored through lectures, reading assignments, class projects, video/film, webquests, and internet technology. Reading and written assignments, exams, and classroom participation 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. Random quizzes and assignments will be given to assess class preparation.
2. Written examinations are scheduled throughout the semester to evaluate and track student progress and comprehension.
3. Students will be assigned to work with a partner to develop a webquest on an assigned topic.
4. Students must do a final paper at the conclusion of the semester. Topics must be pre-approved by the instructor. Details of this assignment, as well as examples, are available on OAKS.
5. All students must have a working email account that they check regularly.
6. 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.

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

ATTENDANCE AND CLASSROOM POLICIES
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. Excessive absences will negatively affect your participation grade (see below).

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 to minimize the disruption of your fellow students.

DO NOT use your computer or cell phone for ‘extracurricular’ work during class. I can see it, your classmates can see it, it is rude, and you will be marked absent without warning. I am NOT your mother and I will NOT nag you—I will just mark you absent for the day.

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, regardless of their attendance.

All powerpoints, videos, and articles needed for effective class preparation will be released to OAKS at least 48 hours in advance of class.

* It is important to remember that while attending classes is an important component of your academic career, it is equally important to minimize the spread of illness. If you are ill, please use discretion when deciding whether or not to attend class. If you have a fever or are contagious,
you should limit contact with those around you. Any concerns that you may have about absences due to serious illness should be addressed to your physician; you should also contact the professor. In the case of serious illness on behalf of the professor, alternative arrangements for dissemination of course material may be made.

**MAKE-UP WORK POLICY**

Since students know due dates of all 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.

**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.**

**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.

**EVALUATION**

Exam 1: 15%
Exam 2: 15%
Exam 3: 15%
Quizzes: 10%
Webquest: 15%
Final Research Paper: 15%
Class Participation: 15%

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>73-76%</td>
<td>C</td>
</tr>
<tr>
<td>70-72%</td>
<td>C-</td>
</tr>
<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>
</tr>
</tbody>
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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.

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
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 with less than 24 hours notice, all students will receive a “2”.

Points for class participation are then totaled at the end of the semester and are broken down as follows:
- 50-42: A
- 41-36: B
- 35-30: C
- 29-25: D
- Less than 25: F

**IMPORTANT DATES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/21</td>
<td>First day of class</td>
</tr>
<tr>
<td>9/20</td>
<td>Exam 1</td>
</tr>
<tr>
<td>10/9</td>
<td>Final Paper proposals due to OAKS dropbox by 5pm</td>
</tr>
<tr>
<td>10/23</td>
<td>Exam 2</td>
</tr>
<tr>
<td>10/25</td>
<td>Work day for webquests</td>
</tr>
<tr>
<td>10/28</td>
<td>Webquests due to my email by 6pm. This is a Sunday!</td>
</tr>
<tr>
<td>11/6</td>
<td>Election Day (no class)</td>
</tr>
<tr>
<td>12/3</td>
<td>Final Papers due to OAKS dropbox by 5 pm; last day of classes</td>
</tr>
<tr>
<td>12/6</td>
<td>Final Exam, 12pm</td>
</tr>
</tbody>
</table>

**Signature Assignment: Research Paper**

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