DANCE APPRECIATION
Dance 10: Fall 2012 section 76583
Monday & Wednesday 9:30-10:50am

Instructor: David King
Email: daking@cabrillo.edu
Phone: (831) 479-5027

Office: 4108
Office Hours: Mon/Weds 11:00am-12:05pm
Tuesday 12:30-2:30pm

Dance Appreciation is an introductory survey class that examines dance as a primary mode of human expression and communication. Through viewing live and recorded performances and engaging in targeted readings, we will place dance in a variety of cultural, artistic and historical contexts, focusing on developments in dance in the twentieth century. In movement exercises and readings we will compare and contrast sacred, social, popular, and concert dance traditions in the West and around the world. Successful students will learn to “investigate and evaluate trends in dance in their historical and cultural context in the 20th century.” (SLO)

During this course we will develop vocabularies for discussing types of movement and move towards a framework for reading dances. We will deepen our understanding of dance, choreography and movement forms, and learn how to better articulate, through writing and discussion, what we see, feel and perceive in dances. Our objectives are to: “identify elements of dance, critically assess a variety of dance styles, compare and contrast historical and cultural development of dance styles and how dance reflects the society that produces it, recognize, understand, and appreciate the aesthetic elements in a variety of styles in the art of dance,” and “analyze, interpret, and evaluate dance performance.”

PARTICIPATION
Dance is a moving and visual art. Learning comes through ongoing practical experience watching, doing, and discussing movement. Roll will called at the start of the class and early departure may be counted as an absence. Four tardy arrivals will equal one absence.

MATERIALS
To pass this course you must take notes. Bring a notebook, or binder and writing materials, to each class. You will be required to read articles from the field of dance studies and view videos online as homework. Go to the class Blackboard module to download the syllabus, and for readings, video links, assignments and rubrics.

DANCE APPRECIATION JOURNAL AND OFFICE VISIT
The binder mentioned above will act as your Dance Appreciation Journal. Before Week 7 you are required to meet with the instructor during office hours or by appointment. You must bring your dance journal and grade tracker to this meeting to review with the instructor.

LATE WORK
Assignments must be turned in on time. Grades for essay papers will be lowered one point for each day they are late. Reading Summaries and Online Viewings will not be accepted after the beginning of the class they are due.

CLASSROOM CONDUCT
A focused learning environment is the right of all students. Cell phones should be turned off during class; side conversations should be avoided. Late arrivals are disruptive to all. Roll will be taken at the beginning of the class period.
Plagiarism is unacceptable. Students will receive no credit for assignments containing references without proper citations, unattributed quotes, material copied from the internet without appropriate attribution, etc. Essays will be returned without a grade and the student may receive a failing grade for the course. If you are not clear about what plagiarism is I will be happy to talk with you about this during office hours.

Grading:
Grades are based on a 100 point scale
A: 90-100 points; B: 80-89 points; C: 70-79 points; D: 60-69 points; F: 59 points and below

Participation and Class Attendance (20 points total)
Students who miss more than four classes may be dropped from the course. Participation is understood as focused attention in class, active participation in discussion, and demonstrated effort towards an understanding of terminology, aesthetic questions and the readings.

Reading Summaries (22 points total)
Students are required to read 11 articles throughout the semester and complete a close reading summary. See the body of the syllabus & Blackboard for assignment links, forms, and due dates.

Online Video Viewings (14 points total)
As part of your homework you will watch 7 dance videos online, and write short descriptive responses. See the body of the syllabus & Blackboard for assignment links, Online Viewing Sheet, and due dates.

3 Quizzes (12 points total) #1 (2 points), #2 & #3 (5 points each)
There will be three short-answer or multiple choice quizzes during the semester. Quizzes may include material found only in the written texts. Quizzes will be closed book, but open notes – bring your Dance Appreciation Journal to each class.

3 Video Worksheets (6 points total)
Worksheets will be handed out in class for 3 video documentaries. Worksheets will be turned in at the end of the class period.

Fieldwork Essay Responding to a Dance Event (15 points)
Typed, 1000-1500 words each, 12 pt. font, double-spaced. Attend a dance event and write a response paper. Possible fieldwork could include taking a dance class in a style that is unfamiliar to you, attending a dance concert, or participating in a community or social dance event. Guidelines and a rubric for the essay are posted on Blackboard. Consult with the instructor for appropriate topics for fieldwork.

Cabrillo Dance Concert Take Home Exam (6 points)
3 questions will posted on Blackboard

Final Quiz (5 points)
This quiz will draw from all the material covered during the semester, and will have and may include material found only in the written texts. Like the previous three, this quiz will be closed book, but open notes – bring your Dance Appreciation Journal.
WEEKLY CLASS SCHEDULE

**Week 1: INTRODUCTION**

**Monday, August 27, HOW TO READ A DANCE**
Review: Syllabus, Close Viewing Sheet, Online Viewing Sheet, Reading Summary Worksheet
View and discuss: excerpts from Rize, free write
Compare and contrast: Mark Morris’ Hard Nut, Bolshoi Nutcracker
Elements of dance: view various videos, complete observation & description exercises
Homework for next class:
1) Print syllabus and “Elements of Dance” page to bring to next class – on course Blackboard
2) Complete an Online Viewing Sheet for Video #1, Ken Swift & Crazy Legs
  [http://www.youtube.com/watch?v=WvR29u4q21Y](http://www.youtube.com/watch?v=WvR29u4q21Y)

**Wednesday, August 29, HOW DANCE REFLECTS SOCIAL VALUES**
View and discuss: Freshest Kids
Complete in class: Breaking Worksheet (2 points)
Due: Print syllabus and “Elements of Dance” to bring to class meetings
Due: Online Viewing Sheet #1, Ken Swift & Crazy Legs
Homework for next class: Reading Summary for “Breakdancing: A Reporter’s Story” by Sally Banes, on class Blackboard

**Week 2: HOW DANCE REFLECTS SOCIAL VALUES**

**Week 2: HOW DANCE REFLECTS SOCIAL VALUES**

**CASE STUDY: BREAKING**

**Monday, September 3: LABOR DAY, no class**

**Wednesday, September 5**
**Quiz #1 (2 points, 4 questions from syllabus and class notes.)**
View and discuss: excerpts from Planet B-Boy, farmclub.com, etc.
Due: Reading Summary #1 “Breakdancing: A Reporter’s Story” by Sally Banes
Homework due next week: Reading #2 American Aloha Website:
Thoroughly investigate this webpage – fill out the Hula worksheet on course Blackboard.
Read the “More About Hula” section: [http://www.pbs.org/pov/americanaloha/special_more.php](http://www.pbs.org/pov/americanaloha/special_more.php)
Including: Introduction, On Mele: The Heart of Hula, Becoming a Kumu Hula

**Week 3: HOW DANCE BUILDS IDENTITY**

**CASE STUDY: HULA**

**Monday, September 10**
View and discuss: Kumu Hula, Hula website
Due: Reading #2 – American Aloha website, complete Hula worksheet

**Wednesday, September 12**
View and discuss: American Aloha
Homework for next week: complete
1) Reading Summary for the “Ballet” excerpt from Dancing
2) Online Viewing Sheet for Dutch National Ballet Giselle – Myrtha commands the Willis
  [http://www.youtube.com/watch?v=C4jl-Uf8A84](http://www.youtube.com/watch?v=C4jl-Uf8A84)
Week 4: How Dances Reflect Social Values (Part 2)  Case study: Ballet

Monday, September 17
In class: Plies in first, second, third, fourth and fifth.  View and discuss: Early Dance, story ballets; chart: Ballet Timeline  Due: Reading Summary #3, “Ballet” excerpt from Dancing (2 points)  Due: Online Viewing Sheet #2: Dutch National Ballet Giselle (2 points)

Wednesday, September 19
View and discuss: works by Nijinska, Nijinsky, Balanchine and the Russian émigrés  Homework for next week: Reading Summary for “Dance Critique”.

Week 5: How Dances Create Community  Case Studies: Ballroom Dance, Folklorico

Monday, September 24
Quiz #2 (5 points, 10 questions, open notes, closed book)  In class: Waltz  View and discuss: Folklorico  Due: Reading Summary #4: “Dance Critique” (2 points)

Wednesday, September 26
In class: The Electric Slide  View & discuss: Mad Hot Ballroom  Due in class: Mad Hot Ballroom Video Worksheet (2 points)  Homework due next week:  1) For Mon. complete a Reading Summary for, Chapter 2 (part 1: pages 22-42) of Sharing the Dance by Cynthia Novack (A)  2) For Wednesday complete an online viewing sheet for Loie Fuller:  http://www.youtube.com/watch?v=fIrnFrDXjlk&feature=related

Week 6: How Dance Contests Social Values  Modern Dance and the Individual

Monday, October 1
Individual Voice/Female Voice  In class: Shoulder warm-up  View and discuss: Isadora Duncan, Martha Graham, Ruth St. Dennis  Due: Reading Summary #5, Chapter 2 (part 1: pages 22-42) of Sharing the Dance by C. Novack (A)

Wednesday, October 3
Individual Voice/African American Voice  View and discuss: Katherine Dunham, Pearl Primus, Alvin Ailey  In class: Revelations free write  Due: Online Viewing Sheet#3, Loie Fuller (2 points)
Week 7: How Dance Moves the Mainstream

Monday, October 8, Jazz Roots/African American Roots
View and discuss: Ragtime, Cake Walk, Savoy Ballroom Swing, Lindy Hop, Tap Dance
Homework due next class: complete an Online Viewing Sheet for Swingtime, http://www.youtube.com/watch?v=mxPgplMujzQ

Wednesday October 10, Hollywood Jazz
Due: Online Viewing Sheet #4, Swingtime
View and discuss dances by Fred Astaire, Gene Kelly, Eleanor Powell, Bob Fosse
Homework due next week: complete Reading Summary for Chapter 2 (part 2: pages 42-62) of Sharing the Dance by Cynthia Novack (B)

Week 8: How Dances Challenge the Status Quo (Part 1)
Mid Century Moderns

Monday, October 15
In class: Swings & Tilts
Due: Reading #6, Chapter 2 (part 2: pages 42-62) of Sharing the Dance by Cynthia Novack (B)
View and discuss: José Limon documentary, Paul Taylor’s Esplanade

Wednesday, October 17
In class: Shoulder warm-up
View and discuss: Merce Cunningham documentaries
Homework due next Wednesday meeting:
Reading Summary for the “Introduction” in Sharing the Dance by Cynthia Novack (C)
Online Viewing # 5: Contact Jam, http://www.youtube.com/watch?v=DHXtzAA2YY8

Week 9: How Dances Challenge the Status Quo (Part 2)
Postmodern Dance and the New

Monday, October 22
Judson Church
View and discuss: Trisha Brown, David Gordon, Lucinda Childs, Simone Forti
Discuss: Yvonne Rainer’s 1965 “NO” manifesto:
No to spectacle no to virtuosity no to transformations and magic and make believe no to glamour and transcendency of the star image no to the heroic no to the anti-heroic no to trash imagery no to involvement of performer or spectator no to style no to camp no to seduction of spectator by the wiles of the performer no to eccentricity no to moving or being moved.

Wednesday, October 24
Contact Improvisation
In class: Rolling contact point
Due: Reading #7, “Introduction,” Sharing the Dance by Cynthia Novack (C)
Due: Online Viewing # 5: Contact Jam, http://www.youtube.com/watch?v=DHXtzAA2YY8
View and discuss: Fall, After Newton, works by Pilobolus, Joe Goode, DV8 Physical Theater
Homework due next week:
Reading sheet for “Butoh: Twenty Years Ago We Were Crazy, Dirty, and Mad” by Bonnie Sue Stein
Online viewing sheet for Sankai Juku: http://www.youtube.com/watch?v=AnR1FJ6yQq4

Week 10: How Dance Challenges the Status Quo (Part 3)
Monday, October 29, The Post Postmoderns  
View and discuss: Works by Bill T. Jones/Arnie Zane Dance Company, Mark Morris, Anne Teresa De Keersmaker, Cloud Gate, Twyla Tharpe, Elizabeth Streb

Wednesday, October 31  
Due: Reading #8, “Butoh: Twenty Years Ago We Were Crazy, Dirty, and Mad” by Bonnie Sue Stein  
Due: Online Viewing #6 Sankai Juku  
View and discuss: Piercing the Mask (Butoh Documentary), works by Eiko and Koma, DaRakudaKan, Carlotta Ikeda  
Homework due next Monday: Close Reading Sheet for “The Writing Process”  
Homework for next Wednesday: Complete and Online Viewing Sheet for Omer Dancing at Ramat Yochanan: http://www.youtube.com/watch?v=3czHK3UAYMA

Week 11: HOW DANCE DEFINES NATIONS  
Monday, November 5  
In class: Gumboots Dance  
View and discuss: Gum Boots, Cambodian Monkey Dance  
Due: Reading #9 “The Writing Process” (2 points)

Wednesday, November 7  
Due: Online Viewing #7, Omer Dancing at Ramat Yochanan  
**Quiz #3 (5 points, 10 questions, open notes, closed book)**  
View and discuss: Israeli Folk Dance, Estonian Dance, Chinese Opera

Week 12: HOW DANCE MOVES ACROSS DISCIPLINES  
Monday, VETERAN’S DAY

Wednesday, November 14  
View and discuss works by Pina Bausch, Netherlands Dance Theatre, Mats Ek, Sylvie Guillem  
Homework due next week: Complete a Reading Summary for Ann Daly’s “The Balanchine Women: Of Hummingbirds and Channel Swimmers”

Week 13: HOW DANCES PERFORM GENDER  
Monday, November 19  
Due: Reading #10, Daly’s “The Balanchine Women: Of Hummingbirds and Channel Swimmers”  
View and discuss: Balanchine’s “Four Temperaments”

Wednesday, November 21  
View and discuss: Goode’s “29 Effeminate Gestures,” Pearlman’s “2” and DV8’s “Enter Achilles”  
Homework due next week:  
1) For Monday complete a close reading sheet for “Listen: Our History is Shouting at Us” by Jawole Willa Jo Zollar  
2) Plan ahead for Fieldwork, see Blackboard for Guidelines and Rubric

Week 14: HOW DANCE PERFORMS RACE: CULTURAL APPROPRIATION/REPRESENTATION
Monday, November 26
Due: Reading #11, “Listen: Our History is Shouting at Us” by Jawole Willa Jo Zollar (2 points)
View and discuss: Minstrel shows, works by Bill Robinson, Nicholas Brothers, Fred Astaire, Josephine Baker, Urban Bush Women
Homework for next week: Fieldwork Essay

Wednesday, November 28
View & discuss: Bill T. Jones’ Last Supper at Uncle Tom’s Cabin/The Promised Land
Complete video viewing worksheet #3, due at the end of class (2 points)

**Mandatory event: November 30 - December 2 (Friday – Sunday), Cabrillo Winter Dance Concert:**
Fri/Sat at 7:30pm, Sunday at 2:00pm

**Week 15: How We See Ourselves: Dance and Representation**
Monday, December 3, Dance & Ability
Due: Concert Take Home Exam (5 points)
View and discuss works by Victoria Marks, Axis Dance Company, Anna Halprin/Positive Motion

Wednesday, December 5, Dance and the Imaginary Nation
View and discuss dances from Hollywood, Bollywood, and the Soviet States

**Week 16: Final**
Monday, December 10, 8:30-9:50am
In class: Final Quiz (5 points, 10 questions, open notes, closed book)
Due: Fieldwork Essay

**It is a good idea to be able to contact one of your classmates in case you have to miss a class and don’t want to lose credit for that day’s assignments.**

**Classmate Contact Info:**

<table>
<thead>
<tr>
<th>NAME</th>
<th>EMAIL</th>
<th>PHONE (OPTIONAL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This syllabus is subject to change at the discretion of the instructor

Students needing accommodations should contact the instructor ASAP. As required by the Americans with Disabilities Act (ADA), accommodations are provided to insure equal opportunity for students with verified disabilities. If you need assistance with an accommodation, please contact Disabled Student Services, Room 810, 479-6379, or Learning Skills Program, Room 1073, 479-6220.
## Assignments/Grade Tracker

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>Your Points</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Attendance &amp; Participation</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>August 29</td>
<td>Online Viewing #1, Ken Swift, etc.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>August 29</td>
<td>Video Worksheet #1, <em>The Freshest Kids</em></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>September 5</td>
<td>Quiz #1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>September 5</td>
<td>Reading #1 S. Banes, Breakdancing</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>September 10</td>
<td>Reading #2 Hula Worksheet</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>September 17</td>
<td>Online Viewing #2 Giselle</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>September 17</td>
<td>Reading #3, Ballet</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>September 24</td>
<td>Reading #4, Dance Critique</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>September 24</td>
<td>Quiz #2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>September 26</td>
<td>Video Worksheet #2, <em>Mad Hot Ballroom</em></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>October 1</td>
<td>Reading #5 Cynthia Novack (A)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>October 3</td>
<td>Online Viewing #3 Loie Fuller</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>October 10</td>
<td>Online Viewing #4 Astaire &amp; Rogers Swingtime</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>October 15</td>
<td>Reading #6 Cynthia Novack (B)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>October 24</td>
<td>Online Viewing #5 Contact Jam</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>October 24</td>
<td>Reading #7 Cynthia Novack (C)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>October 31</td>
<td>Reading #8 B. Stein, Twenty Years Ago…</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>October 31</td>
<td>Online Viewing #6 Sankai Juku</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>November 5</td>
<td>Reading #9 Stages of the Writing Process</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>November 7</td>
<td>Quiz #3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>November 7</td>
<td>Online Viewing #7 Omer Dancing…</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>November 19</td>
<td>Reading #10 A. Daly, Balanchine Women…</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>November 26</td>
<td>Reading #11 J. Zollar, Listen…</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>November 28</td>
<td>Video Worksheet #3 Bill T. Jones’ *Last Supper…</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>December 3</td>
<td>Take home exam on Cabrillo Dance Concert</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>December 10</td>
<td>Fieldwork Essay</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>December 10</td>
<td>Final Quiz</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>