Creative Arts
Texas A&M University
Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Health and Kinesiology

2. Course prefix and number: DCED 202

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Dance Appreciation

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - ☐ Communication
   - ☐ Mathematics
   - ☐ Life and Physical Sciences
   - ☐ Language, Philosophy and Culture
   - ☑ Creative Arts
   - ☐ American History
   - ☐ Government/Political Science
   - ☐ Social and Behavioral Sciences
   - CURRENT Core: No
   - CURRENT ICD: No

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - ☑ Yes
   - ☐ No

8. How frequently will the class be offered? Every Fall, Spring and Summer

9. Number of class sections per semester: 1

10. Number of students per semester: 80 estimated – in the summer 2-3 sections will be offered

11. Historic annual enrollment for the last three years: New course

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department

12. Submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:

   Course Instructor

   Approvals:

   Department Head

   College Dean/Designee

   Date: 4/10/13

   Date: 5/8/13

   Date: 5/19/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Creative Arts

In the box below, describe how this course meets the Foundational Component Area description for Creative Arts. Courses in this category focus on appreciation and analysis of creative artifacts and works of human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

Dance Appreciation is a survey of dance focusing on how this human expression has developed worldwide. This course will examine the cultural, social, and artistic aspects of dance in numerous societies. Course materials will allow students to explore dance forms through academic writings, performance videos, documentaries, and interviews with choreographers and dancers. Students will analyze these dance forms and discuss the historical, social, and political influences that surround their development. Various artistic dance genres will be discussed including their major historical figures and their contributions to the art form. Students will be required to attend live performances of cultural/artistic dance. From some of these performances the students will attend a question and answer session with the artists or interview one of the artists. The students will develop questions to pose to the artists in order to complete the written assignments. Dance recently had a resurgence in popular culture with the creation of a number of popular television shows on dance and social media phenomena. This media portrayal of dance and its artists will be discussed including its influence on the professional world of dance and cultures worldwide.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students will be asked to view dance works and create personal interpretations of the cultural/artistic nature of the work. Artworks are thought provoking and raise questions in the viewers mind. Students will share these questions that arise with their peers and have discussion on the analysis of dance works. Art is universal but it is also personal and the students will be asked to evaluate on a universal and personal level. The personal level will include an overall evaluation of the work and trying to identify the elements of the work that lead that evaluation. Students will also use historic critical writings and interviews with artists to add to the process.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students will view, read, write and discuss dance as a cultural/artistic form. Numerous videos and a few live performances will allow the students to experience this performing art from many countries. These performances lead to written assessment of the work and how the work impacts the student. At the live performances the students will discuss the art presented with the artists through question and answer sessions. These questions will be instrumental in the analysis of the performance which will be submitted in written format. Students will form discussion groups and share their thoughts on the works being presented.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

Students will be broken into discussion groups for each assignment. Each student will view the work and create his/her own interpretation and analysis of the work. The students will then discuss their findings with their group. The goal is to share different points of view and discover how different people are affected differently by the same piece of art. These discussions will be presented with the groups findings focusing on what elements were agreed upon in the work and what elements were not.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Dance is embedded in our souls and therefore it is everywhere. Cultural/artistic dance is woven into the historical, social, and political aspects of our world. The world influences art just as art influences the world. This connection is easily seen in the development of artistic movements and cultural events throughout history. Through the course students will be exposed to dance from many cultures and how this dance is a part of the everyday life. These cultures use dance to celebrate major events, hold onto traditions, social interaction, religious beliefs and even to honor the dead. Artistic dance is created for many reasons as well. Students will understand the relationship between the external world and the development of the art work. We may all have different experiences throughout our lives but we are all human and share a common thread through the arts.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Health and Kinesiology

DCED 202 – Dance Appreciation

Request for International and Cultural Diversity (ICD) Designation

DCED 202 examines dance on a global level including the cultural, religious and artistic roles of dance in society. The students will explore numerous folk dances and their role in the culture of countries such as Africa, Philippines, Greece, Israel, Japan, India and Scotland. Social dance forms and their origins will be examined as well; Tango originated in Argentina while the Waltz developed in Germany and then there are the numerous Latin based dances as well. Cultural differences are seen in the professional genres of dance as well; European contemporary dance has a very different style than the American counterpart. Students will analyze the influences of European culture and history that have such a large impact on its growth in those countries; for example, Hitler's influence on the choreographers working in Germany at that time and how this affected the dance world on a broader base. Many of our societal struggles spur choreographers to respond, students will discuss these works that have been driven by 911, AIDS, sexual violence, child abuse, and human trafficking just to name a few.
**Course Title:** Dance Appreciation  
**Term:** Spring 2014  
**Instructor:** Clinical Assistant Professor Armstrong  
**Email:** Carisa-armstrong@hlkn.tamu.edu  
**Office Location:** 230A GRW

**Course Number:** DCED 202  
**Meeting times/location:** online course  
**Telephone:** 862-4684  
**Office Hours:** By Appointment

**Required Texts:**  
*The Dance Experience: Insights into History, Culture and Creativity* by Myron Howard Nadel and Marc Raymond Strauss  
*Dancing: The Pleasure, Power, and Art of Movement* by Gerald Jonas

Other handouts may be provided for supplemental information.

**Course Description:** Dance Appreciation provides an introduction to dance including its cultural, social and artistic aspects. Special emphasis is given to the appreciation and understanding of the role dance plays in various societies and how society influences the development of dance as an art form. This course will explore various artistic dance genres, the cultural influence of dance and then turn to contemporary culture and current issues in dance.

**Course Objectives:**  
1. To develop an understanding and appreciation of dance as a cultural and artistic form.  
2. To demonstrate knowledge of dance history, artists and genres as reflections of cultural and societal influences.  
3. To discuss scientific, political and sociological factors affecting the evolution of dance.  
4. To develop abilities in critical viewing, reading and writing from dance sources that include film/video, live performance, and literature.  
5. To relate current issues in dance to current culture and everyday life.  
6. To demonstrate competency in reading, writing, and speaking about dance with clarity within a historical/cultural context.

**Learning Outcomes:**  
The assessment of these outcomes is reflected in the written assignments and exams.  
1. Students will be able to compare and contrast dances from various cultures and understand their cultural significance.  
2. Students will be able to explain scientific, political and sociological factors affecting the evolution of dance.  
3. Students will be able to analyze formal criticism of singular dance works and evaluate.  
4. Students will develop a knowledge base and understanding of dance within society as it relates to art, entertainment and culture.  
5. Students will be able to identify and distinguish between various cultures based on writings, music and video.

**General Course Content:**  
1. Defining dance and the reasons behind this human expression  
2. Discussing the earliest forms of dance  
3. Understanding dance and it’s religious and cultural roles in numerous cultures  
4. Visual exposure to various types of dance and their unique styles  
5. Exploring the development at dance as an art form and the development of the professional dance genres world wide  
6. Analyzing current trends and issues in dance and their impact on society
Course Work:
Video Analysis Assignments = 20 points
  - These are online assignments requiring students to view various videos of cultural/artistic dance and answer questions analyzing the dance form. Creating their own interpretations of the work and working with other students to discuss their thoughts.
    - Assignments worth 5 points each
Exams = 40 points
  - These exams will include traditional testing methods as well as video recognition of various genres and cultural forms of dance.
    - Midterm Exam = 20 points
    - Final Exam 20 points
Critique of Live Performances = 20 points
  - Students will be required to attend two live dance performances in two different genres or cultural forms of dance. The students will write a critical analysis of this performance. One of these performances must be followed with a question and answer with the artists.
    - 2 Live Performance Critiques -- each is worth 10 points
Peer Article Reviews = 20 points
  - Students will work in groups to discuss the aspects of specific articles related to dance as a cultural and artistic form. These discussions are designed to allow for the students to exchange ideas about the content and how it impacts them.
    - 2 Peer Article reviews – each worth 10 points

Grade Scale: 90-100 = A  80-89 = B  70-79 = C  60-69 = D  Below 60 = F

Course Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is dance and Why do we dance</td>
<td>Nadel – Foreward; Jonas – Ch. 1</td>
</tr>
<tr>
<td>2</td>
<td>Dance and Early Cultures</td>
<td>Nadel – Ch. 1&amp;2; Jonas – Ch. 2</td>
</tr>
<tr>
<td>3</td>
<td>Dance as religion and ritual</td>
<td>Nadel – Ch. 3-5; Jonas – Ch. 3</td>
</tr>
<tr>
<td>4</td>
<td>Social Dance</td>
<td>Nadel – Ch. 6; Jonas – Ch. 4</td>
</tr>
<tr>
<td>5</td>
<td>Development of Ballet</td>
<td>Nadel – Ch. 8; Jonas – Ch. 5</td>
</tr>
<tr>
<td>6</td>
<td>New Worlds of Dance</td>
<td>Nadel – Ch. 7; Jonas – Ch. 6</td>
</tr>
<tr>
<td>7</td>
<td>Development of Modern Dance</td>
<td>Nadel – Ch. 9&amp;10; Jonas – Ch. 7</td>
</tr>
<tr>
<td>8</td>
<td>Midterm Exam</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Dance on Screen</td>
<td>Nadel – Ch. 11</td>
</tr>
<tr>
<td>10</td>
<td>Dance and Gender</td>
<td>Nadel – Ch. 12</td>
</tr>
<tr>
<td>11</td>
<td>Dance and Education</td>
<td>Nadel – Ch. 13</td>
</tr>
<tr>
<td>12</td>
<td>Technique, Choreography and Notation</td>
<td>Nadel – Ch. 14-16</td>
</tr>
<tr>
<td>13</td>
<td>Productions World Wide</td>
<td>Nadel – Ch. 18&amp;19</td>
</tr>
<tr>
<td>14</td>
<td>Expansion of Dance in Current Society</td>
<td>Nadel – Ch. 20 &amp; handouts</td>
</tr>
<tr>
<td>15</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

Attendance Policy
“The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.edu/rule07.”
Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Plagiarism

The handouts used in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

Academic Integrity Statement

“Aggies do not lie, cheat or steal, nor do they tolerate those who do.”

“The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty, integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting the understanding and loyalty to truth and confidence in each other.”

All students are expected to abide by the Aggie Honor Code. Students should be aware of all Honor Council Rules and Procedures on the Honor Council website at http://aggiehonor.tamu.edu.
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
*Submit original form and attach a course syllabus.*

Form Instructions:

1. Request submitted by (Department or Program Name): Health and Kinesiology

2. Course prefix, number and complete title of course: DCED 202 - Dance Appreciation

3. Catalog course description (not to exceed 50 words): A survey of dance as a cultural and artistic form in numerous countries; exploring the development and influence of dance in various cultures; analyzing various genres of artistic dance and their development; discussing the aesthetic principles of dance as an art form and how choreographers are influenced by society to create work.

4. Prerequisite(s): none

Cross-listed with: none

Stacked with: none

Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? □ Yes ☒ No If yes, from ___ to ___

6. Is this a repeatable course? □ Yes ☒ No If yes, this course may be taken ___ times.

Will this course be repeated within the same semester? □ Yes ☒ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Available to all students at TAMU as a Creative Arts credit in the Core Curriculum and as an ICD.

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix: DCED

   Course #: 202

   Title (excluding punctuation): Dance Appreciation

   Lect. 0 3 0 0 0
   Lab 3 5 0 0 3
   SCH 0 0 0 0 0
   CLP and Fund Code 1 3 4 0 2
   Admin. Unit 1 1 4 4 0
   Acad. Year 0 0 3 6 3 2
   FICE Code 1 1 5 1

   Approval recommended by:

   Richard Kreider
   Department Head or Program Chair (Type Name & Sign) Date 5/1/13

   David Byrd
   Chair, College Review Committee Date 5/1/13

   Department Head or Program Chair (Type Name & Sign) Date

   (if cross-listed course)

   Submitted to Coordinating Board by:

   Chair, GC or UCC Date

   Date

   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 3/10

MAY 21, 2013
June 12, 2013

MEMORANDUM

TO: Christine Bergeron, Director of Dance

FROM: Claudia Nelson, Interim Head, Department of Performance Studies

RE: Proposed course DCED 202, Dance Appreciation

Thank you for your inquiry regarding the Dance program’s proposed new course DCED 202, Dance Appreciation. The Department of Performance Studies has no objection to seeing this course go forward.
Thank you Mike.

Chris

Agreed. Liberal Arts withdraws any concern about overlap per Dr. Hamera's note below.

-----Original Message-----
From: Christine Bergeron [mailto:cbergeron@hlkn.tamu.edu]
Sent: Tuesday, June 11, 2013 11:10 AM
To: s-bednarz@tamu.edu; byrd99@tamu.edu; Richard Kreider; Carisa Armstrong; t-scott@tamu.edu; Stephenson, Michael T.; sandra-williams@tamu.edu
Subject: FW: Dance courses

Hi everyone,

Please see the email below addressing the question of support from Liberal Arts regarding DCED 202. I'm hoping this email will settle some concerns regarding this issue and would like to ask that this course move forward on Friday and NOT be tabled.

Thank you,
Chris
Thank you for your message.

PERF just learned of this potential issue yesterday and I was on the road. Now that I have had a chance to look at the syllabus, I don’t see a conflict between our courses for all the reasons you outline below.

I have no objections to DCED 202 going forward and wish you well with both the course and the Core Curriculum process. I will inform PERF’s interim head and Jeff Morris, who has headed up our CC work, of this.

Again, thanks for your message and best-- JH

Judith Hamera, Ph.D., Professor
Department of Performance Studies
Texas A&M University
211 Liberal Arts Arts and Humanities Building TAMU 4240 College Station, TX USA 77843-4240 jhamera@tamu.edu
979.845.7938

From: Christine Bergeron [cbergeron@hlkn.tamu.edu]
Sent: Monday, June 10, 2013 21:39
To: Hamera, Judith
Subject: Dance courses

Judith,

I understand you have some concerns regarding our new proposed course, DCED 202 - Dance Appreciation. Could you please email some specifics on your concerns. This course will be on the UCC agenda this Friday and I would like to get this resolved by then. I’m hoping we can work on your concerns and that both your MUSC/PERF 325 and our course can co-exist. Since we are looking to move this course forward as a core credit under Creative Arts and your course will be a Literature and Philosophy course we won’t be in conflict there. We are looking for the DCED course to be an introduction course. Perhaps students could take our course and then your course to fulfill 2 core classes. This could be beneficial for both of our departments.

I would appreciate any information you could provide regarding your concerns. We are willing to work this out and hopefully can come to an agreement by Friday.

Thank you for your time,
Chris