DANCE APPRECIATION
Dance 10: Fall 2012 section 76584
Tuesday & Thursday 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

Tuesday, August 28, 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
Homework for next class:
1) Print syllabus and “Elements of Dance” page to bring to next class – on course Blackboard

Thursday, August 30, HOW DANCE REFLECTS SOCIAL VALUES
Quiz #1 (2 points, 4 questions from syllabus and class notes)
Due: Bring printed syllabus and “Elements of Dance” to class
Elements of dance: view various videos, complete observation & description exercises
Homework for next class:
1. Complete an Online Viewing Sheet for Video #1, Ken Swift & Crazy Legs: [link]
2. Complete Reading Summary for “Breakdancing: A Reporter’s Story” by Sally Banes

Week 2: HOW DANCE REFLECTS SOCIAL VALUES  CASE STUDY: BREAKING

Tuesday, September 4
View and discuss: Freshest Kids
Complete in class: Breaking Worksheet (2 points)
Due: Online Viewing Sheet #1, Ken Swift & Crazy Legs
Due: Reading Summary #1 “Breakdancing: A Reporter’s Story” by Sally Banes

Thursday, September 6
View and discuss: excerpts from Planet B-Boy, farmclub.com, etc.
Homework due next week: Reading #2 American Aloha Website: [link]
Thoroughly investigate this webpage – fill out the Hula worksheet on course Blackboard.
Read the “More About Hula” section: [link]
Including: Introduction, On Mele: The Heart of Hula, Becoming a Kumu Hula

Week 3: HOW DANCE BUILDS IDENTITY  CASE STUDY: HULA

Tuesday, September 11
View and discuss: Kumu Hula, Hula website
Due: Reading #2 – American Aloha website, complete Hula worksheet

Thursday, September 13
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
[link]
Week 4: **How Dances Reflect Social Values (Part 2)**  
**Case Study: Ballet**

**Tuesday, September 18**
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)

**Thursday, September 20**
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**

**Tuesday, September 25**

*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)

**Thursday, September 27**
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 Thursday complete an online viewing sheet for Loie Fuller:  
[http://www.youtube.com/watch?v=fIrnFrDXjlk&feature=related](http://www.youtube.com/watch?v=fIrnFrDXjlk&feature=related)

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

**Tuesday, October 2**

*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)

**Thursday, October 4**

*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

Tuesday, October 9, 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

Thursday October 11, 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

Tuesday, October 16
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

Thursday, October 18
In class: Shoulder warm-up
View and discuss: Merce Cunningham documentaries
Homework due next Thursday 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

Tuesday, October 23
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.

Thursday, October 25
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)**

**Tuesday, October 30, 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

**Thursday, November 1**
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, DaiRakudaKan, Carlotta Ikeda
Homework due next Tuesday: Close Reading Sheet for “The Writing Process”
Homework for next Thursday: Complete and Online Viewing Sheet for Omer Dancing at Ramat Yochanan: [http://www.youtube.com/watch?v=3czHK3UAYMA](http://www.youtube.com/watch?v=3czHK3UAYMA)

**Week 11: HOW DANCE DEFINES NATIONS**

**Tuesday, November 6**
In class: Gumboots Dance
View and discuss: Gum Boots, Cambodian Monkey Dance
Due: Reading #9 “The Writing Process” (2 points)

**Thursday, November 8**
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
Homework due next Thursday: Complete a Reading Summary for Ann Daly’s “The Balanchine Women: Of Hummingbirds and Channel Swimmers”

**Week 12: HOW DANCE MOVES ACROSS DISCIPLINES & HOW DANCES PERFORM GENDER (PART 1)**

**Tuesday, November 13**
View and discuss works by Pina Bausch, Netherlands Dance Theatre, Mats Ek, Sylvie Guillem

**Thursday, November 15**
Due: Reading #10, Daly’s “The Balanchine Women: Of Hummingbirds and Channel Swimmers”
View and discuss: Balanchine’s “Four Temperaments”

**Week 13: HOW DANCES PERFORM GENDER (2)**

**Tuesday, November 20**
View and discuss: Goode’s “29 Effeminate Gestures,” Pearlman’s “2” and DV8’s “Enter Achilles”
Homework due next week:
1) For Tuesday 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

**Thursday, November 22**
THANKSGIVING, no class
Week 14: How Dance Performs Race: Cultural Appropriation/Representation

Tuesday, November 27
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

Thursday, November 29
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

Tuesday, December 4, Dance & Ability
Due: Concert Take Home Exam (5 points)
View and discuss works by Victoria Marks, Axis Dance Company, Anna Halprin/Positive Motion

Thursday, December 6, Dance and the Imaginary Nation
View and discuss dances from Hollywood, Bollywood, and the Soviet States

Week 16: Final

Tuesday, December 11, 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:

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<tr>
<th>Name</th>
<th>Email</th>
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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

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<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>Your Points</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>August 30</td>
<td>Attendance &amp; Participation</td>
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<td>September 4</td>
<td>Online Viewing #1, Ken Swift, etc.</td>
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<td>September 4</td>
<td>Video Worksheet #1, <em>The Freshest Kids</em></td>
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<td>Reading #1 S. Banes, Breakdancing</td>
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<td>Reading #2 Hula Worksheet</td>
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<td>Online Viewing #2 Giselle</td>
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<td>Reading #3, Ballet</td>
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<td>Reading #4, Dance Critique</td>
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<td>Quiz #2</td>
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<td>Video Worksheet #2, <em>Mad Hot Ballroom</em></td>
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<td>Reading #5 Cynthia Novack (A)</td>
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<td>Reading #6 Cynthia Novack (B)</td>
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<td>Reading #7 Cynthia Novack (C)</td>
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<td>Reading #8 B. Stein, Twenty Years Ago…</td>
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<td>Online Viewing #6 Sankai Juku</td>
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<td>Reading #9 Stages of the Writing Process</td>
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<td>Reading #10 A. Daly, Balanchine Women…</td>
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<td>Reading #11 J. Zollar, Listen…</td>
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<td>Video Worksheet #3 Bill T. Jones’ <em>Last Supper</em>…</td>
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<td>Take home exam on Cabrillo Dance Concert</td>
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**Total** 100